

SACRAMENTO CITY COLLEGE



The Joint is Jumpin' by Shiela F. Smith, SCC student

SELF EVALUATION REPORT OF EDUCATIONAL QUALITY
AND INSTITUTIONAL EFFECTIVENESS – FALL 2015

**Self Evaluation Report
of
Educational Quality and Institutional Effectiveness**

Submitted by:

Sacramento City College

3835 Freeport Boulevard, Sacramento, CA 95822

Dr. Kathryn E. Jeffery, President

Dr. Brian King, Chancellor Los Rios Community College District

Los Rios Community College District Board of Trustees

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Ms. Pamela Hayes	Mr. Omba Kipuke, Student Trustee

Submitted to:

**Accrediting Commission for Community and Junior
Colleges, Western Association of Schools and Colleges**

June 2015

Institutional Self Evaluation Report Certification

To: Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

From: Dr. Kathryn Jeffery
Sacramento City College
3835 Freeport Boulevard
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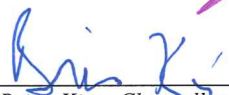
This Institutional Self Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was effective participation by the campus community, and I believe the Self Evaluation Report accurately reflects the nature and substance of this institution.

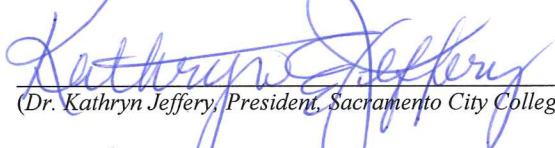
Signatures:



(Mr. Dustin Johnson, President, Board of Trustees) May 13, 2015
(Date)



(Dr. Brian King, Chancellor, Los Rios Community College District) 5/13/15
(Date)



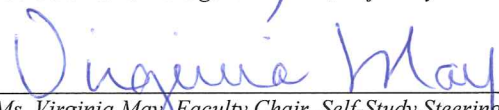
(Dr. Kathryn Jeffery, President, Sacramento City College) April 24, 2015
(Date)




(Dr. Marybeth Buechner, Accreditation Liaison Officer; Dean - PRIE) April 21, 2015
(Date)



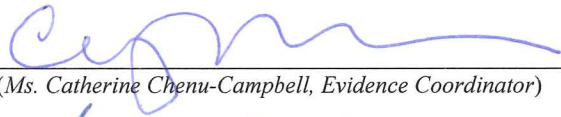
(Mr. Don Palm, Management Chair, Self-Study Steering Committee) 21 April 15
(Date)



(Ms. Virginia May, Faculty Chair, Self-Study Steering Committee; President - Academic Senate) 4-21-15
(Date)



(Ms. Kelly Irwin, Classified Chair, Self-Study Steering Committee) 4-27-2015
(Date)



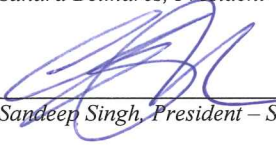
(Ms. Catherine Chenu-Campbell, Evidence Coordinator)

25 April 2015
(Date)



(Ms. Sandra Belmares, President - Classified Senate)

4-25-15
(Date)



(Mr. Sandeep Singh, President - Student Associated Council)

April 25th 2015
(Date)

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Introduction



By Marissa Provost, SCC student

Introduction

History of Sacramento City College

Founded in 1916 as a department of Sacramento High School, Sacramento City College is the seventh oldest public community college in California and the oldest institution of higher learning in Sacramento. In 1922, the citizens of Sacramento organized a junior college district by severing the connections between the college and Sacramento High School. This plan of organization remained in force until 1936 when the college became a part of the Sacramento City Unified School District. Twenty-eight years later, as a result of a March 17, 1964 election, Sacramento City College separated from the Sacramento City Unified School District to join the newly organized Los Rios Junior College District, which assumed the operation of American River College and Sacramento City College.

When the college outgrew its temporary quarters at Sacramento High School, the citizens of Sacramento voted bonds for a new college site and buildings. 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 college was transferred in 1926 to its new permanent campus. The first new buildings consisted of administration, classrooms with laboratory units, and a gymnasium.

With expansion came the demand for more buildings. Between 1928 and 1965 many other facilities were added to the original plan. Lillard and Mohr Halls were ready for occupancy in the spring semester of 1963. These buildings house science and nursing education. During the 1964-65 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 Building, the Art Court Theatre, and the Graphic Arts-Cosmetology buildings were ready for occupancy. The Aeronautics addition was completed in 1974 and renamed in 1982 as the Hilton F. Lusk Aeronautical Center. The original classroom building was replaced in 1976 with new classroom-administration structures that were dedicated in 1980 as Rodda Hall North and Rodda Hall South. Also witnessed in 1980 was the remodeling of the Administration of Justice Building, the conversion of the engineering building into art laboratories, dedicated in 1982 as the Amalia Fischbacher Fine Arts Building, and the construction of a welding facility as well as a remodel of the nursing facility. During 1990-1991 construction of a music addition to the Auditorium was completed, and in 1993 the remodel of the Auditorium interior was completed. A new Child Development Center was also completed in 1993, and the new Learning Resource Center, which replaced the library opened in fall 1998.

With the initial development of the College's Facilities Master Plan in 2003-04 and passing of local facilities bond Measure A in 2002, the College embarked on a modernization and parking improvement program to span the next decade and beyond. A 1,958 space parking garage was completed in 2007, the Technology building was modernized in 2005 followed by the Cosmetology building in 2006, the North Gymnasium in 2008, and the Fischbacher Fine Arts building in 2010. In Fall 2011, the Aeronautics programs were relocated from

Sacramento Executive Airport and the main campus to remodeled facilities at McClellan Park. Modernization of the Auditorium was completed in Fall 2012 and the building was renamed the Performing Arts Center. Hughes Stadium was modernized in 2012 and a new Student Services building, replacing the Administration of Justice building (which also housed some student services) was completed in spring 2015.

In 2008, the LRCCD voters approved a new facilities bond, Measure M, which enabled the college to update the Facilities Master Plan (2010) to include new facilities projects that would transform the campus and increase the capacity of the two permanent education centers, Davis and West Sacramento. The West Sacramento Center opened in January 2010 and serves over 3,000 students. The Davis Center relocated to a permanent facility on the University of California, Davis campus in spring 2012. All of these facilities modernization projects and new construction are funded through a combination of State facilities bond funds approved by the voters of the state or through local facilities bond measures like Measure A and M for Los Rios Community College District. Use of facilities bond funds are strictly monitored and require a Citizen's Bond Oversight Committee to ensure compliance with use rules that limit application of these funds to facilities modernization or new structures for the campus.

The college completed a remodel of a portion of the Lusk Building in the 2014-15 academic and relocated the Electronics Technology program from Rodda Hall North, 3rd floor, to the new space. In summer 2015, the Rodda Hall North 3rd floor will be remodeled to house the Mathematics, Statistics, and Engineering Division Office and all of the mathematics faculty. In addition, there is new general classroom space being designed into the project ([IN.1](#)).

Looking ahead, the College will see modernization projects developed for Mohr and Lillard Hall. The college's long-range facilities' plan includes is a new building in the area of Mohr and Lillard Halls which is projected to house allied health and science programs. In order to handle the majority of the growth envisioned for Sacramento City College, two additional phases are planned for both West Sacramento and Davis Education Centers ([IN.2](#), [IN.3](#)).

The 2010 and 2014 updates of the Facilities Master Plan ([IN.4](#), [IN.5](#)) outline modernization and new construction projects planned for the main campus as well as our two centers in West Sacramento and Davis. They also integrate both state and local bond funding to complete the planned projects and TAP improvements though the next decade. The power point briefing that is attached shows how the modernization and new construction projects will be integrated into the college and what additional projects and educational program adjustments needs to be considered over the planning period. The college will continually assess the best location for programs and adjust facility space utilization to achieve an optimum educational program plan.

College Overview

Our mission

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, degree and certificate attainment, 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.

Our vision

Sacramento City College seeks to create a learning community that celebrates diversity, nurtures personal growth, and inspires academic and economic leadership.

Our values

Working together
pursuing excellence
inspiring achievement

Sacramento City College is accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, 10 Commercial Blvd., Suite 204, Novato, CA 94949, (415) 506-0234, a regional accrediting commission recognized by the Council for Higher Education Accreditation and the U.S. Department of Education ([IN.6](#)). The last ACCJC Accreditation site visit to Sacramento City College occurred October 12-15, 2009. Following the visit the Commission took action to reaffirm accreditation. SCC files an Annual Report with ACCJC as well as Substantive Change Reports reflecting specific types of changes to college programs, modalities, and locations. SCC submitted a Midterm Report in Fall 2012.

Programmatic Accreditation

A number of SCC programs have additional accreditation through industry or governmental groups ([IN.7](#)):

- The Occupational Therapy Assistant Program is accredited by the Accreditation Council for Occupational Therapy Educate (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD, 20814-3449. ACOTE's phone number, c/o AOTA, is 301-652-AOTA. The program at Sacramento City College is accredited through 2019/2020.
- The Physical Therapist Assistant program at Sacramento City College is accredited by the commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245;
- The Associate Degree Nursing program is accredited by the California Board of Registered Nursing (BRN), a specialized accrediting body from the Department of Consumer Affairs, established by law to protect the public by regulating the practice of registered nurses. The BRN is responsible for implementation and enforcement of

the Nursing Practice Act: the laws related to nursing education, licensure, practice, and discipline. The BRN can be contacted at the following phone number: (916) 322-3350 or at the following address P.O. Box 944210, Sacramento, CA 94244-2100.

- The Vocational Nursing Program is accredited by the California Board of Vocational Nursing and Psychiatric Technicians (Board), a specialized accrediting body from the Department of Consumer Affairs, that protects the consumer from unprofessional and unsafe licensed vocational nurses (LVNs) and psychiatric technicians (PTs). Public protection is the highest priority of the Board in exercising its licensing, regulatory and disciplinary functions. The Board can be contacted at the following phone number: (916) 263-7800 or at the following address: 2535 Capitol Oaks Drive, Suite 205, Sacramento, CA 95833.
- The Dental Assisting program is accredited by the Commission on Dental Accreditation of the American Dental Association, a specialized accrediting body recognized by the United States Department of Education. The Commission on Dental Accreditation can be contacted at 312-440-4653 or at 211 East Chicago Avenue, Chicago, Illinois 60611
- The Dental Hygiene program is accredited by the Commission on Dental Accreditation of the American Dental Association. The Commission is a specialized accrediting body recognized by the United States Department of Education and can be contacted at 211 East Chicago Avenue, Chicago, Illinois 60611.

SCC Educational Centers

In addition to the Main Campus at 3835 Freeport Blvd, Sacramento City College Educational Centers in Davis ([IN.8](#)) and West Sacramento ([IN.9](#)). LRCCD received approval for formal Center status for both Centers through the California Community College Chancellor's Office (CCCCO). The Davis and West Sacramento Centers offer a broad array of college courses that 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. Student success measures at the Centers are equivalent to those of the entire college. For example, in Fall 2014 the successful course completion rate for the entire college was 65.3%; for the Davis Center it was 65.5% and for the West Sacramento Center it was 64.9%.

Davis Center:

- 1720 Jade Street, Davis, CA 95616

Sacramento City College's outreach to Davis began in 1966 with evening classes at the high school. The first physical presence was established in 1978 with a trailer at Holmes Junior High School. By fall of 2003 SCC was located in south Davis with 9,200 square feet of educational space that allowed for more than seventy sections of general education and basic skills courses.

A significant feature of the development of the SCC Davis Center is a partnership with UC

Davis that began with shared classroom space in 1989. In 1993 it expanded further, and SCC began providing courses at UCD to support UCD's basic skills needs in English, mathematics, and chemistry, as well as some languages that have special demand from UCD students (Korean and Persian, for example). As a result of this innovative partnership with UCD, the SCC Davis Educational Center moved to a new location in the "West Village" development on the UC Davis campus in Spring Semester 2012. A full range of student services are available to Center students. Davis Center Website: <http://www.scc.losrios.edu/daviscenter/>

West Sacramento Center:

- 1115 West Capitol Avenue, West Sacramento, CA 95691

Prior to spring 2010 the College offered classes at off-campus locations in leased space at 1275 Halyard Drive, West Sacramento and at 1209 4th Street, Sacramento. The move from these temporary leased facilities to a permanent college-owned site was part of the College's planning for several years, and planned in conjunction with the City of West Sacramento. In spring 2010, the classes housed at the West Sacramento Center and the Downtown Center moved to the new West Sacramento Center building at 1115 West Capitol Avenue, West Sacramento, CA 95691.

The new Center is a 3-story building that includes 11 classrooms and a computer lab. Services offered include academic and financial aid counseling, enrollment assistance, assessment testing, tutoring services, and other student support services. The Center currently serves more than 2500 students. Close connections with the local community are a hallmark of the work of the West Sacramento Center. The West Sacramento branch of the Yolo County Library and the West Sacramento Community Center are adjacent to the new address of the Center and City Hall, the government seat for the City of West Sacramento, is located across the street. West Sacramento Center website: <http://www.scc.losrios.edu/westsaccenter/>

SCC Outreach Sites (specialized programs):

SCC's outreach sites do not include general classes, but focus on specialized classes in Aeronautics at the McClellan outreach site and in Nursing at the Sutter outreach site.

McClellan outreach site (Aeronautics):

- SCC Hangar and Laboratory Facility, 5808 Price Avenue, McClellan, California 95652
- SCC Classroom Building, 5803 Price Avenue, McClellan, California 95652

SCC has been offering classes and programs related to aeronautics since the 1930s. Courses from SCC's Aeronautics programs had been offered for many years at leased facilities off campus at Sacramento Executive Airport. Due to the expiration of the lease at Sacramento Executive Airport these courses moved to leased facilities at McClellan Park (the former McClellan Air Force Base). The lease agreement for the McClellan location was approved by the Board of Trustees on June 17, 2009. Currently students in SCC's Aeronautics programs can earn Associate Degrees and/or Certificates in Airframe, Powerplant, Combined Airframe

and Powerplant, Flight Technology, Nondestructive Testing, Aircraft Dispatcher, and Air Traffic Control. Aeronautics webpage: <http://www.scc.losrios.edu/aero/>

Sutter outreach site (Nursing):

- Sutter Center for Health Professions 2700 Gateway Oaks, Sacramento, 95833
Nursing webpage: <http://wserver.scc.losrios.edu/nursing/sutterdirections.html>

The Sacramento City College Associate Degree Nursing Program, Extended Campus (SCHP) is an accelerated Nursing Program, partially funded by Sutter Health and provided by the Los Rios Community College District and Sacramento City College. The Associate in Science Degree Registered Nursing Program at Sacramento City College is approved by the California Board of Registered Nursing ([IN.10](#)). Students enrolled in this program are required to complete general education, science, and nursing courses with related clinical experiences in local hospitals. Nursing webpage: <http://www.scc.losrios.edu/nursing/>

Note: SCC previously had a partnership with the Bell Helicopter Training Academy (13901 Aviator Way, Fort Worth, Texas, 76177). This partnership is no longer active. The SCC Bell Helicopter courses are no longer offered and are in the process of being deleted from the college catalog.

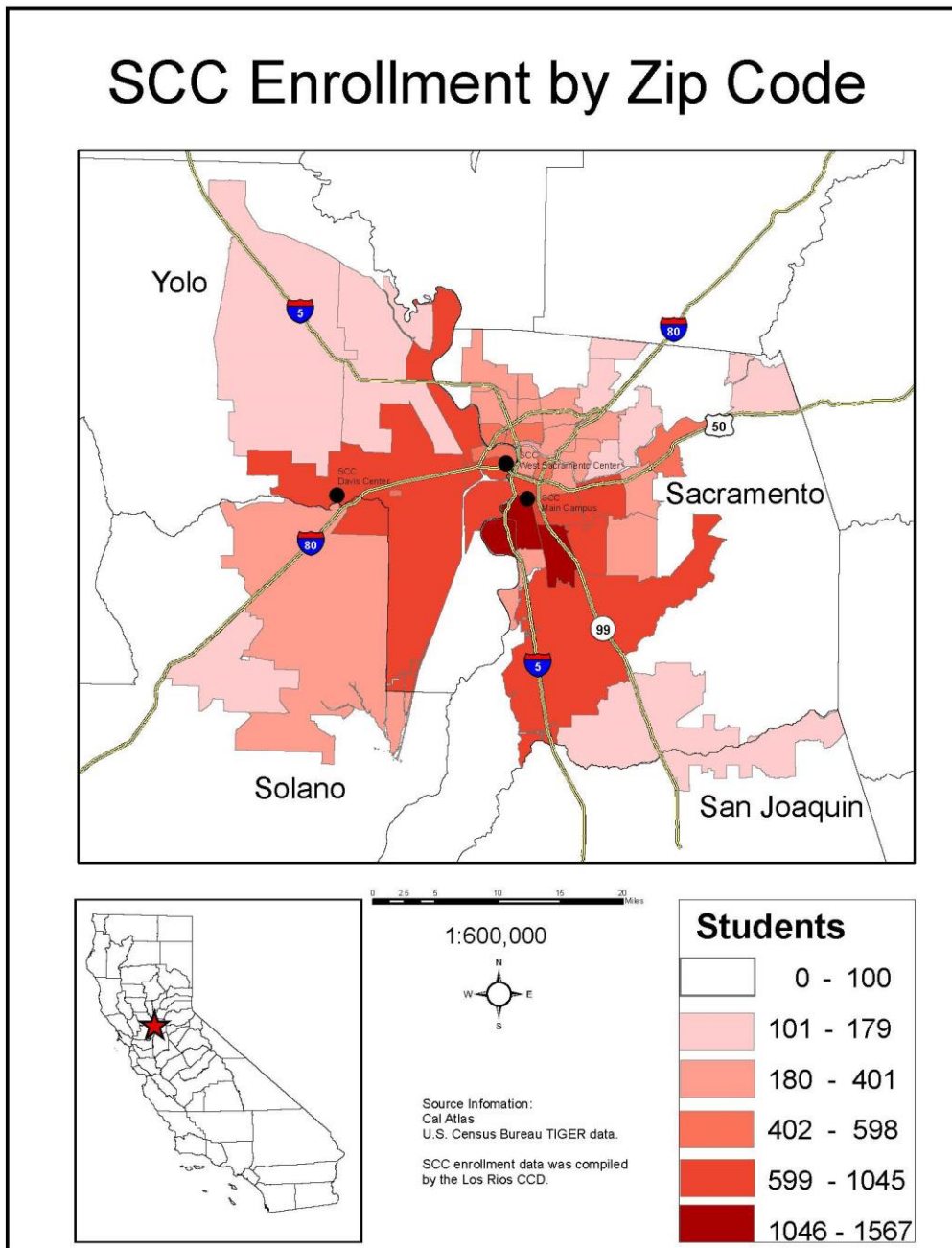
Distance Education

Distance Education courses offered by SCC have the same Course Outline of Record as their face-to-face counterpart courses which include: unit value, prerequisite requirements, course description, learning outcomes, course topics, instruction methods, typical homework assignments, evaluation and assessment methods, etc. The Center for Online and Virtual Education (COVE) at SCC provides information for students and faculty who engage in distance teaching and learning (see the SCC DE website [IN.11](#)). The Distance Education Subcommittee of the Curriculum Committee (DE Subcommittee) reviews all DE course proposals. All SCC online/distance education courses are approved for instructional delivery through each DE mode by the Sacramento City College Curriculum Committee to ensure equivalent learning experience and academic rigor. Currently, there are 214 courses approved for online education and 48 courses approved for a hybrid modality (combination of online and face-to-face). Distance Education courses meet all Title 5 Distance Education requirements.

Area Served

Located in the heart of Sacramento, with educational centers in Davis and West Sacramento, SCC serves the greater Sacramento Region including much of Sacramento County and portions of Yolo, Solano, and San Joaquin counties. The core of the college's enrollment area lies within 5 miles of the main campus.

Figure 1: SCC Enrollment by Zip Code, Fall 2014



SCC is one of four Los Rios Community College District Colleges and the area served by SCC overlaps with those of the other LRCCD colleges. Nearly 50% of SCC’s students come from the 12 zip codes shown below.

Figure 2: SCC Enrollment by Zip Code, Fall 2014

SCC Student Home Zip Codes (Fall 2014)

Top Zip Codes	Location	Fall 2014 # of students	% of Total
95822	Land Park	1,567	6.6
95823	Parkway	1,391	5.9
95831	Pocket / Greenhaven	1,135	4.8
95820	Oak Park / Fruitridge	1,030	4.3
95691	West Sacramento	1,012	4.3
95828	Florin	942	4.0
95758	Elk Grove	762	3.2
95826	Perkins	760	3.2
95824	Colonial	748	3.2
95616	Davis	738	3.1
95818	Broadway / Upper Land park	671	2.8
95624	Elk Grove	630	2.7
Total Top Zips		11,386	48.0
All Others:		12,580	52.0
Total		23,966	May not sum due to rounding

Source: EOS Profile Data

13-13

*Sacramento City College
Office of Planning, Research & Institutional Effectiveness*

K-12 Metrics

Information below is taken from the 2014 PRIE Institutional Effectiveness Environmental Scan Report ([IN.12](#)) and the SCC Student Equity Plan ([IN.13](#)).

The College’s student population is reflective of the area it serves—in particular it reflects the feeder high schools, which in turn reflect the families that live in the area.

Figure 3: SCC Race / Ethnicity Compared to Feeder High Schools, 2013

Racial/Ethnic Group	Feeder H.S.	SCC
Hispanic or Latino	30.4%	28.0%
AI/AN	0.8%	0.7%
Asian	21.2%	18.7%
Pacific Islander	1.8%	1.3%
Filipino	3.7%	2.7%
African American	14.1%	12.7%
White	23.0%	27.7%
Two or More Races	4.5%	6.0%

The High Schools that provide the greatest number of new freshmen to the College vary dramatically on a number of socio-economic, demographic, and achievement metrics.

Figure 4: Metrics for SCC’s Top Feeder High Schools, (2012 to 2014)

CDE data for feeder High Schools (most recent year available in parentheses)					
High School	% white (2013-14)	% free or reduced price lunch* (2013-14)	% English language learner (2013-14)	% of seniors taking the SAT (2012-13)	State API Base rank (2012-13)
Luther Burbank	4.1	81	25.5	44.2	2
Hiram Johnson	7.4	91	27.2	27.8	3
River City	34.8	63	9.5	42.1	4
Rosemont	33.9	71	9.8	36.2	4
McClatchy	24.9	61	11.9	45.0	6
Kennedy	13.3	62	12.4	46.5	5
Davis Senior	55.0	21	5.6	78.2	9

* based on Adjusted Percent of Eligible FRPM ages 5-17

Source: California Department of Education, [DataQuest](#) ([IN.14](#)) (retrieved 9/4/2014)

2013 STAR test results for Sacramento County schools show that a substantial number of students score below proficiency level in English or math. Such deficiencies are likely to impact the teaching and learning process at SCC.

Figure 5: K-12 English-Language Arts and Mathematics STAR Test Results for Sacramento County, 2013

CST English-Language Arts 2013 STAR Test Results, Sacramento County, All Students

Grade	2	3	4	5	6	7	8	9	10	11
% Advanced	20 %	17 %	35 %	26 %	25 %	25 %	26 %	28 %	22 %	19 %
% Proficient	31 %	25 %	27 %	31 %	33 %	34 %	29 %	33 %	27 %	26 %
% Basic	26 %	32 %	24 %	28 %	28 %	26 %	29 %	24 %	30 %	28 %
% Below Basic	13 %	16 %	10 %	9 %	10 %	11 %	10 %	10 %	12 %	15 %
% Far Below Basic	10 %	10 %	4 %	6 %	4 %	6 %	6 %	5 %	9 %	12 %

CST Mathematics 2013 STAR Test Results, Sacramento County, All Students

Grade	CST Math						CST Algebra I			
	2	3	4	5	6	7	8	9	10	11
% Advanced	28%	36%	42%	29%	23%	16%	16%	3%	1%	1%
% Proficient	31%	26%	26%	32%	30%	34%	33%	21%	11%	9%
% Basic	21%	21%	17%	20%	26%	28%	27%	29%	24%	21%
% Below Basic	15%	14%	12%	14%	16%	18%	20%	34%	43%	42%
% Far Below Basic	5%	4%	3%	5%	4%	5%	4%	13%	21%	28%

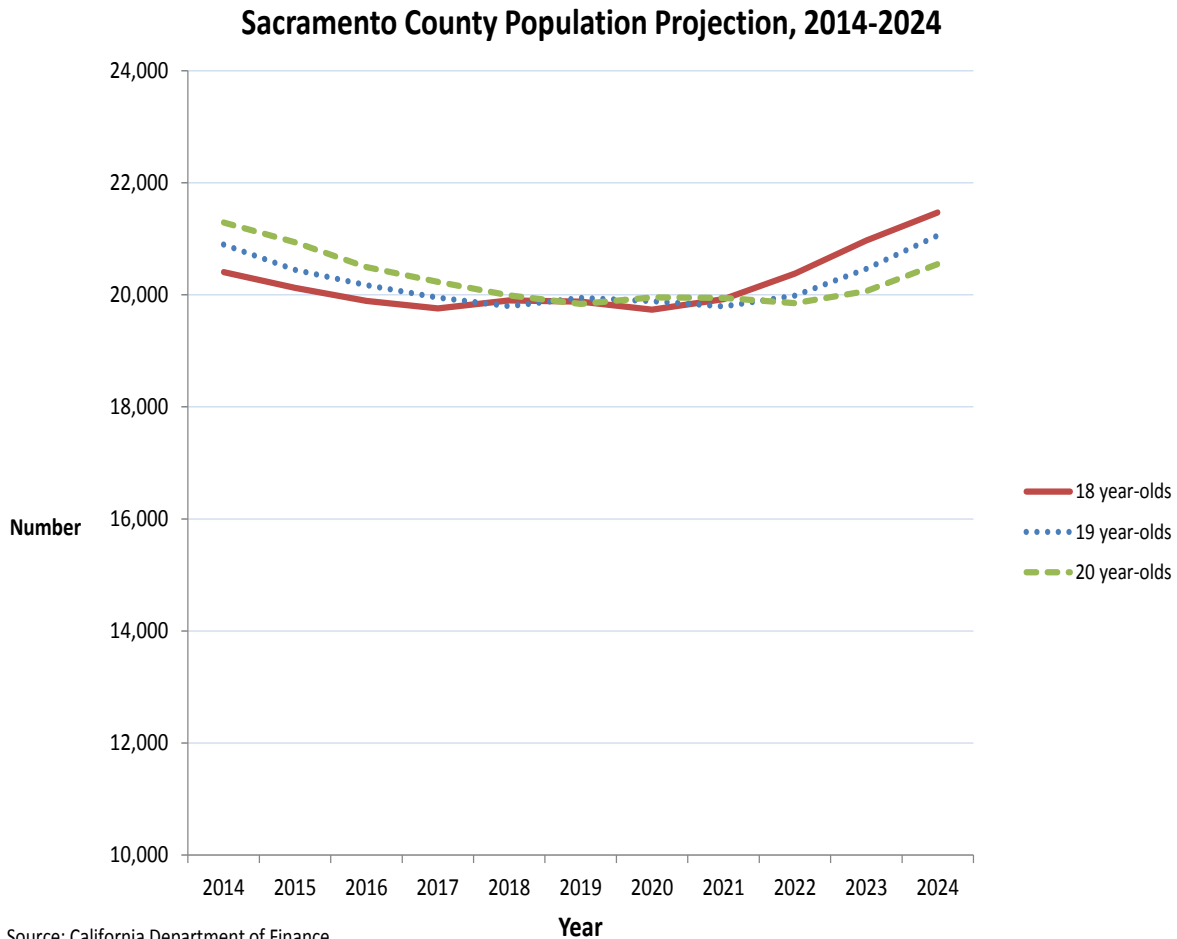
2013 STAR Test Results, Sacramento County, All Students - California Standards Test Scores

Data Source – California Department of Education, Assessment and Accountability Division, [\(IN.15\)](#) (retrieved 9/4/2014)

Population Projections

Population projection patterns for Sacramento County show that a decline in the number of traditional community college-age students is expected over the next few years. It is expected that there will be a 2.5% to 7% reduction in the population of 18, 19, and 20 year-old age groups between 2014 and the late 2010s, but that population is expected to rebound in the early 2020s.

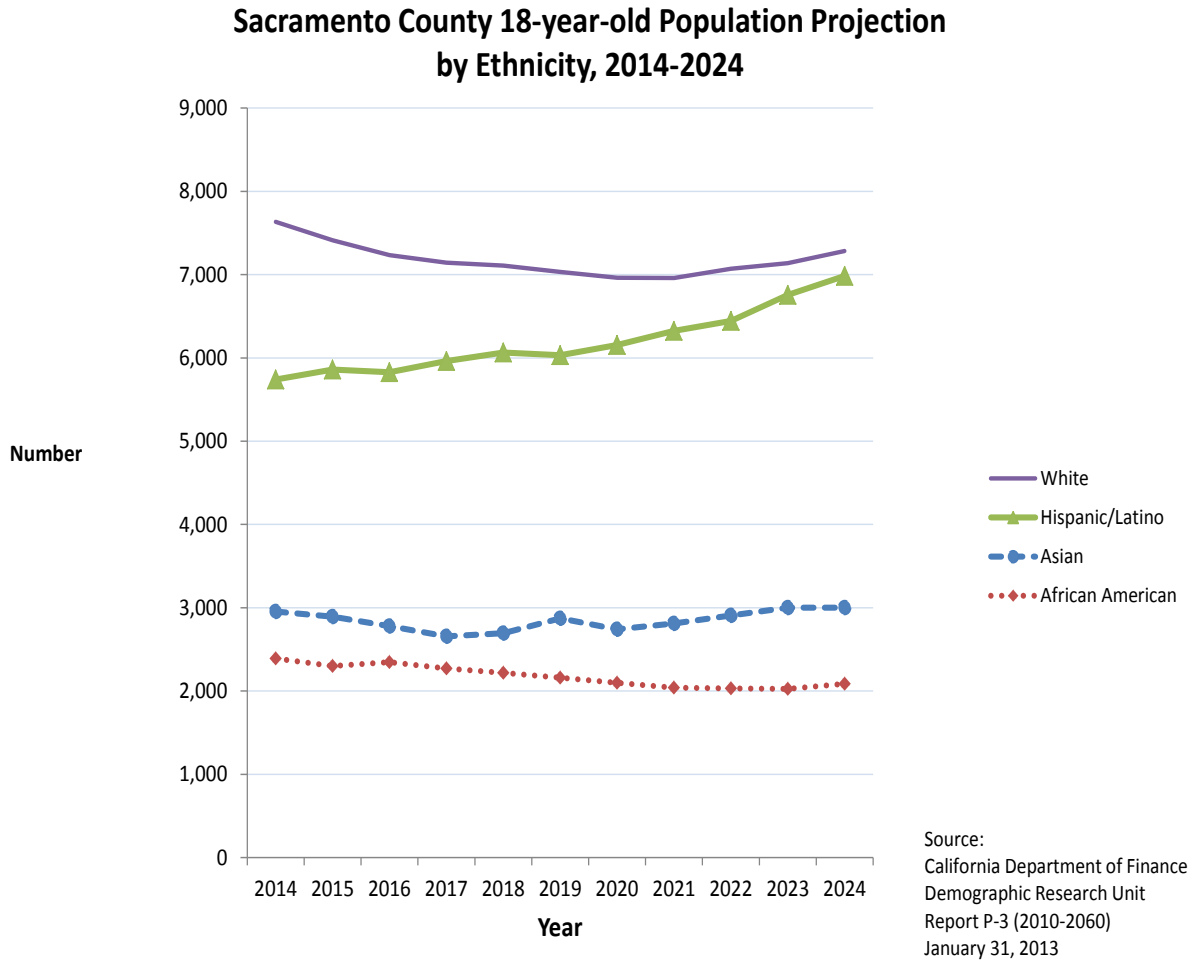
Figure 6: Sacramento County Population Projection, 2014 to 2024



Source: California Department of Finance
Demographic Research Unit
Report P-3 (2010-2060), January 31, 2013

Although the overall college-age population is expected to drop, some subgroups will experience more of a decline than others, and the number of college-age Latinos is actually expected to continue an upward trend over the next 10 years. Sacramento City College recently became eligible for status as a Hispanic Serving Institution.

Figure 7: Sacramento County 18-year-old Population Projection by Ethnicity, 2014 to 2024



Source: <http://www.dof.ca.gov/research/demographic/reports/projections/P-3/> ([IN.16](#))

Economic variables

The information below is taken from the 2014 PRIE Institutional Effectiveness Environmental Scan Report ([IN.17](#)). California’s unemployment rate generally mirrors the national unemployment rate, but it has decreased more over the past three years, dropping from 10.7% in June 2012 to 8.7% in July 2013 to 7.4% in August 2014.

Figure 8: Unemployment Trends for California and the U.S., 2011 to 2014

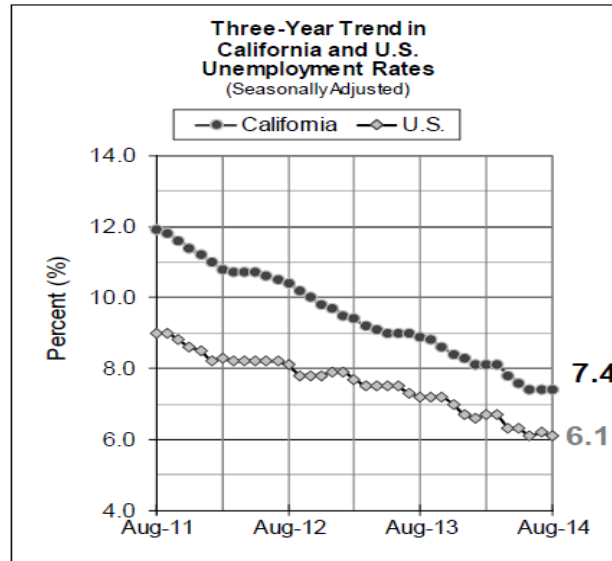


Figure from the “California Labor Market Review, August 2014” ([IN.18](#), [IN.19](#)) (retrieved 9/23/2014)

SCC offers programs in some of the fastest growing and high paying jobs in the Sacramento Area. The information below is quoted from “2010-2020 Sacramento, Placer, Yolo, and El Dorado Counties Projection Highlights” ([IN.20](#), [IN.21](#)) (retrieved 9/9/2013)

The 50 occupations with the most job openings are forecasted to generate nearly 18,600 total job openings annually, or 52 percent of all job openings in Sacramento, Placer, Yolo, and El Dorado Counties. The top three occupations with the most job openings are *retail salespersons, cashiers, and personal care aides*. These occupations have median wages ranging from approximately \$10 to \$11 per hour. *Higher-skilled occupations, requiring a bachelor’s degree or higher, include teachers (elementary and secondary); accountants and auditors; and management analysts.*

Nursing and Residential Care Facilities, at 3.1 percent annual growth, is projected to have the fastest growth in the educational services, health care, and social assistance sector. Employment services, which includes temporary help services, is anticipated to lead growth in the professional and business services sector by adding 5,900 jobs. Limited-service eating places is projected to add 8,600 jobs, leading the leisure and hospitality sector in growth.

In Fall 2013, the top 10 major areas of study for new SCC students included Nursing, Business, and Computer fields, which are among those fields projected for employment increase in California in the near future. Biology is also on the list of popular majors, and biology-based fields of study such as Veterinary Technicians, Medical Scientists, and Physical Therapists are among those occupations expected to grow over the next few years.

Programs in green technologies at the College are also in areas of expected job growth. In terms of 2013-14 graduates, Registered Nursing, Business, Computer Information fields, and Biology also appeared in the list of top degrees and certificates earned by SCC graduates.

Figure 9: Occupational Outlook for the Sacramento Region, 2010 to 2020

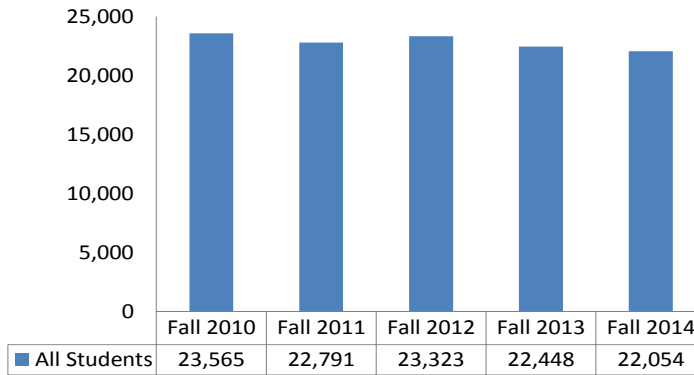
20 Fastest-Growing Occupations in Sacramento-Arden Arcade-Roseville Metropolitan Area:			
2010-2020. California Labor Market Info from EDD			
http://www.labormarketinfo.edd.ca.gov/ (IN.22) (retrieved 9/9/2013)			
Occupation	Related SCC program, courses, or major	Change	%Change
Home Health Aides	Allied Health courses	1,260	58.3
Meeting, Convention, and Event Planners	Management	210	44.7
Personal Care Aides	N/A	8,300	42.8
Market Research Analysts and Marketing Specialists	Marketing; Statistics	870	42.6
Logisticians	Management	170	36.2
Veterinary Technologists and Technicians	Biology	220	36.1
Automotive and Watercraft Service Attendants	N/A	240	35.8
Medical Scientists, Except Epidemiologists	Biology	510	35.4
Tire Repairers and Changers	N/A	290	35.4
Parts Salespersons	N/A	410	35.3
Interpreters and Translators	Foreign Language; ESL	190	34.5
Loan Officers	Accounting; Business; Economics; Math; Real Estate Finance	710	33.2
Cost Estimators	Business; Math	540	31.8
Insurance Sales Agents	Business	620	31.6
Medical Secretaries	Allied Health; Business Technology	1,660	31.6
Healthcare Social Workers	Community Studies- Emphasis on Direct Services	260	31.3
Food Service Managers	Management; Nutrition	730	31.2
Physical Therapists	Biology; PT Assistant Program	300	30.9
Database Administrators	CIS	170	30.9

Enrollment

Sacramento City College has experienced declining enrollment with some fluctuation over the last few years, as illustrated by both Census and End of Semester (EOS) headcount. Note that SCC tends to have higher enrollment at EOS than at Census because the College offers a number of sections that begin after the full-term census date (Source: Master Schedule File).

Figure 10: Enrollment by Census Headcount, 2010 to 2014

**Enrollment Trends by Census Headcount
Fall Census 2010 to 2014**



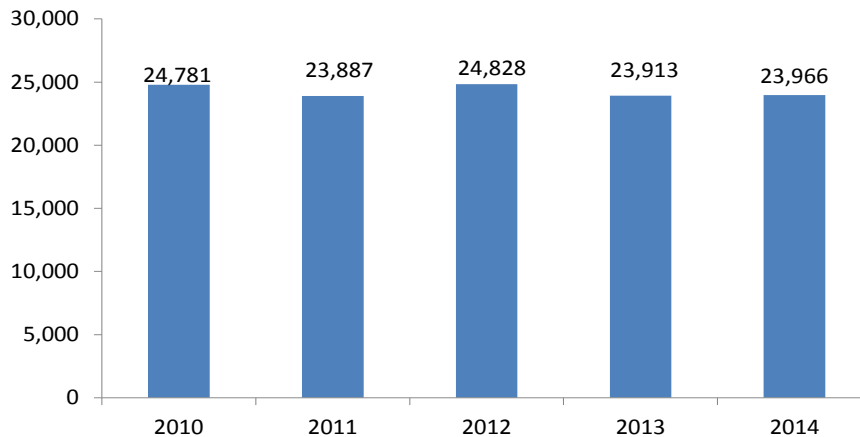
Source: 4th Week Profile

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Figure 11: Enrollment by End of Semester Headcount, 2010 to 2014

**Enrollment Trends by End of Semester Headcount
Fall 2010 to Fall 2014**



Source: EOS Profile Data Files

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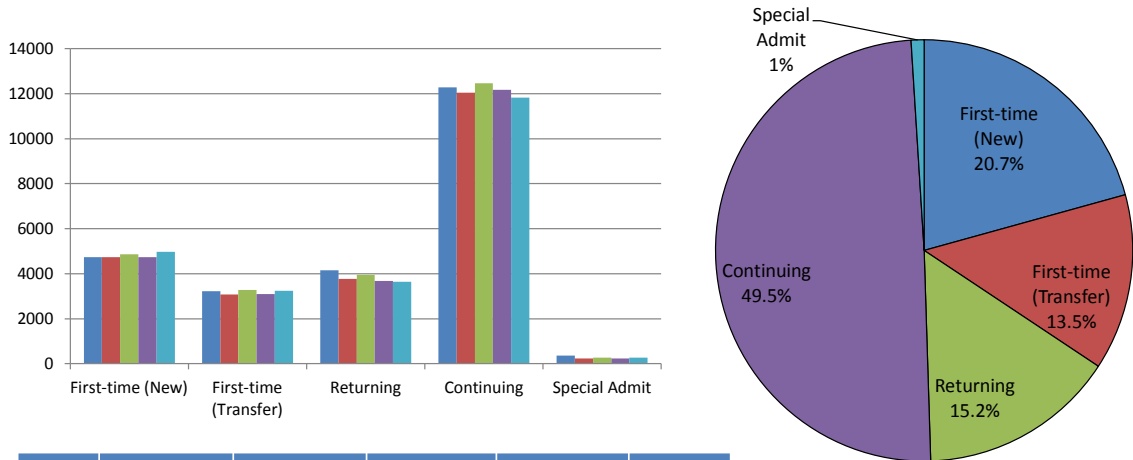
In early 2009, it was expected that the College would have growing enrollment trends based on multiple indicators from environmental scans conducted by the LRCCD Institutional Research Office. However, the onset of the Great Recession in 2009 introduced economic factors that have contributed to declining enrollment patterns seen during the last five years.

Enrollment by Status and (unit) Load

Although overall enrollment has decreased, the number of first time freshmen has increased slightly during the same period—from 4,730 in 2010 to 4,971 in 2014.

Figure 12: Enrollment by Student Status, 2010 to 2014

SCC Students by Enrollment Status (Fall 2010 to Fall 2014)



Fall	First-time New	First-time (Transfer)	Returning	Continuing	Special Admit
2010	4,730	3,230	4,148	12,274	364
2011	4,745	3,077	3,765	12,043	237
2012	4,871	3,273	3,959	12,459	266
2013	4,728	3,089	3,679	12,176	241
2014	4,971	3,243	3,644	11,827	268

Source: EOS Profile Data

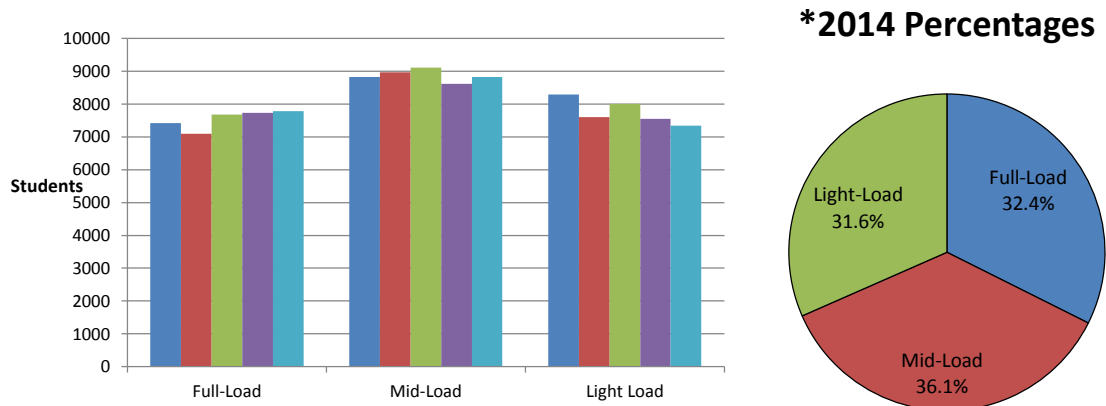
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Most of SCC's students are part-time. Less than a third of students take a full-time load of 12 or more units.

Figure 13: Enrollment by Unit Load, 2010 to 2014

SCC Student Load (Fall 2010 to Fall 2014)



Fall	Full -Load 12 or More Units		Mid-Load 6-11.99 Units		Light-Load Up to 5.9 Units	
	Count	Percentage	Count	Percentage	Count	Percentage
2010	7,422	30.0%	8,821	35.6%	8,291	33.5%
2011	7,098	29.7%	8,967	37.5%	7,599	31.8%
2012	7,685	31.0%	9,104	36.7%	8,005	32.2%
2013	7,735	32.4%	8,617	36.0%	7,546	31.6%
2014	7,778	32.5%	8,829	36.8%	7,343	30.6%

* May not add to 100% due to unknowns.

11-13

Source: EOS Profile Data

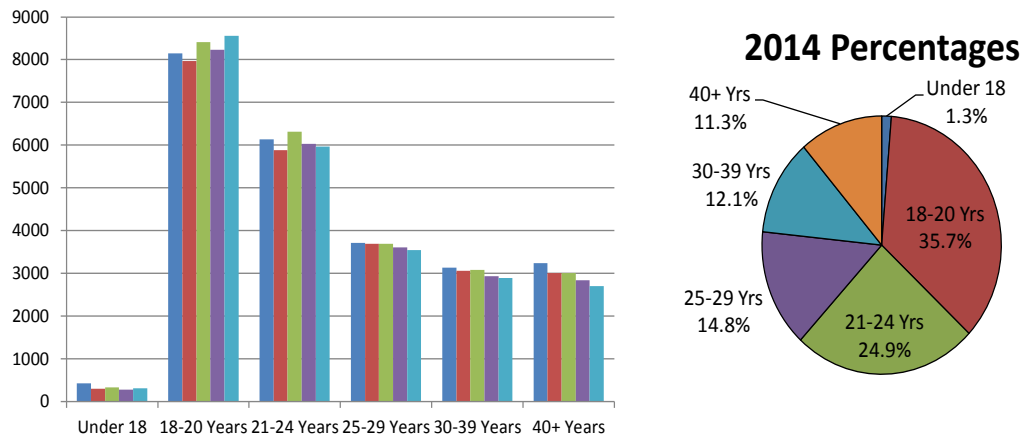
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Enrollment by Age

SCC’s student age group distribution has remained relatively stable over the last few years. Just over a third of SCC students are 18 to 20 years of age and about a quarter of the student population is 21-24 years old. Although many SCC students are young, there is also a substantial group of students (about 11%) who are over 40 years of age.

Figure 14: Enrollment by Age Group, 2010 to 2014

SCC Age Group Distribution (Fall 2010 to Fall 2014)

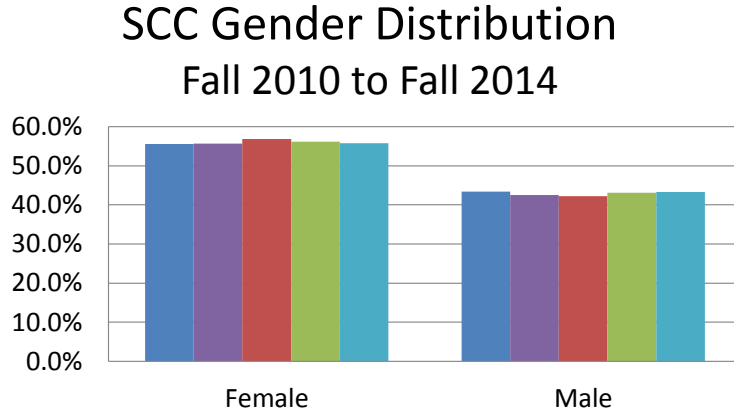


Fall	Under 18 Years		18-20 Years		21-24 Years		25-29 Years		30-39 Years		40+ Years		Total
2010	422	1.7%	8,145	32.9%	6,131	24.7%	3,708	15.0%	3,132	12.6%	3,243	13.0%	24,781
2011	294	1.2%	7,963	33.3%	5,880	24.6%	3,690	15.4%	3,056	12.8%	3,004	12.6%	23,887
2012	326	1.3%	8,410	33.9%	6,317	25.4%	3,688	14.9%	3,082	12.4%	3,005	12.1%	24,828
2013	275	1.1%	8,230	34.4%	6,026	25.2%	3,610	15.1%	2,933	12.3%	2,839	11.9%	23,913
2014	311	1.3%	8,553	35.7%	5,962	24.9%	3,544	14.8%	2,892	12.1%	2,704	11.3%	23,966

Enrollment by Gender

SCC's student population by gender has remained relatively stable over the last few years.

Figure 15: Enrollment by Gender, 2010 to 2014



Fall	Female		Male		Total	
2010	14,076	56.8%	10,465	42.2%	24,541	99.0%
2011	13,392	56.1%	10,300	43.1%	23,692	99.2%
2012	13,844	55.8%	10,739	43.3%	24,583	99.2%
2013	13,302	55.6%	10,371	43.4%	23,673	99.0%
2014	13,347	55.7%	10,771	42.5%	24,118	98.2%

Source: EOS Profile Data

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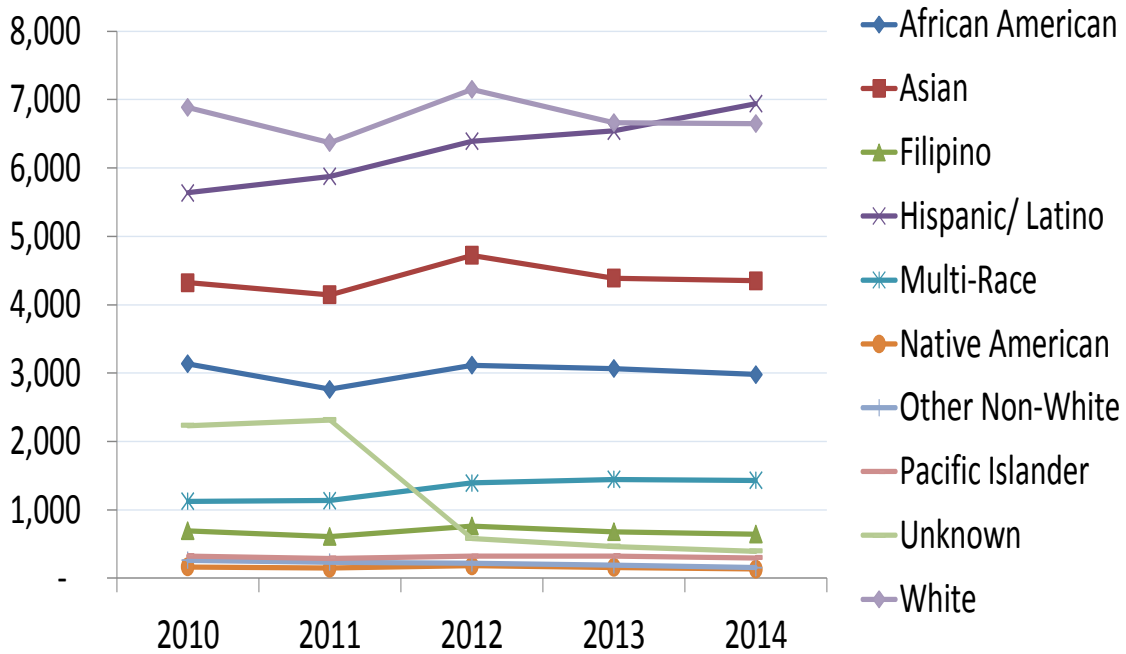
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Enrollment by Ethnicity

SCC is a very diverse college in a very diverse city. In Fall 2014, no ethnic group represented more than 29 percent of the student body. The diversity of SCC students has been changing slowly since 2010 with an increase in the percentage of Hispanic students. As of 2012, SCC met the threshold to become a designated Hispanic-Serving Institution (HSI) and eligible to apply for a federal HSI grant.

Figure 16: Enrollment by Ethnicity, 2010 to 2014

SCC Student Ethnicity Profile (Fall 2010 to Fall 2014)



Fall	African American		Asian		Filipino		Hispanic/Latino		Multi-Race		Native American		Other Non-White		Pacific Islander		Unknown		White		Total
2010	3,135	12.7%	4,321	17.4%	692	2.8%	5,637	22.7%	1,125	4.5%	165	0.7%	264	1.1%	326	1.3%	2,230	9.0%	6,886	27.8%	24,781
2011	2,763	11.6%	4,145	17.4%	610	2.6%	5,877	24.6%	1,136	4.8%	146	0.6%	233	1.0%	289	1.2%	2,315	9.7%	6,373	26.7%	23,887
2012	3,112	12.5%	4,722	19.0%	765	3.1%	6,389	25.7%	1,393	5.6%	181	0.7%	219	0.9%	321	1.3%	578	2.3%	7,148	28.8%	24,828
2013	3,064	12.8%	4,390	18.4%	679	2.8%	6,541	27.4%	1,443	6.0%	156	0.7%	193	0.8%	323	1.4%	462	1.9%	6,662	27.9%	23,913
2014	2,979	12.4%	4,350	18.2%	643	2.7%	6,938	29.0%	1,429	6.0%	134	0.6%	154	0.6%	297	1.2%	394	1.6%	6,648	27.7%	23,966

Note: a number of data collection protocols changed in Fall 2012, which affects the numbers of students in each category.

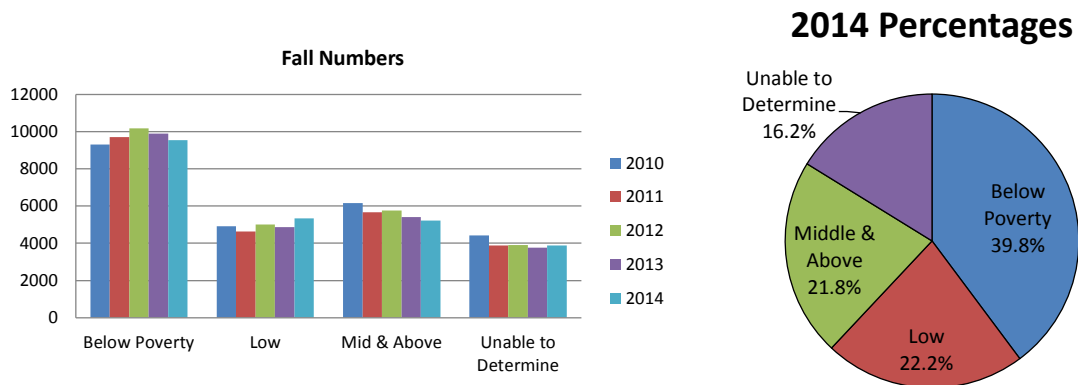
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Source: EOS Profile Data

Enrollment by Income Level - Socioeconomic Status (SES)

The majority of students at SCC are either below poverty level or low income. SCC uses U.S. Department of Health and Human Services definitions for income level. However, there are a number of students who do not respond to the questions used to determine income category.

Figure 17: Enrollment by Income Level, 2010 to 2014

SCC Student Household Income Level (Fall 2010 to Fall 2014)



Fall	Below Poverty	Low	Middle & Above	Unable to Determine	Total
2010	9,293 37.5%	4,919 19.8%	6,149 24.8%	4,420 17.8%	24,781
2011	9,702 40.6%	4,637 19.4%	5,668 23.7%	3,880 16.2%	23,887
2012	10,174 41.0%	5,004 20.2%	5,753 23.2%	3,897 15.7%	24,828
2013	9,884 41.3%	4,866 20.4%	5,399 22.6%	3,764 15.7%	23,913
2014	9,535 39.8%	5,326 22.2%	5,222 21.8%	3,883 16.2%	23,966

Note: This measure uses U.S. Department of Health and Human Services definitions for income levels

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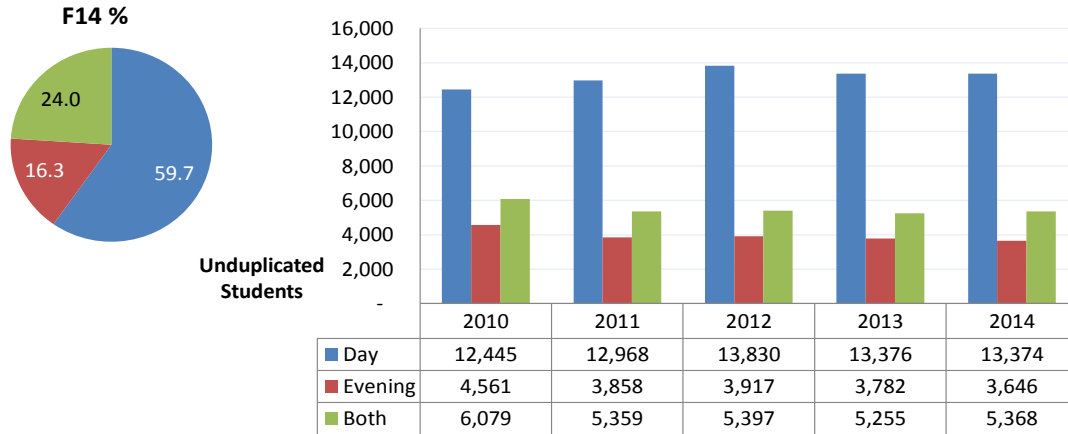
Source: EOS Profile Data

Enrollment by (course) Time, Location, and Modality

While the number of students taking exclusively evening classes and the number of students taking both day and evening classes have been decreasing, the number of students taking exclusively day classes has increased over the last five years.

Figure 18: Enrollment by Time, 2010 to 2014

**SCC Day/Evening Unduplicated Enrollment
Fall 2010 to Fall 2014**



Source: LRCCD EOS Research Database Files
(Transcript and MSF)

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NOTE: Does not include students who take only online courses.

Despite some fluctuation in duplicated enrollments, Davis Center has seen some enrollment growth since 2010, while Main Campus has seen a slight decline and West-Sac Center appears to be rebounding from decreasing enrollment. McClellan Aero Outreach and Sutter Extended Campus are small, specialized programs that have had fluctuating enrollments over the last few years.

Figure 19: Enrollment by Location, 2010 to 2014

Location	FALL Duplicated Enrollments by Location				
	2010	2011	2012	2013	2014
Davis Center	3,050	3,396	3,814	3,898	3,682
McClellan Aero Outreach	627	665	561	611	584
SCC Main Campus	51,244	48,804	50,556	49,352	48,426
Sutter Nursing EC	142	86	110	43	19
West Sac Center	4,627	4,219	3,895	3,825	4,011

Note: McClellan has only a few very specialized programs in Aeronautics and Sutter has only Registered Nursing. Source: Transcript.

After some fluctuation and a slight dip in 2013, Distance Education enrollment rebounded to over 6,300 duplicated enrollments in Fall 2014.

Figure 20: Enrollment by Modality, 2010 to 2014

	FALL Duplicated Enrollments by Modality				
Modality	2010	2011	2012	2013	2014
Delayed Interaction	359	n/a	n/a	n/a	n/a
Internet Based	5,353	5,542	5,859	5,534	6,278
Lecture	48,216	46,439	47,896	46,984	46,190
Passive Medium	52	203	218	126	104
Simultaneous Interaction	162	114	83	*	n/a

Incoming Student Characteristics, Enrollment Goals, and Preparedness

Incoming students at Census are a diverse group. Close to 37 percent are Hispanic and almost 32 percent are first-generation college students.

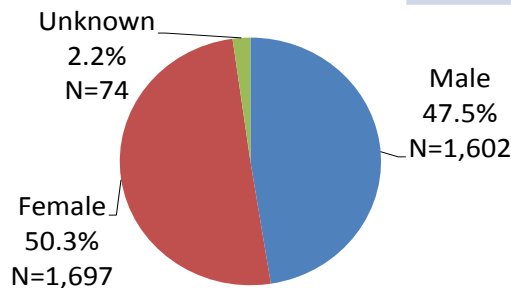
Figure 21: Characteristics of First-Time Freshmen, Fall 2014

**Characteristics of First-Time Freshmen
N=3,373 (15.3% of students) Fall Census 2014**

Race/Ethnicity	Percent
African American	13.8
Asian	13.7
Filipino	2.1
Hispanic/Latino	36.6
Multi-Race	7.8
Native American	0.4
Other Non-White	0.0
Pacific Islander	1.3
Unknown	0.8
White	23.5
First Generation College Students:	31.8%
Disabled Students:	2.5%

School & Work	
Recent High School Graduates	61.7%
Enrolled Part Time	52.9%
Working Full- or Part-time	33.9%
Low Income/Below Poverty	65.6%

Age	Percent
Under 18	1.5
18-20	78.0
21-24	9.1
25-29	4.2
30-39	3.9
40+	3.3
Average Age: 20.79	



Note: Starting in Fall 2013, data reflect methodology changes on the application that impact gender and first generation.

Source: Census Profile

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Most incoming new students since 2010 have a stated goal of transferring to a 4-year college. However, a relatively high percentage of new students place into English and math basic skills courses.

Figure 22: First-time Students' Educational Goals, 2010 to 2014

First-time, New Students' Educational Goals (End of Semester Data)					
Educational Goal	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
AA Degree or Certificate	554	594	601	575	536
Acquire or Upgrade Job Skills	38	38	44	20	23
Four-yr student mtg 4-yr reqs	17	14	*	11	12
Other	115	91	77	125	85
Transfer to 4-Year College	2,207	2,356	2,423	2,437	2,510
Undecided / Unknown Goal	248	172	179	143	143
Total	3,179	3,265	3,332	3,311	3,309

* numbers below 10 are noted by an asterisk.

Figure 23: Placement Levels for New Students, 2010 to 2014

Placement Assessment Levels for New Incoming Students (%)					
	2010	2011	2012	2013	2014
English Reading	Percent	Percent	Percent	Percent	Percent
3 Levels Below Transfer	8.25	8.89	9.24	8.63	8.73
2 Levels Below Transfer	10.75	11.67	14.37	13.03	13.16
1 Levels Below Transfer	27.79	28.27	24.71	25.85	26.02
Transfer Level	53.21	51.17	51.67	52.49	52.09
Total	100.00	100.00	100.00	100.00	100.00
English Writing	Percent	Percent	Percent	Percent	Percent
2 Levels Below Transfer	*	38.89	36.14	37.49	37.06
1 Levels Below Transfer	*	31.71	33.13	33.47	34.77
Transfer Level	*	29.4	30.73	29.04	28.17
Total	*	100.00	100.00	100.00	100.00
Math	Percent	Percent	Percent	Percent	Percent
4 Levels Below Transfer	25.85	28.06	24.67	25.25	25.79
3 Levels Below Transfer	9.62	10.05	10.69	10.38	9.63
2 Levels Below Transfer	17.29	18.73	20.41	20.66	21.14
1 Levels Below Transfer	41.24	36.75	37.64	36.22	36.5
Transfer Level	5.99	6.41	6.58	7.49	6.94
Total	100.00	100.00	100.00	100.00	100.00

Source: LRCCD Portability Data; EOS Profile. No data available for English Writing in 2010. Numbers of students in each category are in Appendix A.

Basic Skills Persistence and Progression

Although relatively small numbers of students enrolled in pre-collegiate Basic Skills levels of courses progress to the next level within a year, SCC's Basic Skills Initiative has a number of

programs in place to improve these patterns, including supplemental instruction, “just-in-time and/or contextualized student support strategies, and learning communities. These are described in the Basic Skills Initiative Program Plan ([IN.23](#)).

Figure 24: Basic Skills Persistence and Progression, 2010 to 2014

Sacramento City College Basic Skills Course Enrollment Progression						
Basic Skills Progress:	English - Reading		English - Writing		Math	
	Two Levels Below Transfer	One Level Below Transfer	Two Levels Below Transfer	One Level Below Transfer	Two Levels Below Transfer	One Level Below Transfer
Cohort Term	Students	Students	Students	Students	Students	Students
Fall 2009 - Fall 2010	203	96	365	150	719	185
Fall 2010 - Fall 2011	144	59	277	105	536	165
Fall 2011 - Fall 2012	183	72	287	122	523	151
Fall 2012 - Fall 2013	197	99	470	183	626	188
Fall 2013 - Fall 2014	234	108	593	249	600	213

Source: CCCCO DataMart: Basic Skills Tracker

Enrollment Persistence

Fall to Spring Persistence at SCC

The majority of students in Fall semesters 2009 to 2013 persisted to the following spring. These rates are somewhat difficult to interpret as some students complete their goals, and some students stop out for a semester, and some students take courses at a different college during the second semester tracked.

Figure 25: Fall to Spring Persistence at SCC, 2010 to 2014

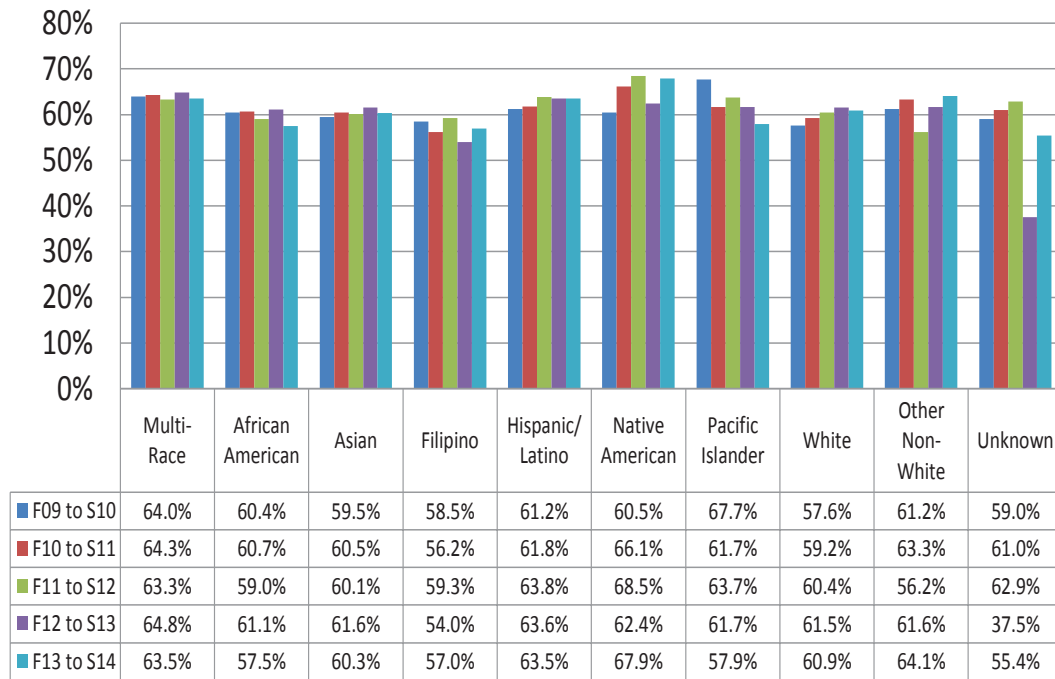
SCC Fall to Spring Term Persistence	Fall EOS Number of Students with Grade Notations	Persist to Spring (%)
Fall 2009-Spring 2010	26,717	59.4
Fall 2010-Spring 2011	24,494	60.3
Fall 2011-Spring 2012	23,599	61.1
Fall 2012-Spring 2013	24,764	61.4
Fall 2013-Spring 2014	23,879	61.0

Source: Transcript

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 as apparent for the Fall-to-Spring persistence metric.

Figure 26: Fall to Spring Persistence by Ethnicity, 2010 to 2014

SCC Fall to Spring Persistence by Race/Ethnicity, Academic Years 2009-10 to 2013-14 (%)



Note: Self-reported categories changed in Fall 2010; data not comparable to earlier years

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Source: LRCCD, EOS Research Database files

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Three Semester Persistence in the California Community College System

This measure is obtained from the CCCCO Scorecard. The three Semester Persistence Metric 3 semester persistence is the percentage of degree, certificate and/or transfer-seeking* students tracked for six years who enrolled in the first three consecutive terms. (*degree, certificate and/or transfer-seeking = first-time SCC students who earned at least 6 units and attempted any Math or English course within 3 years of starting college.)

About three-quarters of SCC students in the Scorecard cohorts enrolled for 3 consecutive semesters after starting college. This persistence measure shows no general upward or downward trend for recent cohorts. College-prepared students have slightly lower completion rates than do students who need remedial basic skills work when entering college. This appears to be due to some prepared students completing or transferring in two semesters.

2014 Scorecard SCC	Beginning year of student cohort				
	2003-04	2004-05	2005-06	2006-07	2007-08
Persistence all	73.3%	77.2%	77.6%	77.5%	76.3%
Persistence prepared	72.2%	70.7%	73.9%	76.2%	74.2%
Persistence remedial	73.7%	79.3%	78.8%	77.9%	76.9%

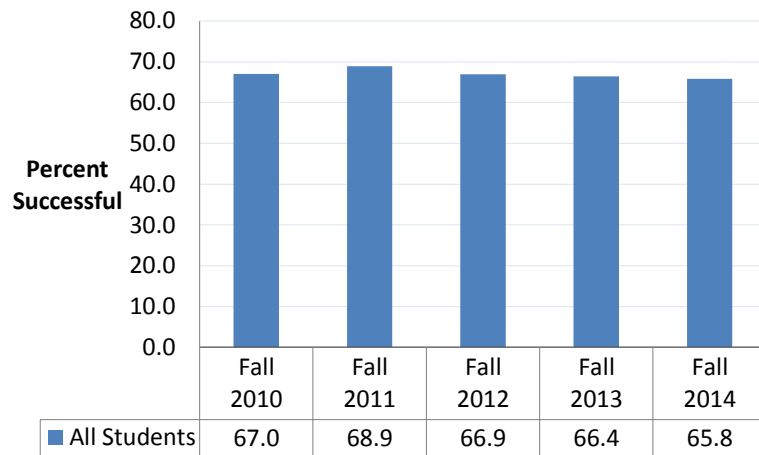
Longitudinal Student Success and Achievement Data

Course Success

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. Average successful course completion rates have been between 65 and 69 percent over the last six years. Course success hit a high of 68.9 percent in 2011 and has declined slightly since then. Note that the numbers of students used in the denominators for figures in this section are contained in the enrollment figures previously reported. Each figure below notes the corresponding enrollment figure that contains the denominators for the percentages. Note: This data differs slightly from that in the CCCCCO Datamart website which consists of annual data ([IN.24](#)).

Figure 27: Overall Successful Course Completion, 2010 to 2014

SCC Successful Course Completion, Fall 2010 to Fall 2014 (%)



1-10

Source: Research Database Files

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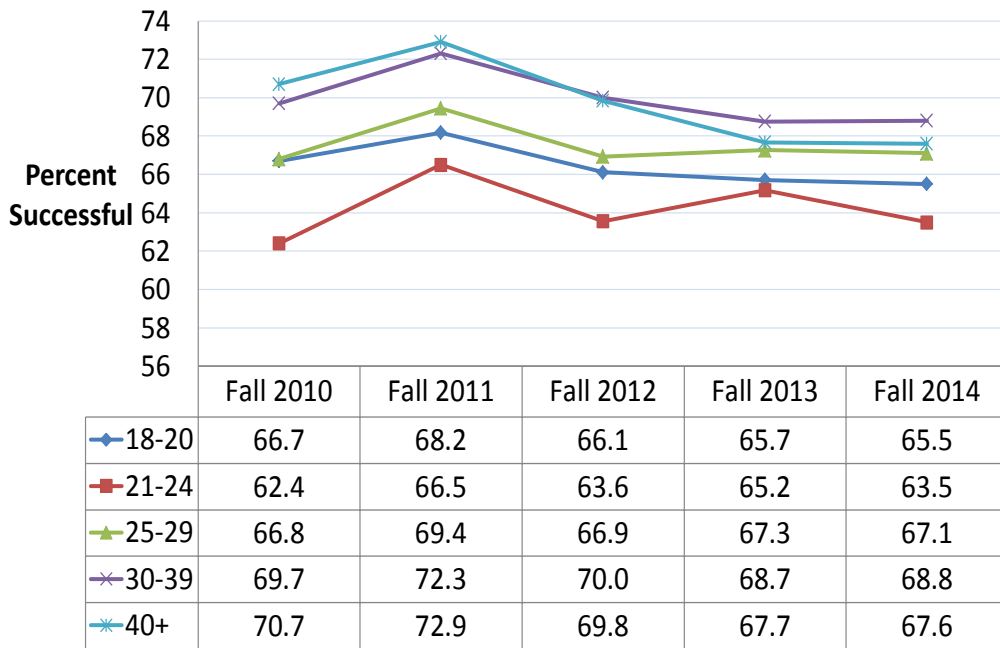
Denominators for Figure 27 are in Figure 11.

Age

Younger students show a lower course success rates than do older students and this pattern has persisted for many years. However, the age group presenting the lowest success rate in each of the last five years is the 21-24 year-old group.

Figure 28: Successful Course Completion by Age, 2010 to 2014

SCC Successful Course Completion by Age, Fall 2010 to Fall 2014 (%)



4-10

Source: EOS Research Database Files

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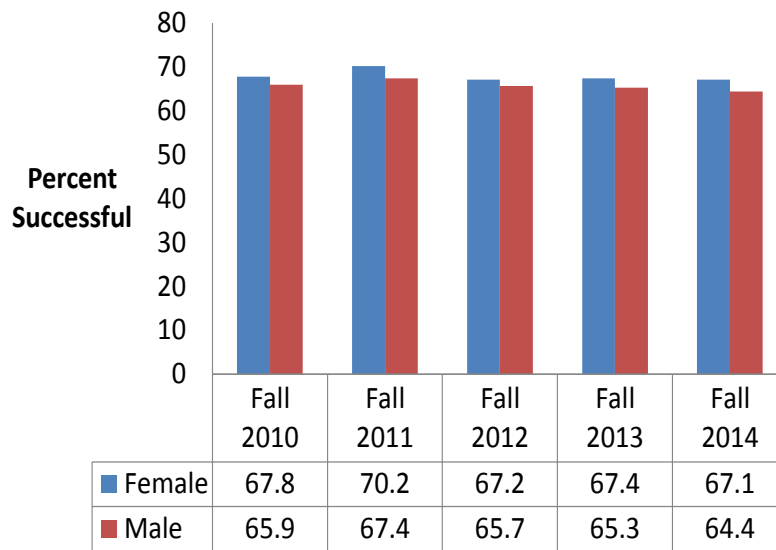
Denominators for Figure 28 are in Figure 14.

Gender

Although there continues to be little difference in success rates between male and female students, the success rate of male students has been slightly lower than that of female students for the years 2010 to 2014.

Figure 29: Successful Course Completion by Gender, 2010 to 2014

**SCC Successful Course Completion by Gender,
Fall 2010 to Fall 2014 (%)**



2-10

Source: EOS Research Database Files

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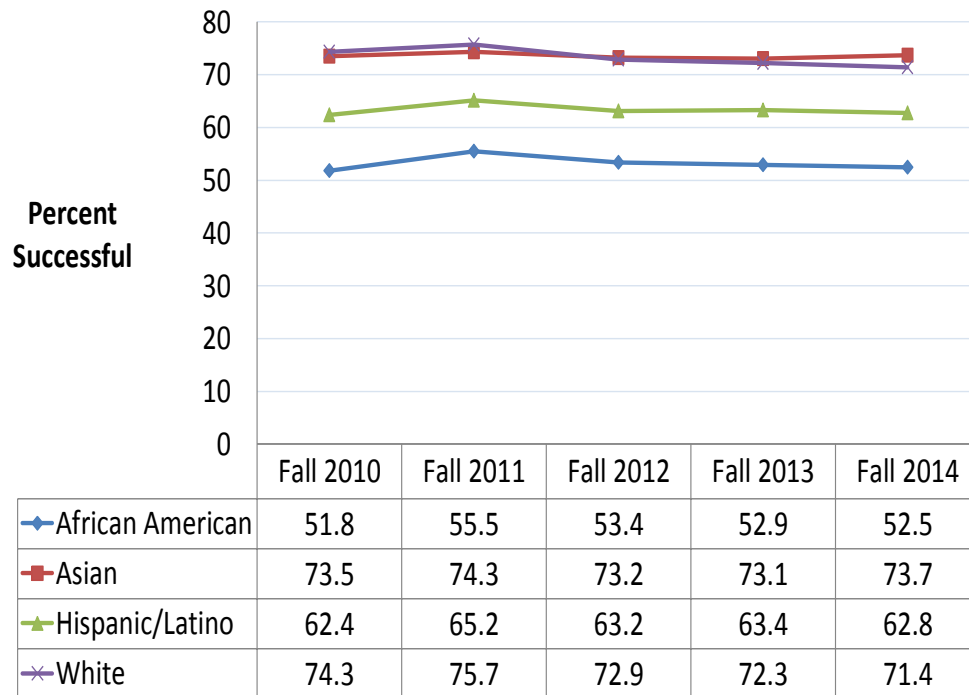
Denominators for Figure 29 are in Figure 15.

Race or Ethnicity

Achievement gaps between students of different ethnicities are a source of concern for the College. In particular, the successful course complete rate of African American students is more than almost 10 percentage points lower than that of all other ethnic groups identified at SCC. Initiatives such as the Basic Skills Initiative, the Student Equity Plan, SSSP Plan, and a number of Student Equity activities are addressing this disparity.

Figure 30: Successful Course Completion by Ethnicity, 2010 to 2014

SCC Successful Course Completion by Ethnicity, Fall 2010 to Fall 2014 (%)



Source: EOS Research Database Files

3-10

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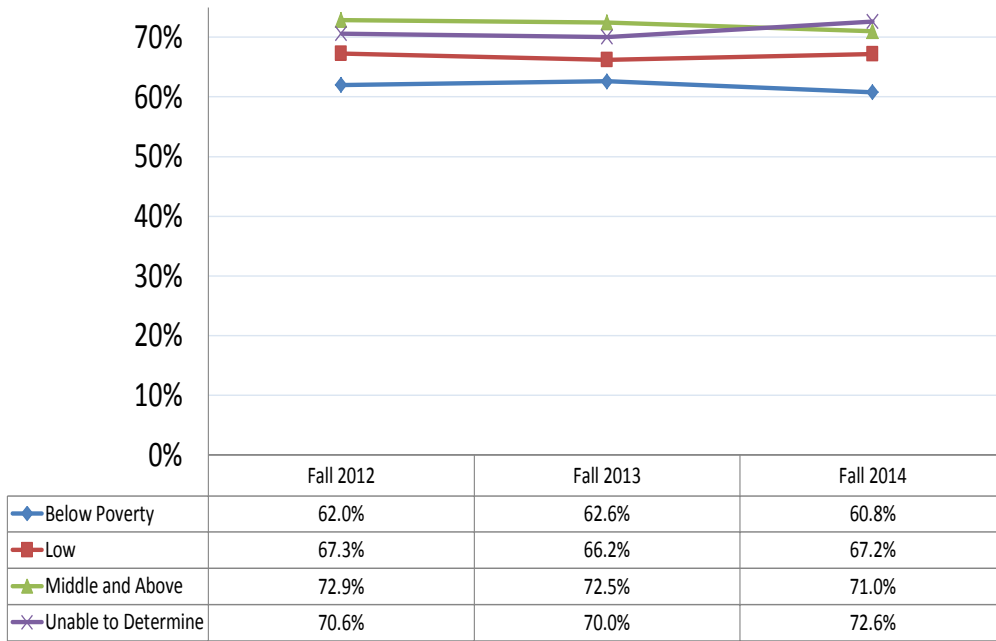
Denominators for Figure 30 are in Figure 16.

Socioeconomic Status (SES)

The data show that students with lower income levels have lower course success rates, in each of the three categories.

Figure 31: Successful Course Completion by Income Level, 2012 to 2014

SCC Successful Course Completion by Income (%)



Note: Self-reported categories changed in Fall 2010; data not comparable to earlier years

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Sacramento City College

Source: LRCCD, EOS Research Database files

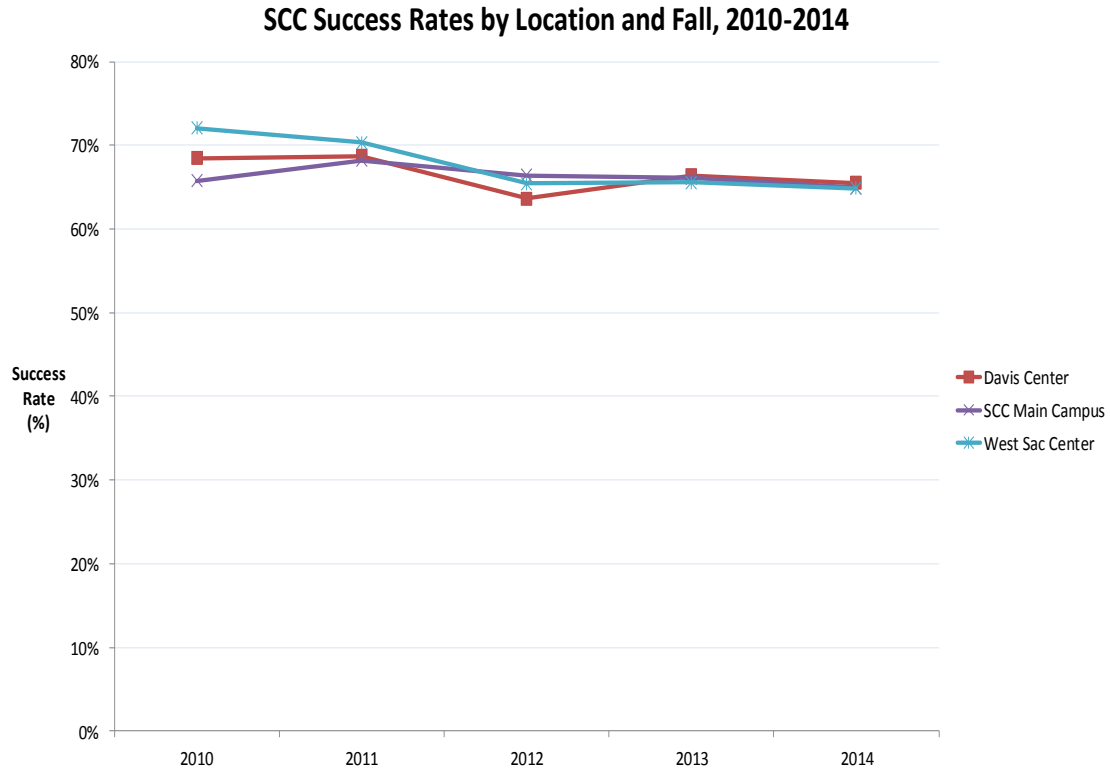
Office of Planning, Research & Institutional Effectiveness

Denominators for Figure 31 are in Figure 17.

Location and Modality

Overall course success rates at the main campus and centers have converged since 2010 and are virtually the same as of 2014.

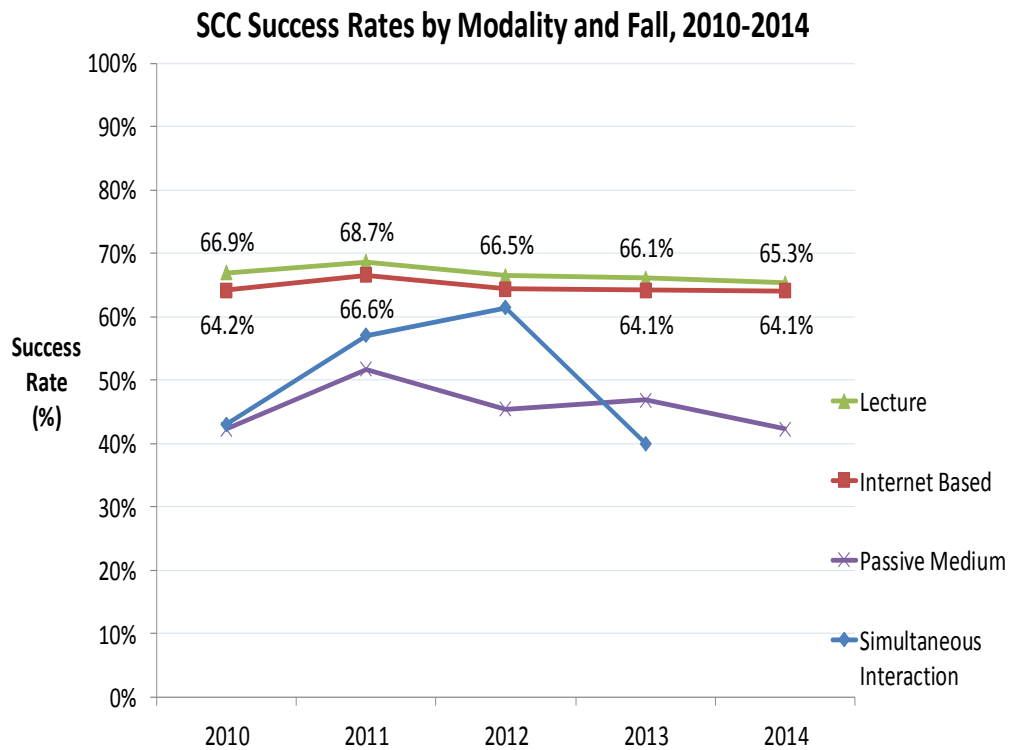
Figure 32: Successful Course Completion by Location, 2010 to 2014



Denominators for Figure 32 are in Figure 19.

Comparisons of course success by instructional modality show that course success rates are slightly lower for most DE modalities than for non DE modalities (traditional face-to-face modalities). One exception is the low success rates in televised (passive medium) and simultaneous interaction courses—televised and interactive TV courses have been discontinued as of fall 2014. These are modalities representing less than 1% of total enrollment. This report uses the State’s MIS definition of DE: 51 percent or more of the instructional hours offered through a DE modality. “Lecture” may include less than 51 percent of instruction through a DE modality.

Figure 33: Successful Course Completion by Modality, 2010 to 2014



Denominators for Figure 33 are in Figure 20.

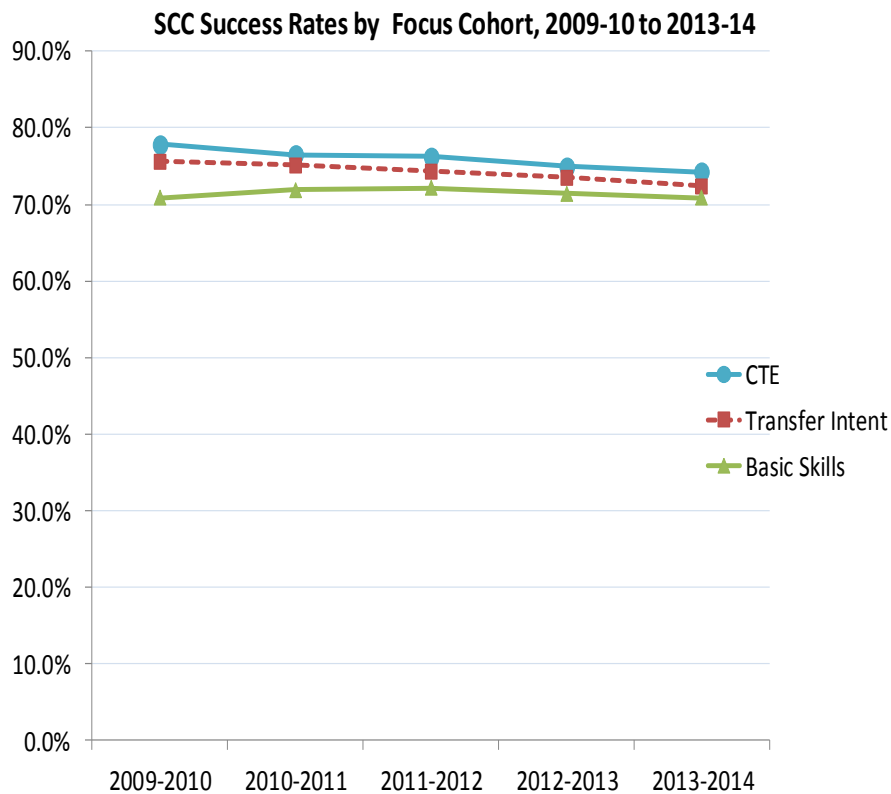
Longitudinal Focus Cohort Groups

Three cohorts were identified for a special focus on achievement: Transfer Intent – students in liberal arts or transfer programs, CTE – students in career and technical programs, and Basic Skills – students in basic skills or English as a second language (ESL). LRCCD created two starting times (2008-09 and 2009-10) for the cohorts and followed individual students in each group for five years. This report focuses on the time period beginning in 2009-10 and ending in 2013-14. Note that it is possible for a given student to be in any or all three of the cohorts during the study period. It is also possible for a given student to leave the cohort and re-enter it in a later year. Each cohort will necessarily become smaller over time as students reach their goals, stop-out, or leave without reaching goals. Appendix B contains the denominators for Figures 34 and 35 as well as all disaggregated trend data for the cohorts.

Success Rates

All three cohorts have success rates between 70 and 80 percent in each of the years. The CTE cohort has the highest success rates of the three cohorts by a small margin, while the Basic Skills cohort has the lowest success rate. By the end of the study period, the success rates of the cohorts are slightly lower than the beginning year—are all between 70 and 75 percent.

Figure 34: Successful Course Completion by Focus Cohort, 2010 to 2014

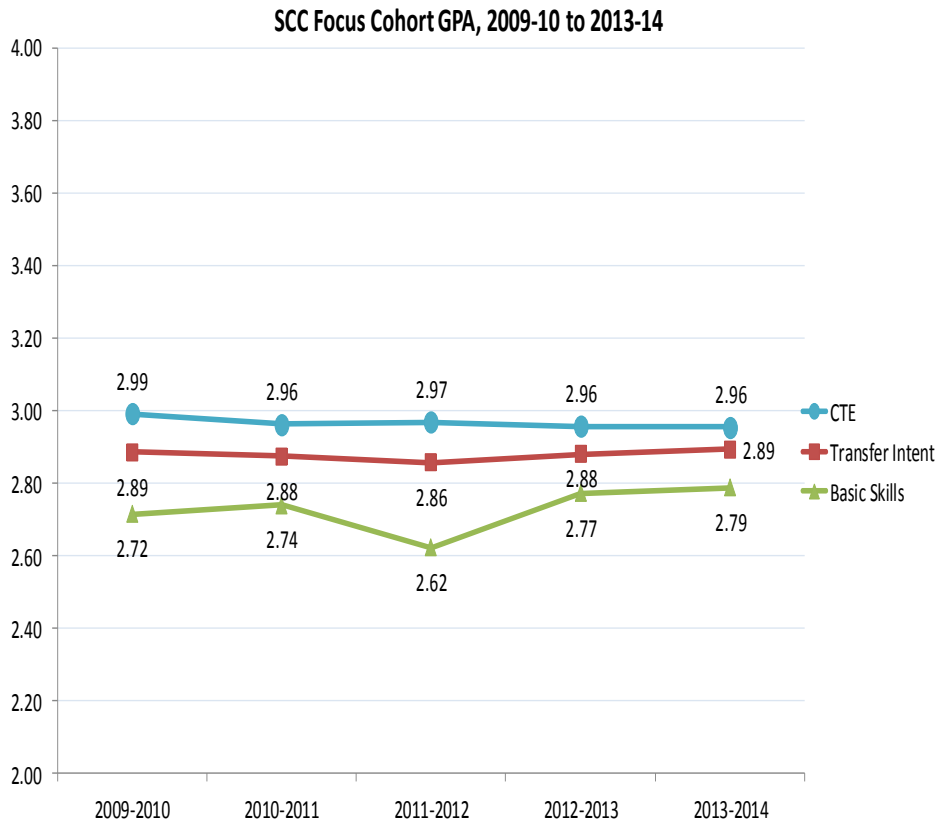


Denominators for Figure 34 are in Appendix B.

Grade Point Average

The Focus Cohorts' GPA pattern is slightly different from success rates pattern. Although the success rates declined slightly during the time period, GPA is quite flat for CTE and Transfer Intent cohorts, while it fluctuates for the Basic Skills cohort.

Figure 35: GPA by Focus Cohort, 2010 to 2014



Denominators for Figure 35 are in Appendix B.

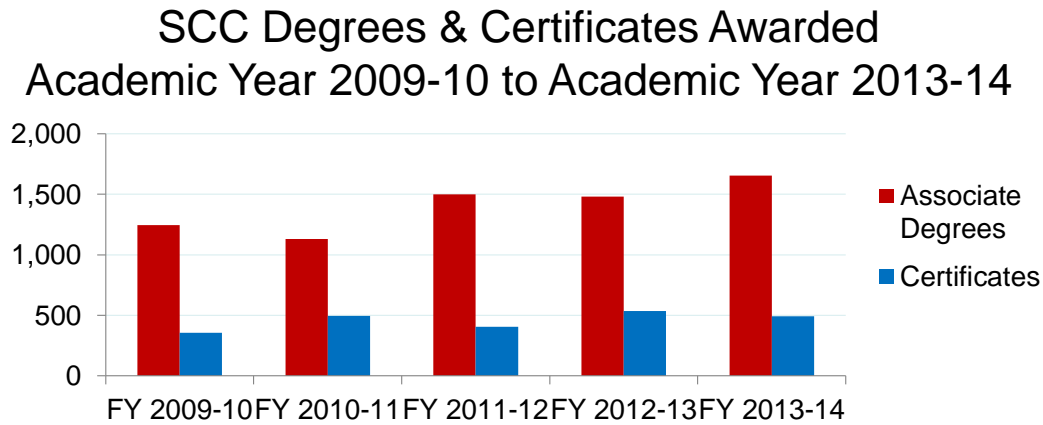
The relatively flat GPA with declining success rates for the two cohorts may suggest that with time, there may be either a bimodal grade distribution in which more students who are receiving “A” and “B” grades are balanced by students who are receiving “D” and “F” grades or an increase in the number of administrative “W” grades, which affects the success rate but not GPA.

Completion

Degrees and Certificates awarded

SCC offers Associate Degrees (Associate in Arts, Associate in Science, Associate in Arts for Transfer, and Associate in Science for Transfer) and Certificates of Achievement. The number of degrees and certificates awarded each year steadily increased from 1,598 in 2009-2010 to 2,145 in 2013-2014, a time span during which enrollment decreased.

Figure 36: Degrees and Certificates Awarded, 2010 to 2014



	Associate Degrees		Certificates		Total
	Number	Percent	Number	Percent	
FY 2009-10	1,244	77.8%	354	22.2%	1,598
FY 2010-11	1,130	69.5%	496	30.5%	1,626
FY 2011-12	1,500	78.7%	405	21.3%	1,905
FY 2012-13	1,481	73.5%	534	26.5%	2,015
FY 2013-14	1,654	77.1%	491	22.9%	2,145

Source: Awards File

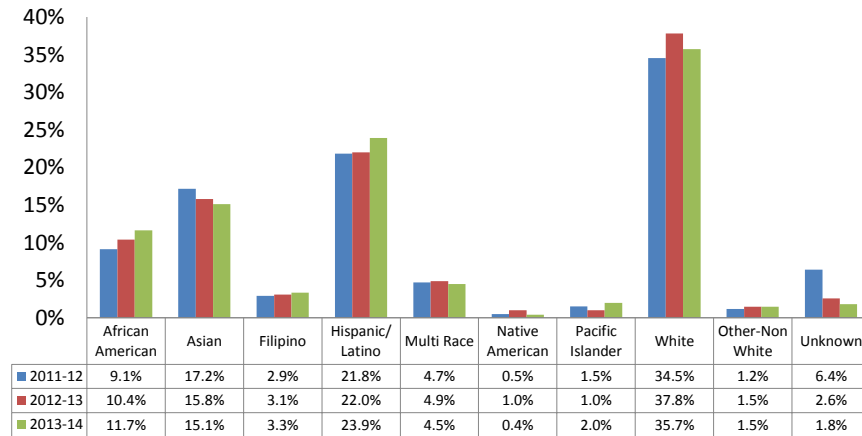
Note: graduates may receive more than one degree or certificate.

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Figure 37: Ethnicity of SCC Graduates, 2010 to 2014

Characteristics of SCC Graduates
Academic Year 2011-12 to Academic Year 2013-14



Source: Awards File
Unduplicated students

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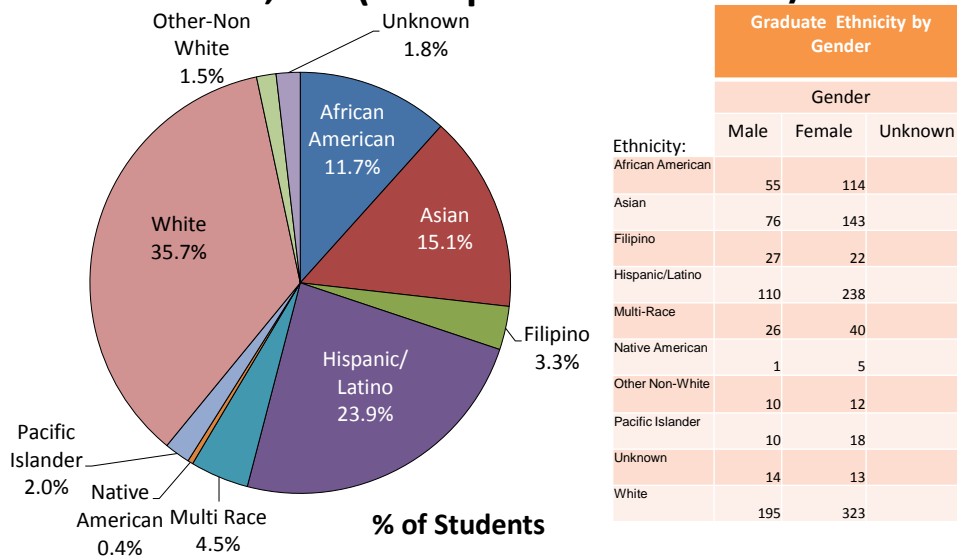
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Note: Underlying numbers for this figure are in the last column of the table in Figure 36.

Figure 38: Gender and Ethnicity of Graduates, 2013-2014

Characteristics of Graduates – FY2013-14

N=1,467 (unduplicated students)



Source: LRCCD Awards Research Database Files
(Not comparable with duplicated awards slides from earlier years.)

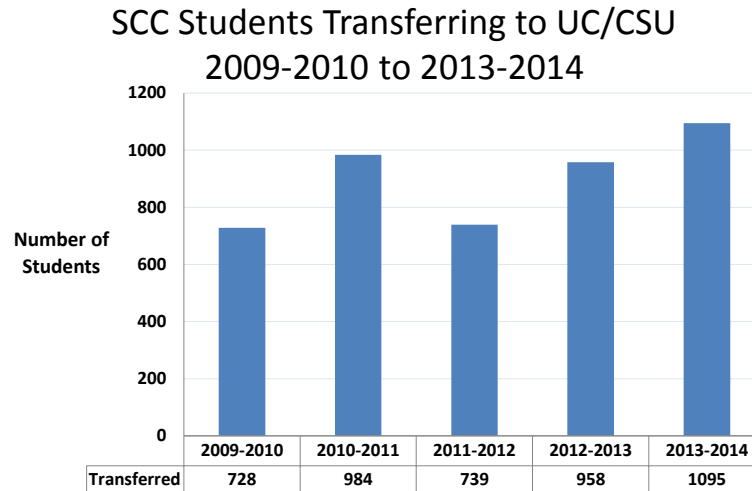
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Transfer and Transfer-Ready Status

Both the number of SCC students who are transfer ready at the end of fall semester and the numbers who have transferred to UC and CSU have fluctuated over the last five years. The number of students who transferred declined in 2011-12, a time when CSU and UC were limiting the number of transfer students accepted.

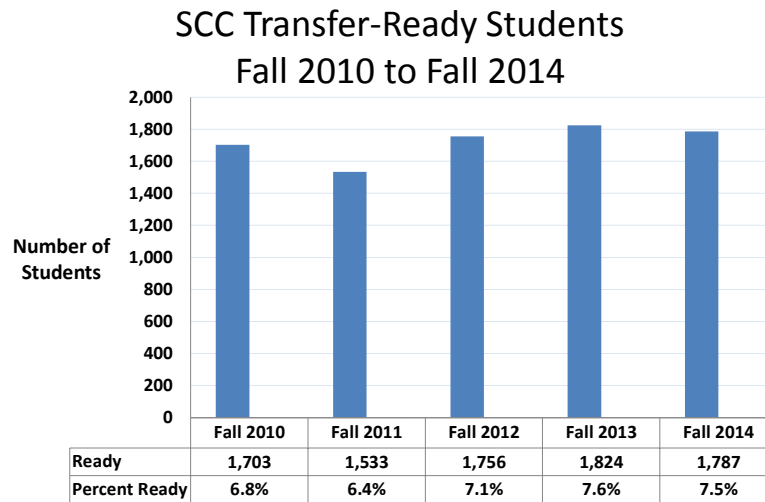
Figure 39: UC/CSU Transfers, 2010 to 2014



2-1

Source: UC and CSU System Office Files, CCCC Transfer Data Resources Sacramento City College
Office of Planning, Research & Institutional Effectiveness

Figure 40: Transfer-ready Students, 2010 to 2014



Technical Note:
Transfer Ready = Students who complete at least 60 transferable units with at least a 2.0 GPA and who successfully complete any transfer level English and any transfer level math course by earning grades of A, B, C, P, or CR.

Source: Transcript File 1-1
Sacramento City College
Office of Planning, Research & Institutional Effectiveness

Employee Data

Employee composition

The majority of SCC employees are faculty, and the majority of faculty are Adjunct. The underlying numbers for all categories are in Appendix C. Tenured or tenure-track faculty make up approximately 30% of the employees, classified staff comprise about 25% of the employees, and administrators are about 2% of the employees.

2014 Employee Count	Employee Count	Employee %
Sacramento City Total	1,045	100.00%
Educational Administrator	22	2.11%
Academic, Tenured/Tenure Track	298	28.52%
Academic, Temporary	443	42.39%
Classified	282	26.99%

Source: California Community Colleges Chancellor's Office Faculty & Staff Demographics Report. Report Run Date As Of : 3/4/2014 4:43:46 PM

Figure 41: Employees by Type, 2000 to 2014

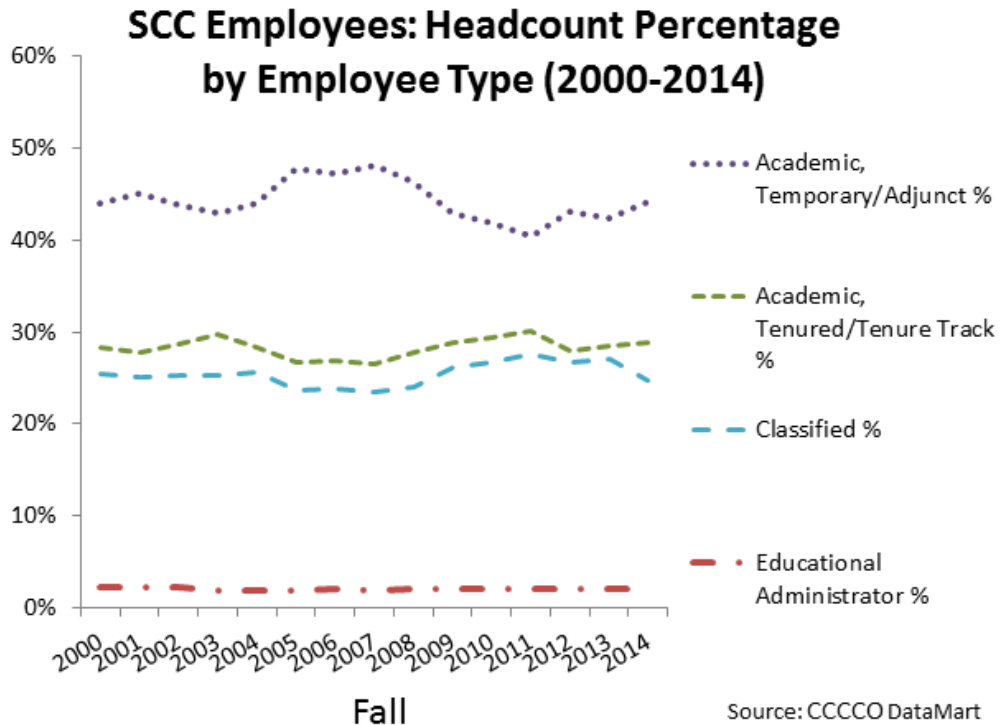
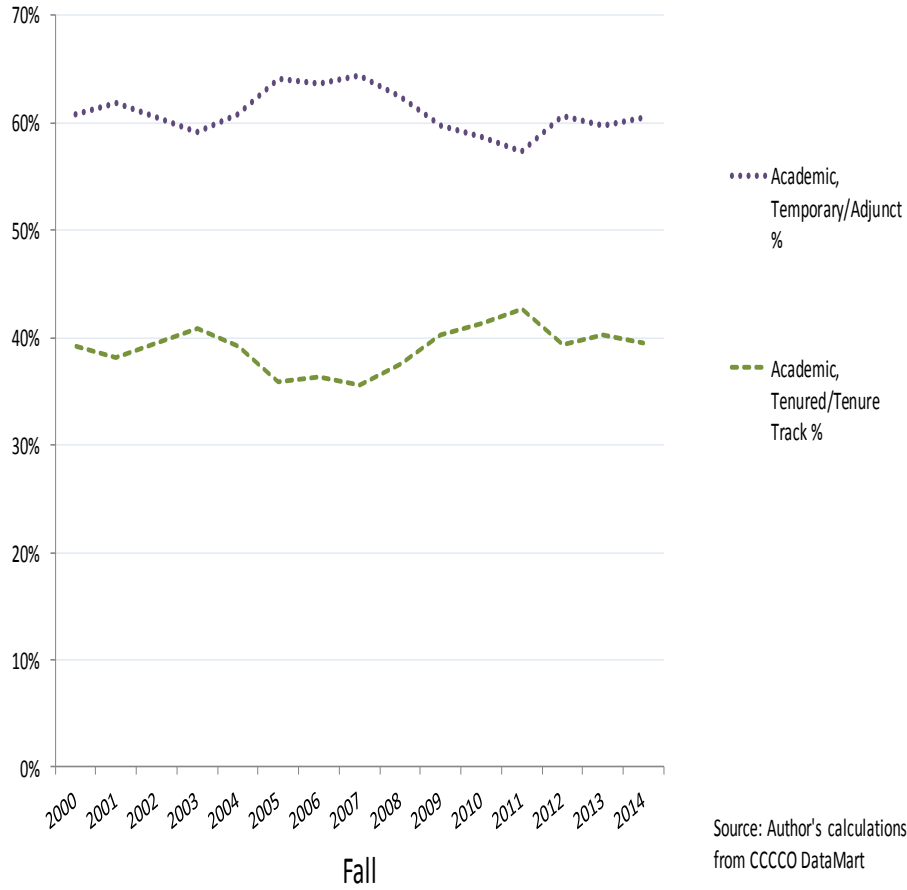


Figure 42: Faculty by full-time/Part-time Status, 2000 to 2014

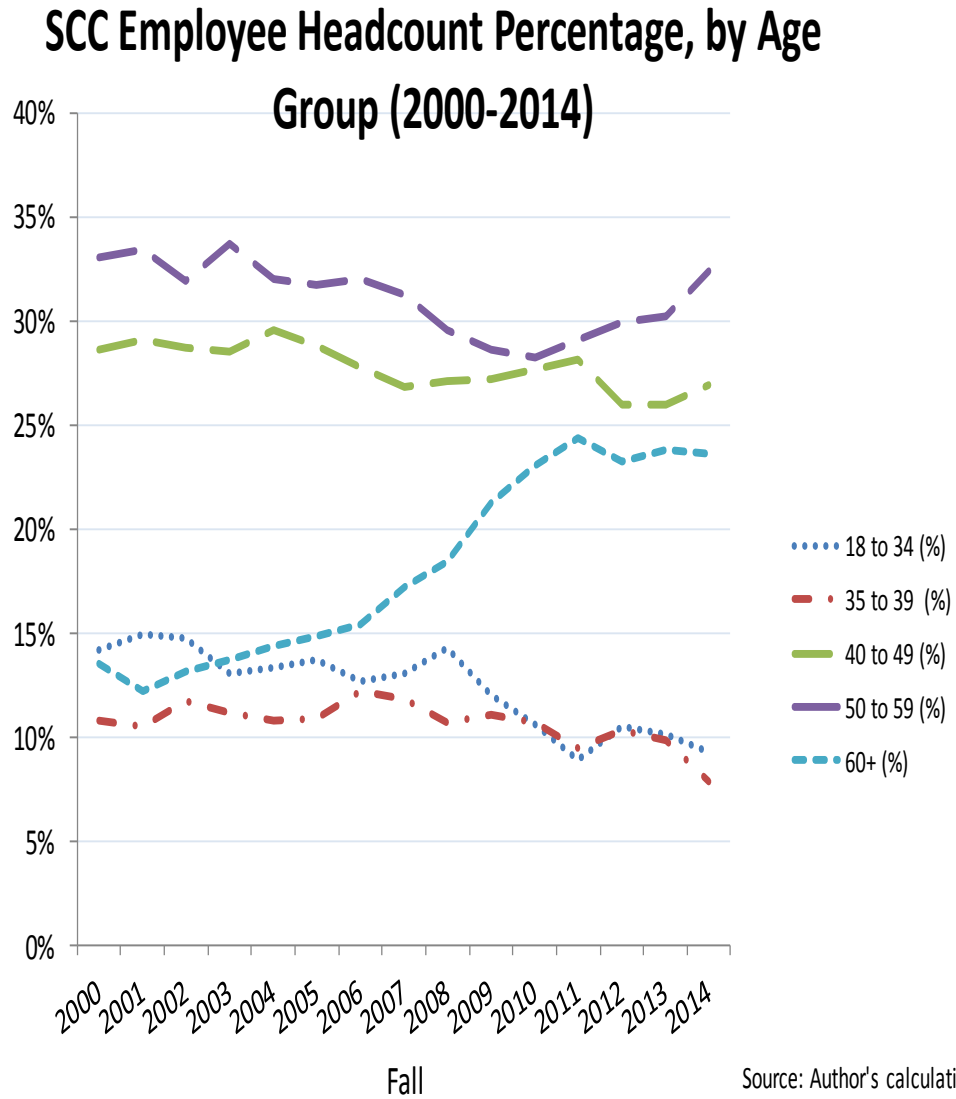
**SCC Faculty: Headcount Percentage by FT/PT Status
(2000-2014)**



Age Group

Recently, the data shows that SCC’s employees are aging, along with the state’s and the country’s population. The fastest-growing age group during the last few years is the 50-59 year-old group, while the 60 and over group has leveled-off.

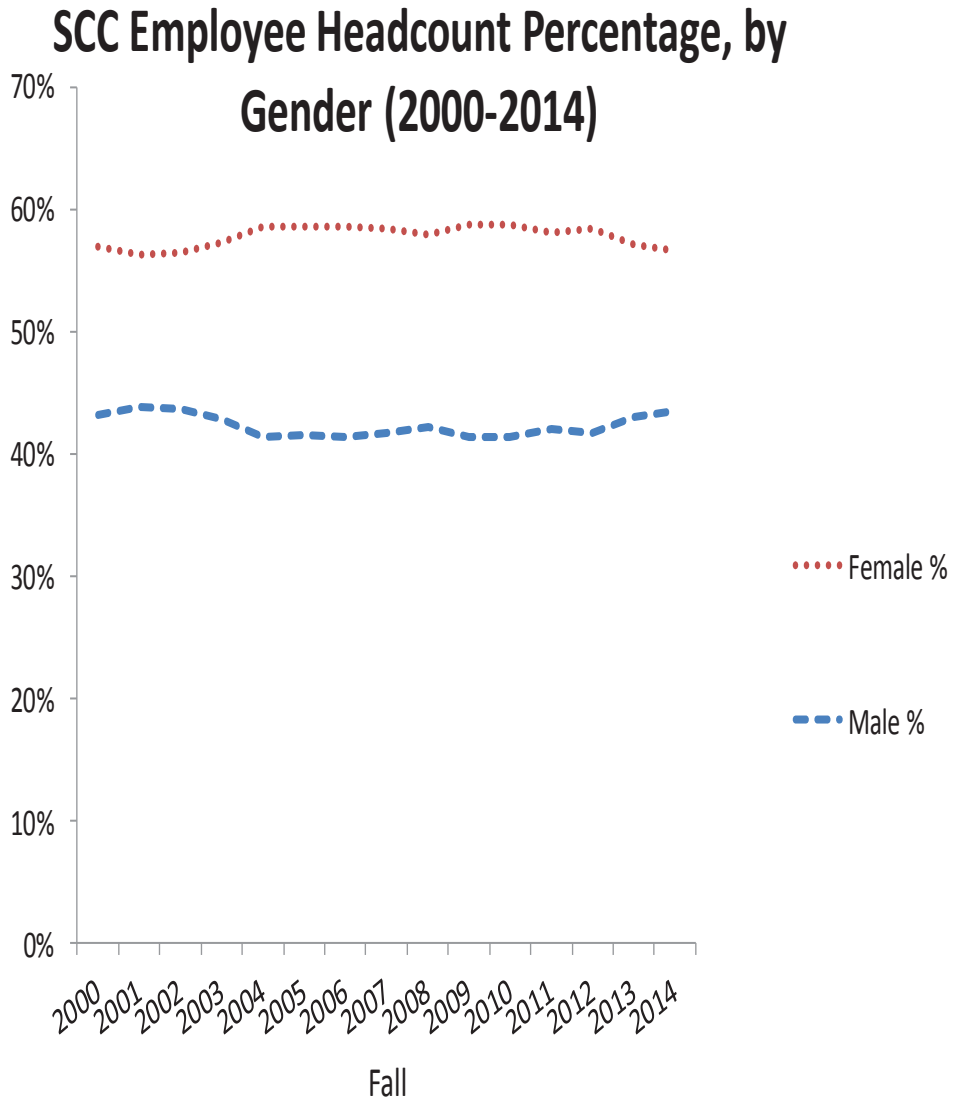
Figure 43: Employees by Age, 2000 to 2014



Gender

Gender composition of SCC's employees has remained relatively stable for many years.

Figure 44: Employees by Gender, 2000 to 2014



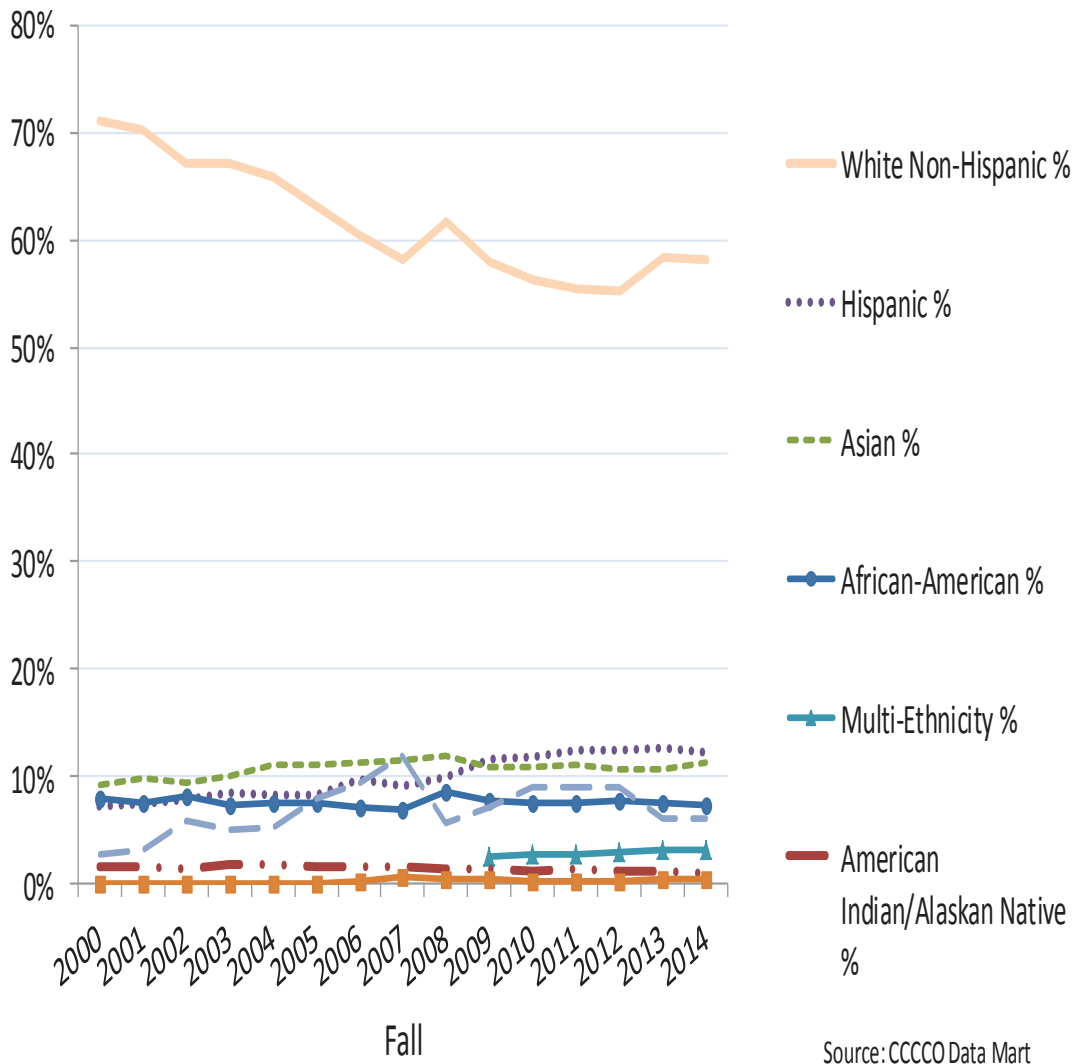
Source: CCCC Data Mart

Race or Ethnicity

SCC employee diversity has increased somewhat over the past few years. While the number of employees overall has decreased from a high of 1,198 in 2008 to 1,037 in 2014. Although still high, the percentage of employees identifying as “white, non-Hispanic” has decreased by more than 10 percentage (more than 70 percent to less than 60 percent) points from 2000 to 2014.

Figure 45: Employees by Ethnicity, 2000 to 2014

SCC Employee Headcount Percentage, by Ethnicity (2000-2014)



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- IN.5. Davis Center Page
<http://www.scc.losrios.edu/daviscenter/>
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Organization of the Self Evaluation Process



Organization of the Self Evaluation Process

The College continued a dialogue from the 2009 Self Evaluation process through the 2012 Midterm Report preparation and submission and into the beginning of the 2015 Self Evaluation process. That dialogue has strengthened and broadened throughout the entire cycle of the Self Evaluation process. The structure has been based on the College's tradition of tri-chair shared responsibilities, and participation has consistently reflected the College's emphasis on participatory decision-making and governance.

In fall 2012 the College President established an Organizing Committee, working with the leaders of all the constituency groups to include broad representation ([OSEP.1](#)). That committee met in February and twice in April 2013 and laid the groundwork for the College's self-evaluation process. That groundwork included the designation of a Steering Committee to be composed of Accreditation Self Evaluation Report tri-chairs (one from each constituency group), the Accreditation Liaison Officer (ALO), a student representative, and the evidence coordinator ([OSEP.2](#), [OSEP.3](#), [OSEP.4](#), [OSEP.5](#)). The constituency groups appointed tri-chairs for the self evaluation report project, and the tri-chairs worked at the direction of the Coordinating Committee to organize volunteers from all constituencies into the writing teams for each standard ([OSEP.6](#), [OSEP.7](#), [OSEP.8](#), [OSEP.9](#)).

Starting in March 2013, the District set up meetings for representatives from all four colleges in the District Accreditation Coordination Committee (DACC) ([OSEP.10](#)). The DACC encouraged communication about best practices and coordinated district wide training ([OSEP.11](#)), as well as meetings with District personnel about areas of shared responsibility (District Office Q & A Sessions) and the Standard IV Board of Trustees Dinner (September 2014) ([OSEP.12](#), [OSEP.13](#)).

The research and writing of report drafts took place from fall 2013 and throughout 2014, with complete first drafts delivered to the report editor in December 2014. Comprehensive training and status meetings were held in spring and fall 2014, and the focus for each of those meetings was the emphasis on comprehensive self-examination and continuous quality improvement. Three meetings were held January 15, 2014, April 29, 2014, and September 18, 2014, with the third meeting including all of the members of all of the writing teams (Training workshop for tri-chairs, [OSEP.14](#), [OSEP.15](#), Wrap for spring 2014, [OSEP.16](#), [OSEP.17](#), the Big Meeting Agenda, [OSEP.18](#), [OSEP.19](#), [OSEP.20](#)). The Accreditation Self Evaluation Report tri-chairs and the tri-chairs for Standard IV met with members of the Board of Trustees to ensure open and complete communication ([OSEP.21](#), [OSEP.22](#)).

Two versions of the complete drafts have been reviewed and commented upon by the College as a whole (Convocation in January 2015 and Open Forums in April 2015), as well as by the leadership (executive cabinet and council) and representatives from the District Office. These drafts have also been shared with colleagues at the other Los Rios colleges ([OSEP.23](#), [OSEP.24](#), [OSEP.25](#), [OSEP.26](#), [OSEP.27](#)).

Comments from those reviews have been integrated into the report. The report has been shared in second draft status with leaders of all constituency groups (Executive Council,

April 6, 2015, Academic Senate, April 7, 2015, President’s Cabinet, April 7, 2015, Classified Senate, April 9, 2015, Senior Leadership Team, April 13, 2015, Student Associated Council, April 15, 2015, Department Chairs Council, April 16, 2015) and with the College and community through Open Forums (April 13, 9–10 a.m.; April 14, 2:30-3:30 p.m.; April 15, 4:30-5:30 p.m.; April 16, noon–1 p.m.) and at each of the centers (Davis Center — April 13, 4–5 p.m.; West Sacramento Center — April 14, noon–1 pm) ([OSEP.28](#), [OSEP.29](#)).

ACCJC requirements, the College’s background data, Self Evaluation Report drafts, and information about the organization of the College’s self evaluation process is available on the College’s 2015 Accreditation website ([OSEP.30](#)).

2015 Accreditation Structure of Self Evaluation Process

Self Evaluation Report Steering Committee — This is the working group that managed the writing of the Self Evaluation Report. They met weekly, as needed, to:

- Carry out the broad direction as set by the Accreditation Coordinating Committee
- Provide training and coordinate the work of the Writing Groups
- Communicate regularly with all constituent groups on issues regarding the Self Evaluation Report

Members:

- Virginia “Ginni” May, Faculty Tri-Chair Accreditation Self Evaluation Report
- Kelly Irwin, Classified Tri-Chair Accreditation Self Evaluation Report
- Don Palm, Manager Tri-Chair Accreditation Self Evaluation Report
- Daniel O’Neil, Student Associated Council Representative, Evidence Assistant
- Cathy Chenu-Campbell, Faculty Evidence Coordinator
- Marybeth Buechner, Accreditation Liaison Officer
- Emily Layton, Faculty Evidence Assistant

Accreditation Coordinating Committee — This is the policy making and governance group that oversaw the Accreditation cycle and preparation of the Self Evaluation Report. They will assist as needed during the Accreditation site visit.

Members:

- Kathryn Jeffery, President
- Laduan Smedley, Vice President of Administrative Services
- Mary Turner, Vice President of Instruction
- Michael Poindexter, Vice President of Student Services
- Virginia “Ginni” May, President of Academic Senate, Faculty Tri-Chair
- Monica Souza/Sandra Belmares, President of Classified Senate
- Frank Malaret/Christine Hernandez, Chair of Senior Leadership Team
- Sandeep Singh, President of Student Associated Council
- Don Palm, Manager Tri-Chair
- Kelly Irwin, Classified Tri-Chair
- Marybeth Buechner, Accreditation Liaison Officer
- Rick Brewer, Communication and Public Information Officer

- Cathy Chenu-Campbell, Faculty Evidence Coordinator
- Elaine Ader, IT Dean
- Norman Lorenz, Staff Development Coordinator
- Jan Haag, Faculty Editor
- Maria Regalado, SLO Coordinator

Self Evaluation Report Writing Groups — These groups were responsible for the initial writing of the Self Evaluation Report.

Standard I

Norman Lorenz	Faculty Tri-Chair	Paul Frank	Faculty
Anne Licciardi	Manager Tri-Chair	Sue Hussey	Faculty
<u>Kim Goff</u>	<u>Classified Tri-Chair</u>	Mauricio Gonzalez	Faculty
Deborah Knowles	Classified	Chris Seddon	Faculty
Don Button	Faculty	Blanch Levy	Classified
Rick Woodmansee	Faculty	Viorica Petcan	Classified

Standard II.A

Lonnie Larson	Faculty Tri-Chair	Diane Belair	Faculty
Albert Garcia	Manager Tri-Chair	Donnetta Webb	Manager
<u>Marilyn Perry</u>	<u>Classified Tri-Chair</u>	Rukiya Bates	Classified
Maria Regalado	Faculty	Janet Lake	Classified
Brett Thomas	Faculty	Sandi Kawamura	Faculty
Dyan Pease	Faculty	Andre Jensen	Faculty
Dianne Bennett	Faculty	Gayle Williams	Faculty
Maureen Dana	Faculty	Gabriel Meehan	Manager
Evelyn Retter	Classified	Anne Danenburg	Classified
Daniel Gilbert-Valencia	Faculty	Michelle Beuttel	Faculty

Standard II.B

Irma Rodriguez	Faculty Tri-Chair	Dominic Cerri	Faculty
<u>Elaine Ader</u>	<u>Manager Tri-Chair</u>	Robin Ikegami	Faculty
Robert Kelly	Classified	Dianne Heimer	Faculty

Standard II.C

Carl Sjovold	Faculty Tri-Chair	Ashu Mishra	Classified
Chris Iwata	Manager Tri-Chair	Danny Romero	Faculty
<u>Sarah Eyanson</u>	<u>Classified Tri-Chair</u>	Jeff Karlsen	Faculty
Pat McDonald	Faculty	Deborah Bryant	Faculty
Pam Posz	Faculty	Cari Martensen	Faculty
Gurpreet Bhatia	Classified		

Standard III.A

Patti Redmond	Faculty Tri-Chair	Derrick Wydick	Faculty
Christine Hernandez	Manager Tri-Chair	Marci Selva	Faculty
<u>Janice Hans</u>	<u>Classified Tri-Chair</u>	Patricia Harris	Faculty

Richard Yang	Faculty	Alan Keys	Faculty
Grace Austin	Faculty	Craig Hart	Classified
Lauri Smedley	Faculty	Ashley Poole	Classified

Standard III.B

Kris Janssen	Faculty Tri-Chair	Maristella Bacod	Faculty
Mitch Campbell	Manager Tri-Chair	Troy Myers	Faculty
Sandra Belmares	<u>Classified Tri-Chair</u>	Hunter Laugenoir	Classified
Mary Ann Robinson	Faculty	Matt Schutte	Faculty
Martha Goff	Classified	Jacynth Thomas-Val	Faculty
Pam Flaherty	Faculty	Joe Phillips	Faculty

Standard III.C

Josh Roberts	Faculty Tri-Chair	Sheley Little	Faculty
Deb Saks	Manager Tri-Chair	Payne Ngai	Faculty
Shawn Ledet	<u>Classified Tri-Chair</u>	Renee Medina	Faculty
Jonathan Segal	Faculty	Carolyn Pickrel	Faculty
Bi Nguyen	Faculty	Jessica Coppola	Faculty
Jacek Kozikowski	Classified	Kevin Williams	Classified
Ann Lewis	Faculty	Bryan Krofchok	Faculty

Standard III.D

Greg Rose	Faculty Tri-Chair	Carmen Hirkala	Classified
Jim Collins	Manager Tri-Chair	Hector Rodriguez	Faculty
Reggie Jean-Gilles	<u>Classified Tri-Chair</u>	Paul Carmazzi	Faculty
Alex May	Faculty	Erica Piedra	Faculty
Robert Heidt	Classified	Robin Roffey	Faculty
Taunya Wattier	Classified		

Standard IV

Connie Zuercher	Faculty Tri-Chair	Gayle Pitman	Faculty
Frank Malaret	Manager Tri-Chair	Barbara Beale	Classified
Monica Souza	<u>Classified Tri-Chair</u>	Carmen Villanueva	Faculty
Steve Cirrone	Faculty	Sandeep Singh	Student
Dena Chubbic	Faculty	Art Pimentel	Manage

All other parts

Virginia “Ginni” May	Faculty Tri-Chair Accreditation Self Evaluation Report
Don Palm	Manager Tri-Chair Accreditation Self Evaluation Report
Kelly Irwin	Classified Tri-Chair Accreditation Self Evaluation Report
Cathy Chenu-Campbell	Faculty Evidence Coordinator
Jan Haag	Faculty Editor
Marybeth Buechner	Accreditation Liaison Officer
Anne Danenburg	Classified PRIE
Daniel O’Neil	Student Associated Council Representative, Evidence Assistant
Emily Layton	Faculty, Evidence Assistant

Timeline for work toward the Fall 2015 Accreditation Visit

2012-13	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Travel to workshops, training, etc. for ALO and others in preparation for next accreditation									X	X	X	X
SCC Organizing Committee meets							X	X	X	X	X	
<i>District committee (DACC) meets</i>								X	X	X	X	
<i>DACC identifies recent changes to ACCJC emphases</i>										X		
<i>DACC recommends district function mapping method and governance graphic</i>									X	X	X	
Accreditation updates to CSPC										X	X	
Standard Committee Chairs recruited										X	X	X

2013-14	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
<i>District mapping and District website</i>	X	X										
<i>District environmental scan</i>	X	X										
<i>Data from DRC available</i>		X	X									
Standard/substandard leads recruited		X	X									
Writing teams recruited		X	X	X								
Templates developed for writing teams	X	X	X									
Team Training (Schedule may vary)			X	X				X	X			
SCC Steering committee meetings			X	X	X	X		X	X	X	X	
Evidence collection			X	X	X	X	X	X	X	X	X	X
Develop SCC communication plan			X									
Meetings and updates for College				X	X		X		X		X	
<i>Update employee survey (DO)</i>				X	X							
<i>Update district policies and documents</i>					X	X						

<i>District environmental scan</i>					X	X						
<i>District employee survey (DO)</i>							X	X				
<i>LRCCD plans available on DO website for use by colleges</i>								X	X	X	X	
<i>Self-evaluation training at DO</i>									X	X		
Design SCC-specific staff and student surveys (if needed)						X	X					
Administer district student survey									X	X		
Develop SCC interview questions and list of people to be interviewed				X	X							
Flex workshops on accreditation		X					X					
Begin interviews and record results					X		X	X	X			
ALO: outline of Introduction	X	X	X									
ALO: outline of Organization of the Self-evaluation Process		X	X	X								
ALO: outline of Compliance with Eligibility Requirements			X	X	X							
ALO: outline of Compliance with Commission Policies				X	X	X						
Team Writing: Outline of response to recommendations			X	X	X							
Team Writing: Outline of Description for each standard				X	X	X						
Team Writing: Outline of Self-Evaluation for each standard				X	X	X	X					
Team Writing: Outline of Improvement Plans for each standard							X	X	X			
Team Writing: Begin work on first rough draft of all sections									X	X	X	
Steering Committee reviews outlines of each section			X	X	X	X	X	X	X			
Share outlines with College; gather feedback							X	X	X			
Conduct SCC-specific surveys							X					

2014-15	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Continue to develop evidence listings	X	X	X	X	X	X	X	X	X	X	X	X
Flex workshops on accreditation		X					X					
Continue to conduct interviews, forums, etc.	X	X	X	X	X							
Team Training			X	X				X	X			
<i>Results of DO student and staff surveys available to the college</i>		X										
<i>District Q&A for college accreditation representatives</i>		X										
Forums for College Community		X					X			X		
<i>BOT meeting with college accreditation reps for Q&A</i>			X									
<i>District staff available for interviews; district documents available</i>			X	X								
<i>Chancellor's updates on accreditation</i>			X	X			X	X	X			
Review documents		X	X	X								
Review survey results		X	X	X								
Meetings of self-study standard committees			X	X	X			X	X	X	X	
Team writing: draft of Response to Recommendations; Description for each standard		X	X	X								
Team writing: draft of Analysis and Improvement Plans for each standard		X	X	X	X							
Compile into one document and complete initial editing			X	X	X	X						
Submit full draft to steering committee						X						
Colleges provide DO copy of Draft Self Evaluation Reports							X					

Provide College-wide review and opportunities for input on first full draft								X	X	X			
<i>DACC works with colleges to prepare BoT presentations</i>											X	X	
Make final edits and prepare document for printing											X		
Document to the printer for BoT copies												X	
Document to the BoT for approval													X
Document to the printer (final document)													X

Fall 2015	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Self-Evaluation sent to ACCJC	X											
Arrange hotel for team		X										
Arrange for team interviews on campus			X									
<i>DO works with colleges to schedule visiting team meetings with DO and BoT members</i>			X									
Prep team room on campus (includes preparing evidence files)			X									
Team Visit				X								
Travel, etc., for team (pay to ACCJC)						X						

Organization of the Self Evaluation Process References

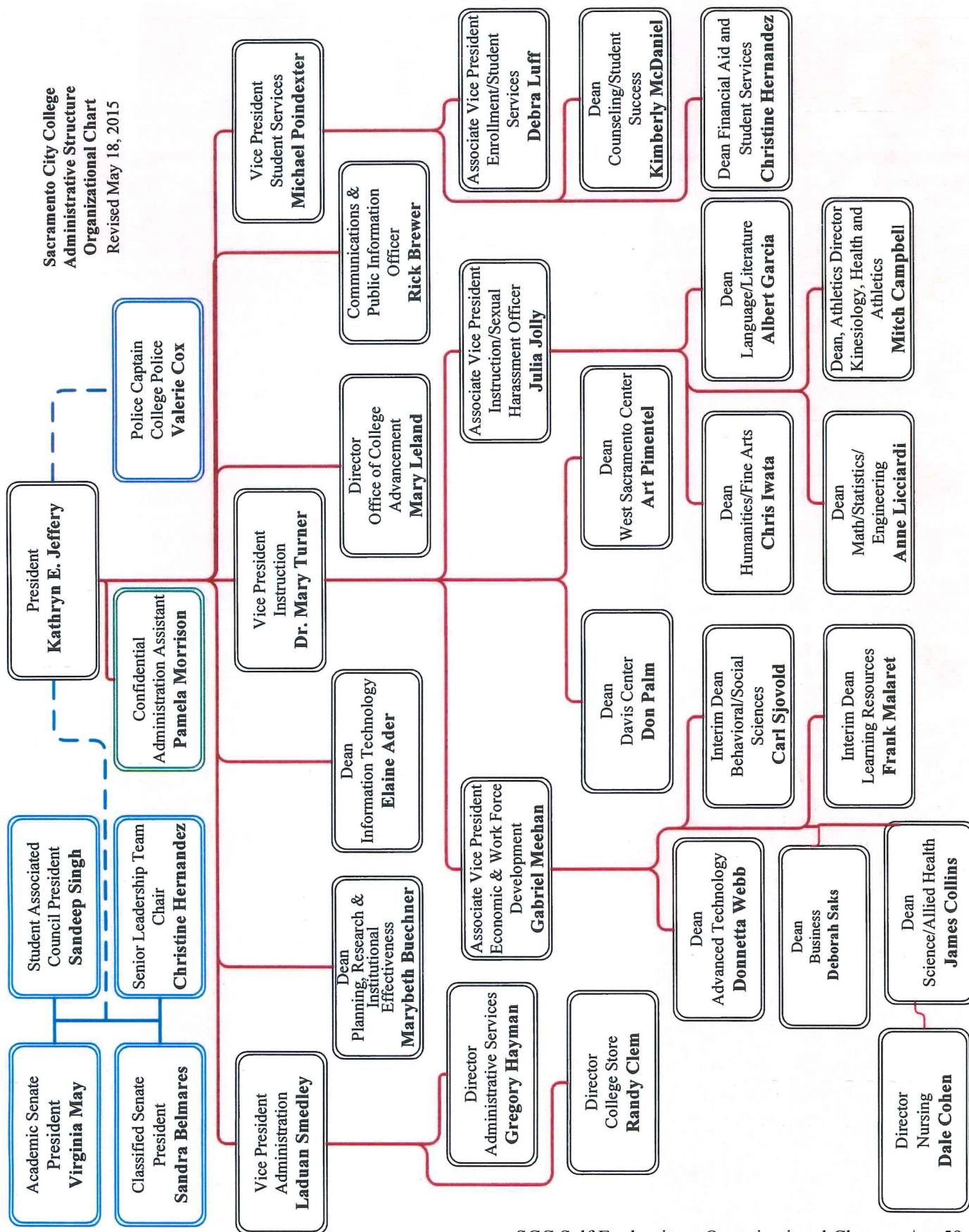
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- OSEP.4. Accreditation Organizing Committee Minutes 3-14-13
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- OSEP.6. Accreditation Committees as of October 2013
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- OSEP.8. 2015 Accreditation
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- OSEP.10. Los Rios District Resources: Accreditation Self Study
<http://irweb.losrios.edu/Accreditation/DACCMinutesAgendas/DACCcover.htm>
- OSEP.11. District Accreditation Coordinating Committee 5-2-2014
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- OSEP.18. Big Meeting Agenda 9-18-2015
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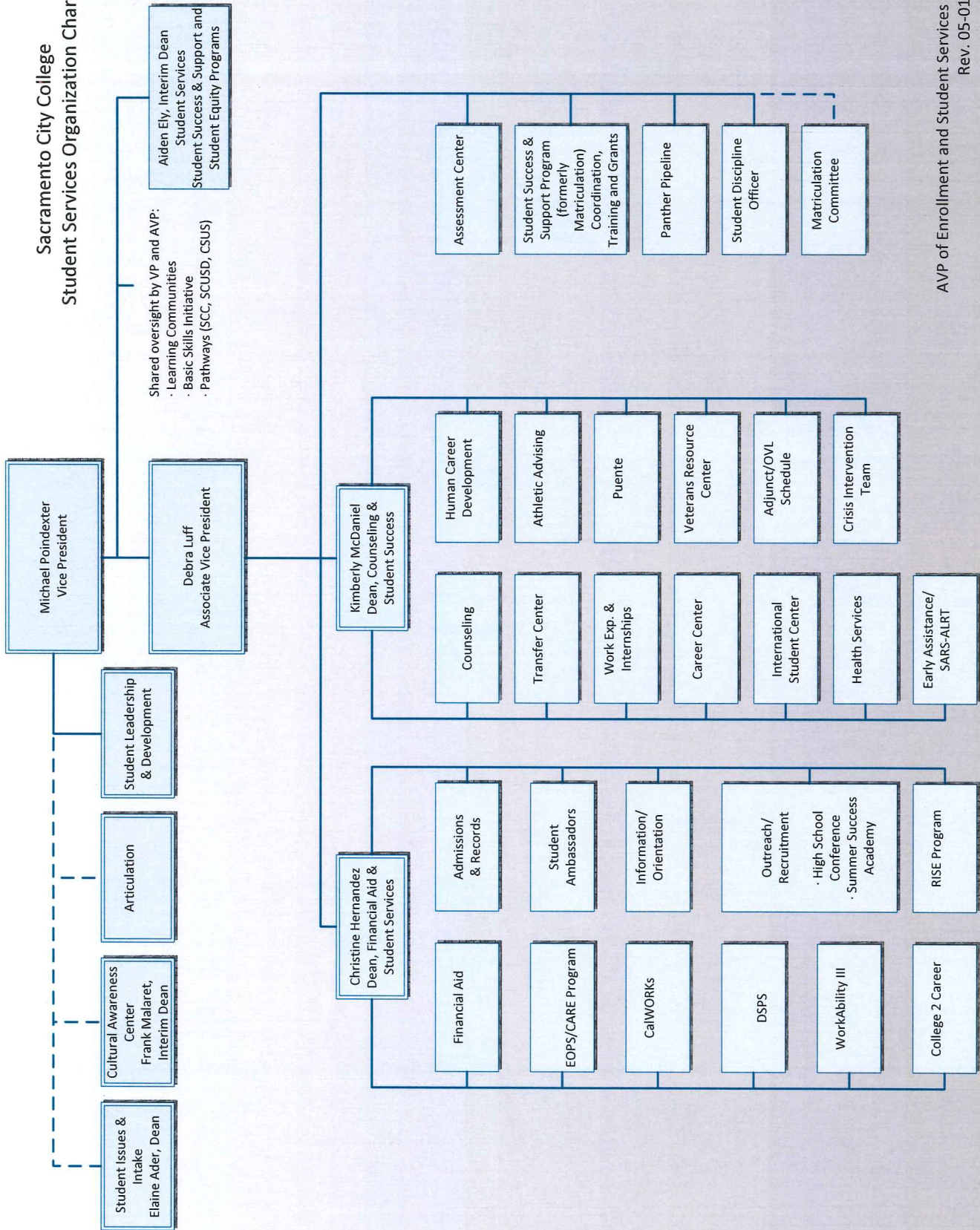
Organizational Information



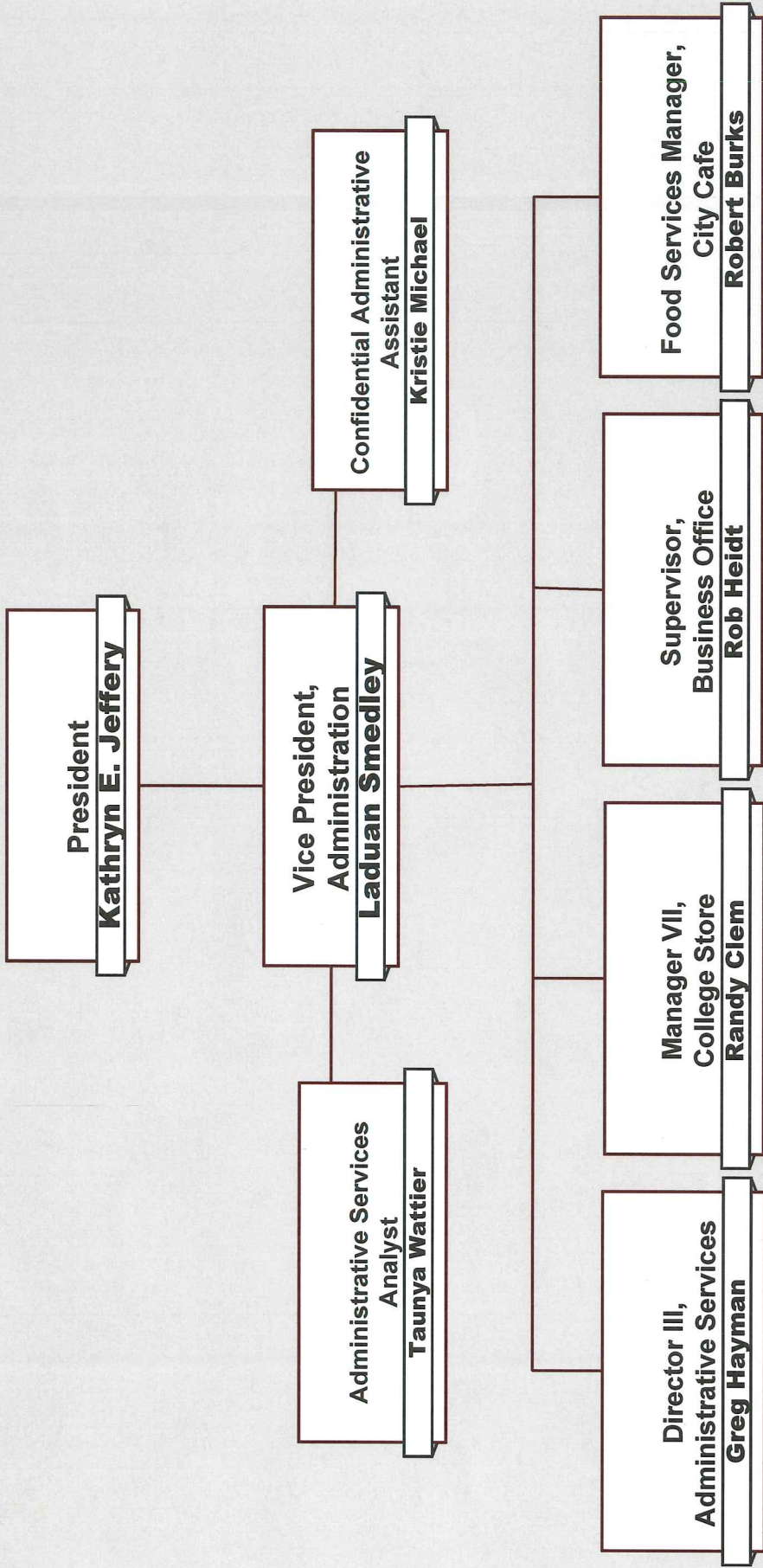
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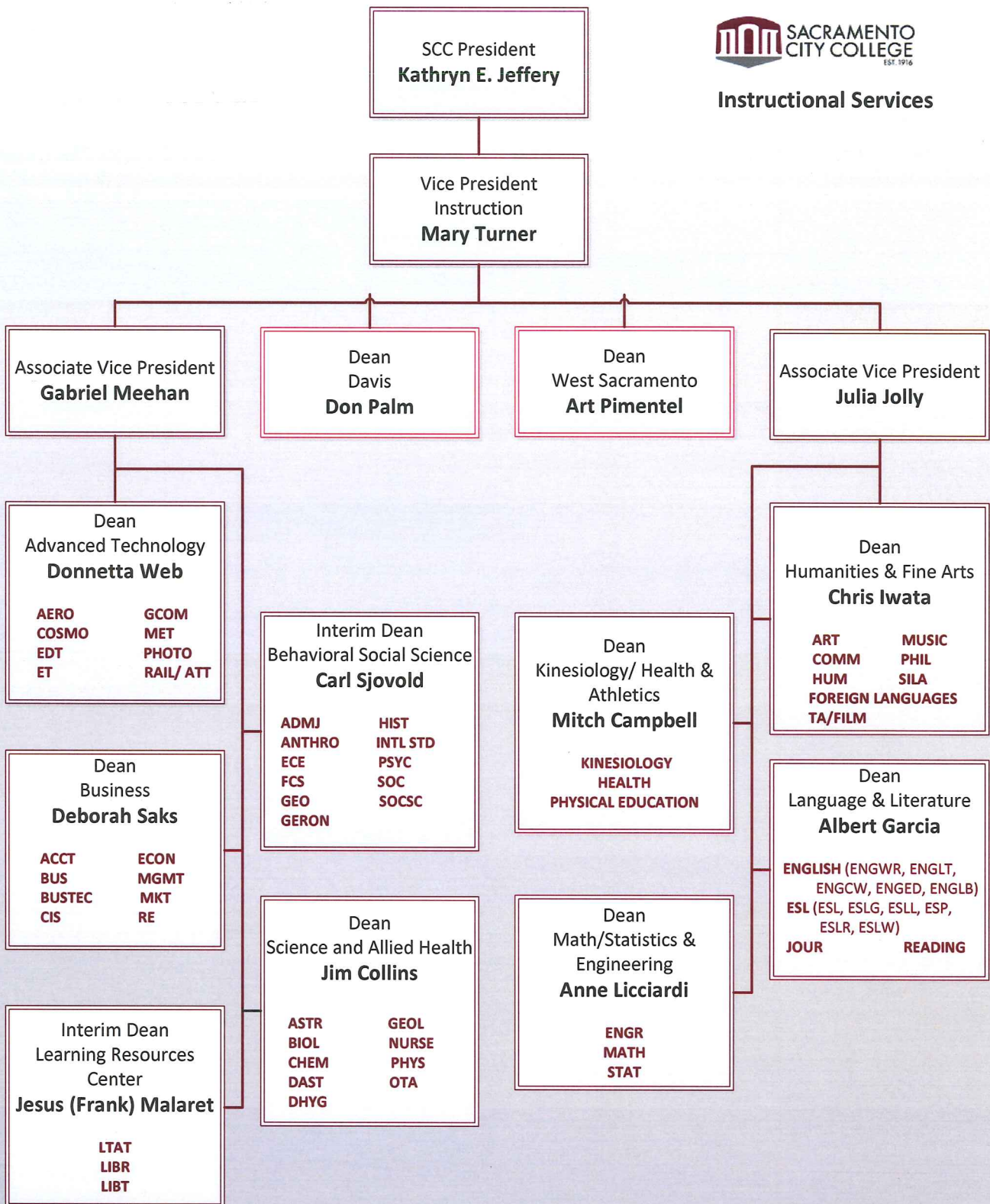
Sacramento City College Student Services Organization Chart



AVP of Enrollment and Student Services Office
Rev. 05-01-2015



Administrative Services



Los Rios Community College District Function Map

Approved by Chancellor's Cabinet on April 28, 2014

Definitions of the Indicators Used in the District Function Map

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.

N/A = Not Applicable: Not applicable indicates that a specific standard does not apply to either the College or District and therefore neither has responsibility (e.g. No Los Rios college offers curricula in a foreign location, so neither the College nor District is responsible for offering the curricula.)

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.”

Function Map Approval Process

In preparation for the 2014-15 accreditation self evaluation year, the District Accreditation Coordinating Committee (DACC) updated the District's 2009 Function Map document to reflect Commission changes to the Accreditation Standards through November 2012. Each college then reviewed and recommended responsibility assignments through their respective governance groups, while the district did the same with its participatory governance committees and administrative councils. DACC compiled the assignments for recommendation to the Chancellor's Cabinet, which approved the 2014 Function Map on April 28, 2014.

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 P	SH S
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		
<p>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.</p>		
	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	P	S

willingness to assume civic, political, and social responsibilities locally, nationally, and globally.		
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 distinguish 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		
<p>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.</p>		
	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

<p>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>	<p>P</p>	<p>S</p>
<p>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>	<p>P</p>	<p>S</p>

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. 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.	P	S
a. 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.	SH	SH
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.	SH	SH
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.	SH	SH

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.	S	P
a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.	SH	SH
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 at both college and district/system levels in multi-college systems.		
	College	District

1. The institution's mission and goals are 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, plans, and allocates resources 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 its financial resources, the internal control structure 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, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.	SH	SH
b. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.	SH	SH
c. Appropriate financial information is provided throughout the institution in a timely manner.	SH	SH
d. All financial resources, including short and long term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.	SH	SH
e. The institution's internal control systems are evaluated and assessed for validity and effectiveness and the results of this assessment are used for improvement.	S	P
3. The institution has policies and procedures to ensure sound financial practices and financial stability.	SH	SH
a. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and develops contingency plans to meet financial emergencies and unforeseen occurrences.	S	P
b. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary	SH	SH

organizations or foundations, and institutional investments and assets.		
c. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations.	S	P
d. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is prepared, as required by appropriate accounting standards.	N	P
e. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.	N	P
f. Institutions monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirements.	SH	SH
g. 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
h. The institution regularly evaluates its financial management practices and the results of the evaluation are used to improve internal control structures.	SH	SH
4. Financial resource planning is integrated with institutional planning. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement of the institution.	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	S	P

<p>him/her accountable for the operation of the district/system or college, respectively.</p> <p>In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.</p>		
<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>	P	S
<p>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>	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

d. The district/system effectively controls its expenditures.	S	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.	S	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.	S	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.	S	P

Certification of Continued Institutional Compliance with Eligibility Requirements



Certification of Continued Compliance with Eligibility Requirements

Sacramento City College affirms that it completely meets all Eligibility Requirements for reaffirmation of accreditation.

1. Authority

Sacramento City College is a part of the Los Rios Community College District (LRCCD). The Los Rios Community College District Board of Trustees derives its authority from the Education Code of the state of California and from its status as the elected community entity holding the institution in trust for the benefit of the public ([ER.1](#)). The Board of Trustees is subject to provisions of the Constitution of the state of California and the laws of the state of California (Ed. Code, 70902).

Sacramento City College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges ([ER.2](#)).

In addition, a number of Sacramento City College programs have additional accreditation through industry or governmental groups:

- The Occupational Therapy Assistant Program is accredited by the Accreditation Council for Occupational Therapy Educate (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, Maryland, 20814-3449. ACOTE's phone number, c/o AOTA, is 301-652-AOTA. Its web address is [ER.3](#). The program at Sacramento City College is accredited through 2019/2020.
- The Physical Therapist Assistant program at Sacramento City College is accredited by the commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: [ER.4](#).
- The Associate Degree Nursing program is accredited by the California Board of Registered Nursing (BRN), a specialized accrediting body from the Department of Consumer Affairs, established by law to protect the public by regulating the practice of registered nurses. The BRN is responsible for implementation and enforcement of the Nursing Practice Act, the laws related to nursing education, licensure, practice, and discipline. The BRN can be contacted at (916) 322-3350, or at [ER.5](#), or at P.O. Box 944210, Sacramento, California 94244-2100.
- The Vocational Nursing Program is accredited by the California Board of Vocational, Nursing and Psychiatric Technicians (Board), a specialized

accrediting body from the Department of Consumer Affairs, which protects consumers from unprofessional and unsafe licensed vocational nurses (LVNs) and psychiatric technicians (PTs). Public protection is the highest priority of the Board in exercising its licensing, regulatory and disciplinary functions. The Board can be contacted at (916) 263-7800, or at [ER.6](#), or at 2535 Capitol Oaks Drive, Suite 205, Sacramento, California 95833.

- The Dental Assisting program is accredited by the Commission on Dental Accreditation of the American Dental Association, a specialized accrediting body recognized by the United States Department of Education. The Commission on Dental Accreditation can be contacted at 312-440-4653, or at 211 East Chicago Avenue, Chicago, Illinois 60611, or at [ER.7](#).
- The Dental Hygiene program is accredited by the Commission on Dental Accreditation of the American Dental Association. The Commission is a specialized accrediting body recognized by the United States Department of Education and can be contacted at 211 East Chicago Avenue, Chicago, Illinois 60611, or at [ER.8](#).

2. Mission

The LRCCD Board of Trustees approved the following Sacramento City College mission statement January 20, 2010:

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, degree and certificate attainment, 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. (Mission statement, [ER.9](#), Board vote on SCC mission statement, [ER.10](#))

This statement is reviewed annually by the College Strategic Planning Committee and appears in the College catalog, on the College website, in the faculty handbook, and is posted at various campus locations, such as the College's primary meeting room, RHN 258. (College Strategic Planning Committee minutes, [ER.11](#), Mission statement in College Catalog, [ER.12](#), Mission statement on the College website, [ER.13](#), Mission statement in faculty handbook, [ER.14](#))

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. (LRCCD Board service areas and information, [ER.15](#)) 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 interests 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 (Board conflict of interest policy, [ER.16](#), Board of Trustees Minutes, p. 7, [ER.17](#)).

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. She began serving on 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 ([ER.18](#)).

The Chancellor of the LRCCD is appointed by and reports to the Board of Trustees. Neither the College President nor the Chancellor serves on the Board (Board policy on chancellor's authority, [ER.19](#)).

5. Administrative Capacity

Sacramento City College has 29 managers and 13 supervisors for academic and student support services and College operations. They have appropriate preparation and experience to support the institution's mission and purpose.

- SCC organization charts ([ER.20](#))
- Policies and regulations for procedures for hiring managers ([ER.21](#), [ER.22](#))
- College Catalog list of current managers ([ER.23](#))
- LRCCD Employee Perceptions Survey (managers' responses) ([ER.24](#))

6. Operational Status

The College currently enrolls more than 24,000 students in classes taught throughout the week and on Saturdays. Students actively pursue certificates, associate degrees, and/or transfer to four-year institutions, or they have personal goals that include career advancement, personal development, or remediation in basic skills.

- Current class schedule ([ER.25](#))
- Current data on students and their goals ([ER.26](#), [ER.27](#))

7. Degrees

Consistent with its mission, Sacramento City College offers 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.

- College Catalog listing of degrees and certificates ([ER.28](#))

- College Catalog listing of degrees and certificates and associated unit requirements, begins on page 37 ([ER.29](#))

8. Educational Programs

Sacramento City College offers educational programs consistent with the missions of the College, District, and the California community college system. All associate degrees are designed to be completed in at least two years. All courses fulfill the California Code of Regulations Title 5 requirements. Course and programs list student learning outcomes that are achieved through class content, assignments, and activities, and courses and programs are reviewed on a regular basis. Articulation agreements with four-year institutions confirm that courses and degrees are of appropriate content and are conducted of levels of quality and rigor appropriate to local, state, and national standards.

- College Catalog listing of degrees and certificates, begins on page 31 ([ER.30](#))
- College Catalog listing of degrees and certificates ([ER.31](#))
- Student learning outcome reports by division, department, and program ([ER.32](#))

9. Academic Credit

The College awards 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.

- College Catalog description of credit, p. 18 ([ER.33](#))
- College Catalog description of academic standards ([ER.34](#))
- College Catalog description of credit for Advanced Placement, College-Level Examination Program, and International Baccalaureate Credits ([ER.35](#))

10. Student Learning and Achievement

Every program establishes expected student learning outcomes and details those outcomes in the LRCCD curriculum system, SOCRATES (System for Online Curriculum Review and Technological Education Support), and those program learning outcomes are listed in the College Catalog. Student learning outcomes at the course level are reviewed regularly on schedules established by each program, and all programs are reviewed on a six-year cycle. That assessment of student learning outcomes at the course and program levels is conducted for all course delivery methods and for all locations.

- Programs in the College catalog (including Program Learning Outcomes) ([ER.36](#))
- SLO evaluation ([ER.37](#))
- Program Review ([ER.38](#))
- Student Learning Outcome Institutional Effectiveness Report ([ER.39](#))
- Student Achievement Data ([ER.40](#))

11. General Education

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. Students must demonstrate competency in writing, reading, and mathematical skills to receive an associate degree. Courses that meet the general education requirements undergo an evaluation process through the College's Curriculum Committee, affirming their appropriate content, quality, and rigor. General Education Learning Outcomes (GELO) have been identified for students completing this component of their degree, and those outcomes are published in the College Catalog.

- GE SLOs ([ER.41](#))
- GE and Competency requirements ([ER.42](#))
- Example of Curriculum Committee minutes, including General Education sub-committee report ([ER.43](#))

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 at the College, SCC respects that faculty have purview in academic matters. The Board of Trustees endorses an open intellectual forum in which faculty and students are free to examine and test all knowledge appropriate to their discipline or area of study, including controversial topics.

- Board policy ([ER.44](#))
- Contract (Article 17, p. 141) ([ER.45](#))
- Employee Accreditation Standards Survey (especially questions 13 and 14) ([ER.46](#))

13. Faculty

Sacramento City College maintains a core of 302 full-time faculty responsible for support of the academic programs. They are hired according to the standards set by the California Community Colleges Chancellor's Office at the recommendation of the Academic Senate California State Community Colleges. Clear statements of faculty roles and responsibilities are stipulated in the faculty collective bargaining agreement and in the Faculty Handbook. Faculty have primary responsibility for development and review of curriculum as well as assessment of learning.

- Faculty numbers ([ER.47](#))
- Faculty ([ER.48](#))
- Contract (see especially section 8.4.1.2, p. 62) ([ER.49](#))
- Handbook ([ER.50](#))
- Minimum Qualifications ([ER.51](#))

14. Student Services

The College provides a range of services to students that meet the educational support needs of its diverse student population. SCC offers high-quality student services, which include outreach and recruitment, orientation, assessment, counseling, admissions and records, financial aid, student life, work study, as well as services to students with disabilities, veterans, and programs to support students of color. These student services provide a continuum of intervention and support from the student's point of College entry to exit. These services are offered wherever and however

College instructional programs are delivered, including the Outreach Centers at Davis and West Sacramento, as well as to students who access online instruction.

- Student services catalog pages ([ER.52](#))
- Student Success and Support Programs (SSSP) Plan ([ER.53](#))
- Student Services Student Learning Outcomes ([ER.54](#))
- Davis Center Website ([ER.55](#))
- West Sacramento Center website ([ER.56](#))
- Services for online students ([ER.57](#))

15. Admissions

Sacramento City College adheres to admissions policies consistent with its mission and with the California Code of Regulations, Title 5. Information about admissions requirements is available in the College Catalog and on the College's website.

- Catalog ([ER.58](#))
- Website ([ER.59](#))
- 411 for Success ([ER.60](#))

16. Information and Learning Resources

Sacramento City College has sufficient print and electronic resources (including full-text books, journals, and databases) to meet the educational needs of its students and to support all programs. The College's Learning Resource Center (LRC) is part of a district-wide library system, and it participates in inter-library loan programs regionally and throughout the country. Internet access is provided via a wireless network and in a number of computer labs.

- Library Catalog ([ER.61](#))
- Library services ([ER.62](#))
- Learning, Tutoring & Academic Technology ([ER.63](#))

17. Financial Resources

From the state of California through the Los Rios Community College District, the College receives a continuing funding base adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability.

- LRCCD Board Policy, Budget Planning ([ER.64](#))
- Sacramento City College, Budget Planning ([ER.65](#))
- Los Rios Community College District Budget ([ER.66](#))

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.

- Los Rios Community College District Audit Statement ([ER.67](#))
- LRCCD Board Policy, Budget Planning ([ER.68](#))

- Sacramento City College, Budget Planning ([ER.69](#))

19. Institutional Planning and Evaluation

The College systematically evaluates how well and in what ways it is accomplishing its mission through a number of measures, and it makes those measures readily available to the public.

The College's Strategic Planning Framework follows a planning, execution, and evaluation cycle that links all levels of planning and resource allocation. Program Review is integrated into the College cycle, and all programs complete Program Review every six years. Student learning outcome and institutional effectiveness data are used to develop goals and objectives for each planning cycle.

- Institutional Effectiveness Reports ([ER.70](#))
- Planning Framework (including a link to the planning handbook) ([ER.71](#))
- Planning process brochure ([ER.72](#))
- SLO Strategy ([ER.73](#))
- SLO reports ([ER.74](#))
- Homepage (links to Student Success Scorecard and Gainful Employment) ([ER.75](#), [ER.76](#))
- Student Success Scorecard ([ER.77](#))
- Student Achievement Report ([ER.78](#), 2013, [ER.79](#), 2014)
- Program Review ([ER.80](#))

20. Integrity in Communication with the Public

Sacramento City College provides a Catalog, in both paper and electronic format, with precise, accurate, and current information concerning the following:

General Information

- Official name, Addresses, Telephone Numbers, and Website Address for the College
- 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, Certificate, Graduation, and Transfer

Major Policies Affecting Students

- Academic Regulations, including Academic Honesty
- Nondiscrimination
- Acceptance of Transfer Credits
- Grievance and Complaints Procedures
- Sexual Harassment
- Refund of Fees
- Student Accreditation Survey (question 1a) ([ER.81](#))

Locations or publications where other policies may be found

- Sacramento City College Catalog ([ER.82](#))
- Sacramento City College Website ([ER.83](#))
- Los Rios Community College District Class Schedules ([ER.84](#))
- LRCCD Policies and Regulations (especially 1110 and 1300) ([ER.85](#))

21. Integrity in Relations with the Accrediting Commission

Sacramento City College and the Los Rios Community College District 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 change 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.

- Sacramento City College 2015 Accreditation Website ([ER.86](#))
- Sacramento City College Catalog ([ER.87](#))

Certification of Continued Compliance with Eligibility Requirements References

- ER.1. Authority P-3111
<http://www.losrios.edu/legal/Policies/P-3000/P-3111.pdf>
- ER.2. Directory of Accredited Institutions Updated May 2015
http://www.accjc.org/wp-content/uploads/2015/05/ACCJC_DIRECTORY_of_ACCREDITED_INSTITUTIONS_05_08_2015.pdf
- ER.3. AOTA Accreditations
<http://www.aota.org/Education-Careers/Accreditation.aspx>
- ER.4. CAPTE
<http://www.capteonline.org/>
- ER.5. Board of Registered Nursing
http://www.rn.ca.gov/about_us/whatisbrn.shtml
- ER.6. Board of Vocational Nursing & Psychiatric Technicians
<http://www.bvnpt.ca.gov/>
- ER.7. CODA
<http://www.ada.org/en/coda>
- ER.8. CODA
<http://www.ada.org/en/coda>
- ER.9. Mission, Vision and Values
<http://www.scc.losrios.edu/about-the-college/mission-vision-values/>
- ER.10. Board Meeting Agenda 1-20-10
http://www.losrios.edu/downloads/agendas/trustee/2010/trustee_agenda_01-20.pdf
- ER.11. CSPC Minutes 9-9-14
<https://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/52d5ec93-6b81-49b8-a6dc-49f47955ba44/M09-09-2014.pdf>
- ER.12. Mission Statement in College Catalog
<http://www.scc.losrios.edu/catalog/wp-content/blogs.dir/180/files/AboutCollege.pdf>
- ER.13. Mission, Vision and Values
<http://www.scc.losrios.edu/about-the-college/mission-vision-values/>
- ER.14. Faculty Handbook
https://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/645bb766-ba4d-4a10-87e4-b9791cdcecbd/Faculty_Handbook_2014-2015.pdf
- ER.15. Board of Trustees
http://www.losrios.edu/lrc/lrc_trustee.php
- ER.16. Conflict of Interest Code P-8611
<http://www.losrios.edu/legal/Policies/P-8000/P-8611.pdf>
- ER.17. Board Meeting Minutes 12-10-14
http://www.losrios.edu/downloads/minutes/trustee/2014/Board_Minutes_-_December-10-2014.pdf
- ER.18. President's Office
<http://www.scc.losrios.edu/president/>
- ER.19. Administrative P-4111
<http://www.losrios.edu/legal/Policies/P-4000/P-4111.pdf>

- ER.20. Organization Charts
<http://www.scc.losrios.edu/president/organization-charts/>
- ER.21. Management and Confidential Staff P-9122
<http://losrios.edu/legal/Policies/P-9000/P-9122.pdf>
- ER.22. Management and Confidential R-9121
<http://www.losrios.edu/legal/Regulations/R-9000/R-9121.pdf>
- ER.23. Administrators and Senior Leadership Members
<http://www.scc.losrios.edu/catalog/wp-content/blogs.dir/180/files/Administrators.pdf>
- ER.24. Employee Perceptions Survey
http://irweb.losrios.edu/download/Research/Employee_Survey_Reports/2014EmployeeSurvey/LRCCDFREQS/EeSurvey14_ManagerFREQmeans.pdf
- ER.25. Current Class Schedule
<http://www.losrios.edu/class-schedules.php>
- ER.26. Enrollment Data
<http://www.scc.losrios.edu/prie/research/college-planning-and-data-reports/enrollment-data/>
- ER.27. College Planning Data and Reports
<http://www.scc.losrios.edu/prie/research/college-planning-and-data-reports/>
- ER.28. Degrees, Certificates, Transfer Majors, and Courses
<http://www.scc.losrios.edu/catalog/wp-content/blogs.dir/180/files/DegreesCertificatesCoursesTransferMajors.pdf>
- ER.29. Catalog
<http://www.scc.losrios.edu/catalog/files/scccatalog14-15.pdf>
- ER.30. Degrees and Certificates
<http://www.scc.losrios.edu/catalog/files/scccatalog14-15.pdf>
- ER.31. Degrees and Certificates
<http://www.scc.losrios.edu/catalog/wp-content/blogs.dir/180/files/DegreesCertificatesCoursesTransferMajors.pdf>
- ER.32. Course SLO Reports by Division (Archive)
<http://www.scc.losrios.edu/slo/course-slo-reports-division/>
- ER.33. Description of Credit
<http://www.scc.losrios.edu/catalog/wp-content/blogs.dir/180/files/Admissions.pdf>
- ER.34. Academic Standards
<http://www.scc.losrios.edu/catalog/wp-content/blogs.dir/180/files/AcademicStandards.pdf>
- ER.35. CLEP and IB
<http://www.scc.losrios.edu/catalog/wp-content/blogs.dir/180/files/Credits.pdf>
- ER.36. Programs
<http://www.scc.losrios.edu/instructionalservices/degrees-certificates-courses-transfer-majors/>
- ER.37. Multi-Year Plans by Division (Archive)
<http://www.scc.losrios.edu/slo/multi-year-plans-division/>
- ER.38. Program Review
<http://www.scc.losrios.edu/instructionalservices/program-review/>
- ER.39. Student Learning Outcomes Report 2014
<https://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/44f02c92-da4f-4428-bc8f-d43f03cb3321/8-StudentLearningOutcomesReport2014.pdf>

- ER.40. Student Achievement Report 2014
<https://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/afebbcba-3399-4e15-865c-a3fafa1f5f75/7- Student Achievement Report 2014.pdf>
- ER.41. GE SLOs
<http://www.scc.losrios.edu/catalog/wp-content/blogs.dir/180/files/GeneralEducation.pdf>
- ER.42. GE and Competency Requirements
<http://www.scc.losrios.edu/catalog/wp-content/blogs.dir/180/files/Graduation.pdf>
- ER.43. Curriculum Committee Minutes 1-23-15
https://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/a54c9ad7-4aea-4ba8-844e-06c007ebcf96/SCC_CurriculumCommMinutes01-23-2015.pdf
- ER.44. Controversial Issues P-7142
http://www.losrios.edu/general_counsel/Policies/P-7000/P-7142.pdf
- ER.45. LRCFT 2011-2014
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- ER.55. Davis Center
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- ER.56. West Sacramento Center
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- ER.57. Services for Online Students
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- ER.58. Catalog
<http://www.scc.losrios.edu/catalog/wp-content/blogs.dir/180/files/Admissions.pdf>
- ER.59. Website
<http://www.scc.losrios.edu/future-students/>

- ER.60. 411 for Success
<http://www.saccity-online.org/sccfirstyear/>
- ER.61. Library Catalog
<http://www.scc.losrios.edu/library/>
- ER.62. Library Services
<http://www.scc.losrios.edu/library/services/>
- ER.63. Learning, Tutoring and Academic Technology
<http://www.scc.losrios.edu/ltat/>
- ER.64. Budget Planning P-8122
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- ER.65. Budget
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- ER.70. Institutional Effectiveness Reports
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- ER.71. Planning
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- ER.72. Strategic Planning System
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- ER.73. SLO Strategy
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[http://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/f9b1b66a-4622-4d3d-9f21-a51b4320a8ea/FINAL 7-Student Achievement Report 2013 \(F12 data\).pdf](http://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/f9b1b66a-4622-4d3d-9f21-a51b4320a8ea/FINAL_7-Student_Achievement_Report_2013_(F12_data).pdf)
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<https://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/afebbcba-3399-4e15-865c-a3fafa1f5f75/7- Student Achievement Report 2014.pdf>

- ER.80. Program Review
<http://www.scc.losrios.edu/prie/institutional-effectiveness/program-review/>
- ER.81. Student Accreditation Survey
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- ER.82. Catalog
<http://www.scc.losrios.edu/catalog/>
- ER.83. SCC Website
<http://www.scc.losrios.edu/>
- ER.84. Class Schedules
<http://www.losrios.edu/class-schedules.php>
- ER.85. LRCCD Policies and Regulations
<http://www.losrios.edu/legal/GCpolreg.htm>
- ER.86. 2015 Accreditation
<http://www.scc.losrios.edu/prie/institutional-effectiveness/accreditation/2015-accreditation-page/>
- ER.87. Catalog
<http://www.scc.losrios.edu/catalog/>

Certification of Continued Institutional Compliance with Commission Policies



Certification of Continued Institutional Compliance with Commission Policies

Policy on Distance Education and on Correspondence Education

The College does not offer any courses under the definition of correspondence education.

All distance education curricula are developed as a part of the College's overall curriculum process and thus integrated with the College's mission. The Curriculum Committee reviews all distance education proposals and the Distance Education Subcommittee "ensures that academic standards and learning outcomes are equivalent to those of the traditional in-person modality, and that regular, effective instructional contacts are included" ([CERT.1](#), p. 5).

All courses have clearly defined and appropriate student learning outcomes, regardless of their delivery modality ([CERT.2](#), p. 25, [CERT.3](#)). The resources and structure for curriculum delivery and assessment and evaluation of student learning outcomes are integrated into all programs ([CERT.4](#)).

Using the substantive change process, the College regularly communicates with the Commission regarding any changes in instructional delivery mode, including any changes that will mean that 50 percent or more of a degree or certificate may be available via distance education ([CERT.5](#), [CERT.6](#)).

The College uses a password-protected course platform (Desire2Learn) to ensure the student registered is the student completing the work ([CERT.7](#)).

Policy on Institutional Compliance with Title IV

The U.S. Department of Education has not taken any negative actions regarding the College's compliance with Title IV of the HEA.

The United State Department of Education Eligibility and Certification Approval Report (ECAR) and the Program Participation Agreement (PPA), which outline Title IV and program eligibility for Sacramento City College, are on file in the office of the Dean Financial Aid & Student Services.

Per Department of Education requirements, an annual audit is conducted by an external auditing firm to confirm Title IV compliance. There have been no audit findings and no negative actions by the Department of Education for Sacramento City College ([CERT.8](#), pp. 45-47 and 65-68).

The National Student Loan Data System (NSLDS) posts the official three-year cohort loan default rate for Sacramento City College as 20.6 percent. An institution's cohort default rate

is calculated as the percentage of borrowers in the cohort who default before the end of the second fiscal year following the fiscal year in which the borrowers entered repayment. Students have access to institutional default information on the financial aid loan site ([CERT.9](#), see “Missed a Payment — Don’t Default” under “Facts About Federal Student Loans”).

The District has created a loan tracking system in PeopleSoft to assist the colleges with lowering their loan default rates. This system tracks students who received a student loan, and when students drop below half-time enrollment status, it sends students emails informing them of the federally mandated exit counseling requirements. The system also provides the Financial Aid Office with a list of students who need to be contacted for exit counseling. Students are asked to complete online exit counseling developed by the Department of Education. If the College does not receive confirmation that the student has completed the online exit counseling, the College mails the student the required material to inform the student about repayment options.

Policy on Institutional Advertising, Student Recruitment, and Representation of Accreditation Status

Sacramento City College’s educational programs and services are the primary emphasis of all advertising, publications, promotional literature, and recruiting. The College website has been redesigned to highlight information that prospective, first-time, and continuing students need to be successful. The Future Students page includes sections on Steps to Success, Coming from High School, How to Enroll As a... (special populations-oriented), Your First Semester, and Student Success Measures. There are direct links to online orientation, application and registration systems, as well as to the College catalog. A Future Students Essential feature provides direct links to critical information, including the Academic Calendar, Assessment Schedule, Class Schedule, Financial Aid, and New Student Counseling Schedule for educational planning and follow-up services ([CERT.10](#)).

Catalogs and other official publications are readily available and accurately depict the College and its programs. Sacramento City College publishes both online and hard copy versions of the College catalog on a yearly basis, with addenda published as needed ([CERT.11](#)). The Instruction Office, which is responsible for maintaining the catalog, contacts all offices responsible for catalog accuracy to determine if there are additions, modifications, or deletions in each area. Different offices are assigned specific sections to review to ensure that the entire catalog is updated with new information on a yearly basis. ([CERT.12](#)).

Well-qualified individuals with clearly defined positions at the College guide student recruitment. The Outreach and Recruitment program plays several key roles in the recruitment, matriculation, and first-year experience of new Sacramento City College students ([CERT.13](#)). Outreach personnel coordinate activities such as high school visits, staffing College fairs, facilitating tours, attending community events, and coordinating first-year experience programs and events ([CERT.14](#)). Outreach specialists hold orientations with

high school counselors to ensure that high school counseling information includes community college options ([CERT.15](#), [CERT.16](#)).

The accreditation status of Sacramento City College is accurately represented in the College catalog ([CERT.17](#)) and publications ([CERT.18](#)), as well as on the website ([CERT.19](#)).

Policy on Institutional Degrees and Credits

The College awards degrees and credits (units) based on academic study of sufficient content: breadth and length. Associate degree programs conform to the accepted minimum program length of 60 semester credit hours. The Associate degree may be obtained by the completion of all required courses for a major (18 units or more) with grades of “C” or better in each course, fulfillment of general education requirements, satisfaction of competencies, and completion of sufficient electives to meet a minimum total of 60 units with a grade point average of 2.0 or higher ([CERT.20](#)). All Associate degree programs offered by Sacramento City College include a minimum of 18 required units of focused study in at least one area of inquiry or major field.

Written policies are in place for determining a credit hour that meets commonly accepted academic expectations. Curricula go through a technical review process, where depth, breadth, and rigor are evaluated. The Carnegie unit is the system used to determine course credit. The standards for course hours to credit are available from the California Community Colleges Chancellor’s Office (CCCCO) and are published in the SCC Curriculum Handbook ([CERT.21](#), p. 13). Courses are checked for appropriate hours to credit as they move through the curriculum approval process and again when the course information is submitted to the CCCCCO (CCCCO guidelines — Divisions, Academic Affairs, Curriculum and Instruction Unit, Curriculum — under Notes & News — Carnegie Units (Chancellor’s Office Worksheet) [CERT.22](#)).

Instructional programs and courses are reviewed to ensure appropriate level of rigor and statements of student learning outcomes relevant to the disciplines. Assessment results provide evidence that students are achieving key institutional and program learning outcomes. The College’s annual Unit Planning process and two- or six-year Program Review process ensure that all courses and programs are reviewed for both relevance and effectiveness. In addition, the systematic SLO assessment process that has been fully revised and implemented since the last accreditation comprehensive self evaluation has been effective in ensuring that each department is engaged in ongoing data collection, assessment, and dialog on student learning ([CERT.23](#), Student Learning Outcomes Report 2013).

Policy on Institutional Integrity and Ethics

Sacramento City College upholds and protects the integrity of its practices. The College has policies, regulations, and practices to ensure academic honesty, integrity in the hiring

process, and the prevention of conflict of interest throughout the organization ([CERT.24](#)). Such policies are reviewed regularly.

- Academic honesty (policy): (<http://losrios.edu/legal/Regulations/R-2000/R-2441.pdf>)
- Academic honesty (practices): (p. 26, https://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/645bb766-ba4d-4a10-87e4-b9791cdcebd/Faculty_Handbook_2014-2015.pdf)
- Hiring Process integrity: (http://irweb.losrios.edu/Accreditation/Standard_III/Standard%20III%20Evidence/Equity%20Hiring%20Handbook%20Final%20Version%202-23-15.pdf)
- Conflict of interest code: (<http://losrios.edu/legal/Policies/P-8000/P-8631.pdf>)
- Classified Code of Ethics: (<http://www.scc.losrios.edu/classifiedsenate/classified-code-ethics/>)
- Faculty Code of Ethics: (<http://www.scc.losrios.edu/catalog/wp-content/blogs.dir/180/files/Faculty.pdf>)
- Student Code of Conduct: (<https://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/37c9cb2b-0b24-4ab0-9cf1-39632a8c23b7/Student%20Code%20of%20Conduct.pdf>)
- District Regulations Equal Employment Opportunity: (<http://www.losrios.edu/legal/Regulations/R-5000/R-5111.pdf>)
- College goals and strategies support review of hiring processes: (https://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/3f8f9805-c8fc-4049-90ac-487ab80cb793/2014-15Goals_Strategies.pdf)
- Faculty Handbook: (p. 60, https://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/645bb766-ba4d-4a10-87e4-b9791cdcebd/Faculty_Handbook_2014-2015.pdf)

The College has established policies for the confidential and anonymous submission of complaints related to questionable accounting practices, fraud, waste, etc. Financial statements are published annually in the Financial Statements and Independent Auditors' Reports ([CERT.25](#)). 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.

Sacramento City College students also have avenues to submit complaints or concerns ([CERT.26](#), pp. 65-66, and [CERT.27](#)). For example (related to possible concerns), students who want to report financial aid fraud or abuse may contact the Financial Aid Office and request to speak to the Financial Aid Supervisor or email the Supervisor ([CERT.28](#)).

The College provides accurate, complete, and current information to the Commission. Links to reports to the Commission are posted on the College accreditation website ([CERT.29](#)). The College cooperates with the Commission in preparation for site visits, makes complete and accurate disclosures of information required by the Commission, works collegially with Commission representatives, and complies with all Eligibility Requirements, Accreditation Standards, and Commission Policies.

The College demonstrates integrity and honesty in interactions with students and prospective students and provides accurate information related to its accredited status, transfer of credit policies, licensure examinations and certifications, and other information essential to students. This information is provided in the College catalog ([CERT.30](#)) along with other publications.

Policy on Contractual Relationships with Non-Regionally Accredited Organizations

Not applicable.

(Note: The College previously had a partnership with the Bell Helicopter Training Academy, 13901 Aviator Way, Fort Worth, Texas, 76177. This partnership is no longer active. The College no longer offers Bell Helicopter courses, which are in the process of being deleted from the College catalog.)

Policy on Student and Public Complaints against Institutions

The College has in place student grievance and public complaint policies and procedures. The Equity Officer is responsible for ensuring that campus processes are fair and equitable in their interface with students, faculty, and staff. Hiring processes and the assignment of Equity Representatives on hiring committees are part of this responsibility ([CERT.31](#)). The Grievance Officer investigates complaints submitted by students, faculty, or staff members who believe that their rights under Title 5 of the Education Code have been violated ([CERT.32](#)). Grievance procedures related to students are detailed in Regulation 2412 ([CERT.33](#)).

The College accreditation webpage ([CERT.34](#)) provides a link to the ACCJC webpage with information about accreditation, including the filing of complaints against member institutions.

Certification of Continued Institutional Compliance with Commission Policies References

- CERT.1. Curriculum Handbook
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- CERT.2. Curriculum Handbook
https://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/93b14b61-3541-4dc8-8366-ddf2bdaa1d03/SCC_Curriculum_Handbook_2009.pdf
- CERT.3. Statement of Philosophy of Student Learning Outcome Assessment
<http://www.scc.losrios.edu/slo/sccs-statement-philosophy-student-learning-outcome-assessment/>
- CERT.4. Student Learning Outcomes
<http://www.scc.losrios.edu/slo/>
- CERT.5. Distance Education
<http://www.scc.losrios.edu/prie/institutional-effectiveness/accreditation/reports-accjc/distance-education-2013-2008/>
- CERT.6. SCC Reports to ACCJC
<http://www.scc.losrios.edu/prie/institutional-effectiveness/accreditation/reports-accjc/>
- CERT.7. New Faculty Guide
<http://www.scc.losrios.edu/instrdev/home/new-faculty-guide/>
- CERT.8. Financial Statements and Auditor's Report 2014
http://irweb.losrios.edu/Accreditation/Standard_III/Standard_III_Evidence/LRCCD_2014_Final_Audit_Report.pdf
- CERT.9. Student Loans
<http://www.scc.losrios.edu/financialaid/student-loans/>
- CERT.10. Future Students
<http://www.scc.losrios.edu/future-students/>
- CERT.11. Catalog
<http://www.scc.losrios.edu/catalog/>
- CERT.12. Catalog Editing Memo
<https://dms.scc.losrios.edu/share/page/site/accreditation/document-details?nodeRef=workspace://SpacesStore/a6ce21ab-0817-4872-98bf-d301fee39a7a>
- CERT.13. Outreach and Recruitment
<http://www.scc.losrios.edu/outreach/>
- CERT.14. Campus Tours
<http://www.scc.losrios.edu/outreach/campustours>
- CERT.15. Senior Saturday
<http://www.scc.losrios.edu/outreach/seniorsaturday/>
- CERT.16. High School Counselors
<http://www.scc.losrios.edu/outreach/hscounselors/>
- CERT.17. Catalog
<http://www.scc.losrios.edu/catalog/>
- CERT.18. Public Information Office
<http://www.scc.losrios.edu/pio/>

- CERT.19. Accreditation
<http://www.scc.losrios.edu/prie/institutional-effectiveness/accreditation/>
- CERT.20. Degrees, Certificates, Transfer Majors, and Courses
<http://www.scc.losrios.edu/instructionalservices/degrees-certificates-courses-transfer-majors/>
- CERT.21. Curriculum Handbook
https://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/52fcc0b0-517a-4d7a-b3e1-8d30ca7b5057/SCC_Curriculum_Handbook_2009.pdf
- CERT.22. CCCCO Units/Hours Worksheet
http://extranet.cccco.edu/Portals/1/AA/Credit/2014/CarnegieUnits_10_21_14.pdf
- CERT.23. Student Learning Outcomes Report 2013
http://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/4a5f00b1-8295-4961-8fab-8fe6a1600d8d/FINAL_8-Student_Learning_Outcomes_Report_2013.pdf
- CERT.24. Conflict of Interest Rules P-8631
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- CERT.25. Los Rios District Resources : Accreditation Self Study
http://irweb.losrios.edu/Accreditation/Standard_III/losrios-ACCREDITATION-Standard3-cover.htm
- CERT.26. Student Guide
<https://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/523bbc7e-2f85-4169-ae2c-459a401e4777/StudentGuide14-15web.pdf>
- CERT.27. The Grievance Process
<http://www.scc.losrios.edu/equityoffice/grievance/>
- CERT.28. Report Fraud
<http://www.scc.losrios.edu/financialaid/report-fraud/>
- CERT.29. Accreditation
<http://www.scc.losrios.edu/prie/institutional-effectiveness/accreditation/>
- CERT.30. Catalog
<http://www.scc.losrios.edu/catalog/>
- CERT.31. Equity Office
<http://www.scc.losrios.edu/equityoffice/>
- CERT.32. The Grievance Process
<http://www.scc.losrios.edu/equityoffice/grievance/>
- CERT.33. Student Grievance Procedures P-2412
<http://losrios.edu/legal/Policies/P-2000/P-2412.pdf>
- CERT.34. Accreditation
<http://www.scc.losrios.edu/prie/institutional-effectiveness/accreditation/>

STANDARD I: Institutional Mission and Effectiveness
STANDARD I.A: Mission



By Stone Singh, SCC student

Standard I: Institutional Mission and Effectiveness

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

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 mission statement has been written and regularly reviewed with attention to clarifying the focus on student achievement and to defining student populations and institutional purposes that are diverse and comprehensive.

The Sacramento City College Mission Statement is:

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, degree and certificate attainment, 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 ([IA.1](#)).

The Sacramento City College (SCC) mission statement aligns with the Los Rios Community College District (LRCCD) mission statement ([IA.2](#)):

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.

The SCC mission statement is available on the College website ([IA.1](#)) and in the College catalog ([IA.3](#)). The mission, vision, and values of the College are also stated in those locations. The web page indicates when the mission statement was approved by the LRCCD Board of Trustees (January 20, 2010) and includes a link that connects the mission statement to the strategic planning documents.

Educational purposes

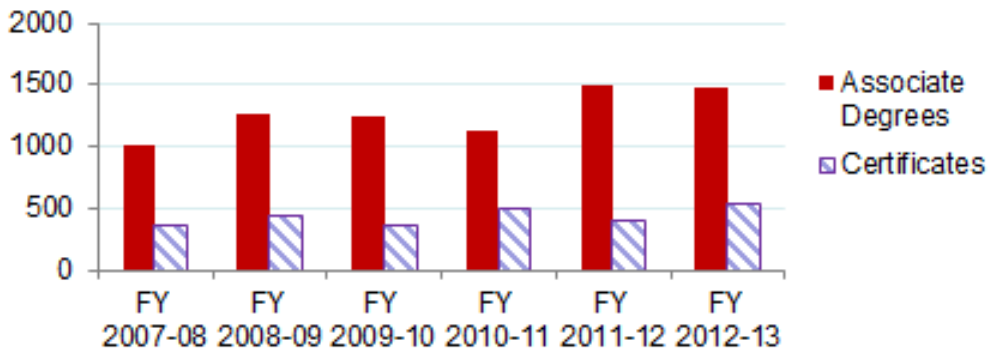
The College’s mission statement defines its educational purpose as a comprehensive community college and identifies its educational focus as including student achievement of transfer, career advancement, basic skills development, degree and certificate attainment, and personal enrichment. The educational goals of incoming students show the diverse interests of the local community. The SCC mission statement aligns with the goals of SCC students.

Fall	Transfer w/ AA	Transfer w/out AA	AA w/o Transfer	Vocational (with or w/o Cert.)	Basic Skills/ Personal Dev.	Unspecified/ Undecided	4-Yr Meeting 4-Yr Reqs.	Total
2009	40.7%	12.9%	12.2%	6.4%	10.4%	9.3%	8.1%	27,028
2010	44.8%	13.4%	13.8%	6.4%	7.0%	6.3%	8.3%	24,781
2011	46.8%	14.2%	14.3%	5.7%	6.0%	5.1%	7.9%	23,887
2012	46.5%	14.5%	14.4%	8.0%	6.0%	5.6%	5.1%	24,828
2013	46.8%	14.4%	14.8%	5.3%	6.5%	4.3%	7.9%	23,913

Source: Census Profile, PRIE data, Sacramento City College

The majority of first-time new SCC students have an educational goal of completing a degree or certificate or transferring to a four-year college. College data indicate that student transfer, degree, and certificate attainment has increased in recent years.

SCC Degrees & Certificates Awarded Academic Year 2007-08 to Academic Year 2012-13



	Associate Degrees		Certificates		Total
	Number	Percent	Number	Percent	
FY 2007-08	1,018	73.8%	361	26.2%	1,379
FY 2008-09	1,258	74.3%	434	25.7%	1,692
FY 2009-10	1,244	77.8%	354	22.2%	1,598
FY 2010-11	1,130	69.5%	496	30.5%	1,626
FY 2011-12	1,500	78.7%	405	21.3%	1,905
FY 2012-13	1,481	73.5%	534	26.5%	2,015

Source: Awards File

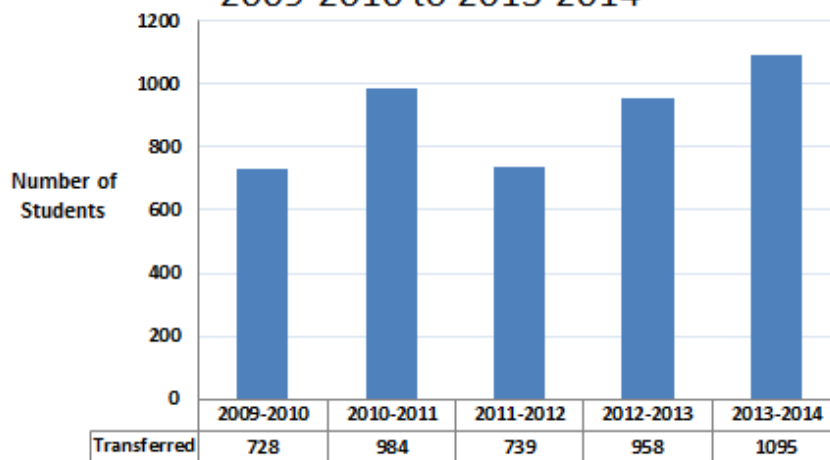
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Sacramento City College

Note: graduates may receive more than one degree or certificate.

Office of Planning, Research & Institutional Effectiveness

SCC Students Transferring to UC/CSU 2009-2010 to 2013-2014



2-1

Source: UC and CSU System Office Files, CCCCC Transfer Data Resources

Sacramento City College

Office of Planning, Research & Institutional Effectiveness

Note: In 2011-12 the UCs and CSUs limited the number of transfers accepted.

The mission of the College includes contributing to the intellectual, cultural, and economic vitality of the community. SCC supports the vitality of the community via instructional programs in fields leading to transfer, employment, and skills development.

Top 10 Degrees & Certificates of SCC Graduates FY 2013-2014

Program	# of Awards
Social Sciences	296
Liberal Arts: Soc/Behavioral	139
Administration of Justice	116
Nursing, Registered	110
Psychology	102
Liberal Arts: Math/Science	89
Business Administration	83
Biology	71
Cosmetology	65
Nursing, Vocational	53

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Source: Awards File (duplicated awards)

Sacramento City College
Office of Planning, Research & Institutional Effectiveness

The College also contributes to the community by providing arts venues and events such as the Kondos Gallery ([IA.4](#)) and the Sacramento Shakespeare Festival ([IA.5](#)).

The College develops partnerships with a range of institutions, including K-12 schools, universities, and industry groups to ensure that programs meet changing community needs. For example, CTE departments work with industry advisory committees ([IA.6](#)) Another key example of community partnerships is the progress on the Sacramento Pathways Project, a key partnership between SCC, Sacramento Joint Unified School District, CSU Sacramento, and community partners ([IA.7](#)).

Intended student population

The mission statement describes the College’s intended student population by noting that SCC is an open access, comprehensive institution serving a diverse population. This is reflective of the institution’s location, resources, and role in higher education. The College’s intended students are individuals seeking an education to transfer to four-year colleges or universities, develop skills needed for career advancement, improve basic skills, or pursue personal achievement. As an “open access” institution, SCC admits any student who is a high school graduate or any person over 18 years of age. In addition, high school students who have completed 10th grade or are at least 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 prospective students may apply and be accepted. The community college’s “open access” policy provides an alternative path for students seeking admission to the California State University (CSU), or the University of California (UC), or out-of-state systems.

The College uses a variety of data, including the Accountability Reporting for Community Colleges (aka, the CCCCCO Scorecard [IA.8]) report and College reports with information on enrollment, student characteristics, student demographic data, and student achievement data (IE reports [IA.9]) to focus the development of services and curriculum to meet the needs of the College’s community of students. The College conducts annual environmental scans that include the community’s demographic and economic trends (IA.10). Those reports are supplemented by periodic reports from the District (e.g., Key Issues for Planning 2010 Report (IA.11)).

The SCC student population is very diverse in terms of race/ethnicity and age. Most students take classes on a part-time basis, and many are from low income or impoverished households.

Characteristics of All Students (N=22,054) Fall Census 2014

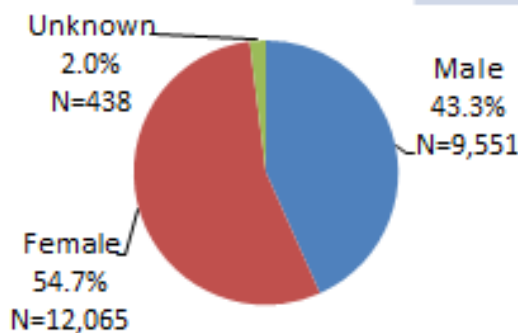
Race/Ethnicity	Percent
African American	13.2
Asian	16.6
Filipino	2.5
Hispanic/Latino	28.6
Multi-Race	6.5
Native American	0.6
Other Non-White	0.7
Pacific Islander	1.3
Unknown	1.6
White	28.4
First Generation College Students:	37.9%
Disabled Students:	3.2%

Note:
Starting in Fall 2013, data reflect methodology changes on the application that impact gender and first generation.

Source: Census Profile

School & Work	
Recent High School Graduates	9.4%
Enrolled Part Time	65.0%
Working Full- or Part-time	33.0%
Low Income/Below Poverty	67.5%

Age	Percent
Under 18	1.1
18-20	30.2
21-24	27.0
25-29	16.1
30-39	13.2
40+	12.3
Average Age: 27.0	



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SCC has adeptly responded to changes in its student population through the provision of courses at venues other than the main campus. Many SCC courses are offered at Educational Centers in Davis and West Sacramento (IA.12) (IA.13). In addition, distance education

courses are offered to provide accessibility to students with work demands and/or personal or transportation barriers ([IA.14](#)). All four Los Rios Colleges have adopted a learning management system that is uniformly available, which further promotes the accessibility of online courses to students

Commitment to achieving student learning

The mission statement reflects Sacramento City College's commitment to educational opportunities and student learning through "continuous improvement through outcome-guided assessment, planning, and evaluation." This commitment to student learning is fostered College-wide through its instructional courses and student services to help students become independent, successful adults. All academic departments conduct regular Program Reviews to assess and update existing curriculum, to review data about the student population attending the College, to examine enrollment rates in the courses, and to evaluate and update student learning outcomes. Processes exist to develop new programs in response to changes in the community that SCC serves (Curriculum Handbook ([IA.15](#))). 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 application have been developed ([IA.16](#)).

Sacramento City College is committed to implementing a College-wide assessment plan that produces clear evidence of learning and assesses institutional level goals and objectives. The College has developed student learning outcomes at the course, program and general education levels as well as within student services that impact the learning experiences of all SCC students. Many units use the assessment of SLOs to guide Unit Planning. This can be based on formal SLO reports, on department discussions of SLO achievement by students, or both. Information about SLO assessment can be found at the SCC SLO website ([IA.16](#)). The Unit Plan Accomplishment Reports have a field in which the unit indicates if SLO data were used in the development or the evaluation of the Unit Plan objectives ([IA.17](#)).

Self Evaluation

Sacramento City College has a mission statement that defines and accurately reflects its educational purposes, its intended student population, and its commitment to student learning. The purposes cited in the mission statement are appropriate to an institution of higher education in general and a community college in particular ([IA.18](#)).

Processes at the College align programs and services to its mission. These processes provide the integration of student learning into curriculum and student services development and delivery. In the SCC Survey Results, 91 percent of respondents were familiar with the mission statement, and 90 percent agreed or agreed strongly with the statement, "The mission and vision statements provide adequate direction to the College." (Employee Accreditation Standards Survey 2014, [IA.19](#)). Data are used to assess changes in the community that the College serves that impact academic programs, student services, and the methods used to meet student needs. ([IA.20](#), [IA.21](#)).

Actionable Improvement Plan

None

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

Descriptive Summary

As noted in the mission statement, the College provides educational programs and services “leading to transfer, career advancement, basic skills development, and personal enrichment.” Dialogue about the mission statement and its alignment with the College’s purpose and student population occurs primarily through the College Strategic Planning Committee (CSPC). Changes have been made in response to these discussions. For example, in 2009-10 the CSPC revised the mission statement to include an explicit emphasis on “degree and certificate attainment,” which had previously been missing ([IA.22](#)) ([IA.23](#)) ([IA.24](#)). This change was approved by the LRCCD Board of Trustees at the January 20, 2010, meeting ([IA.25](#)).

The College’s Program and Unit Plans, which shape learning programs and services, are aligned with the Mission, Vision and Values and Goals of the College. This process is data-driven and is led by the College Strategic Planning Committee (CSPC) and supported by the Planning, Research and Institutional Effectiveness (PRIE) Committee and the PRIE office. ([IA.26](#)) ([IA.27](#)).

Instructional programs

College instructional programs are aligned with its purpose, character, and student population. The College Catalog offers this summary of the range of programs:

General Education

These courses introduce students to basic subjects, the humanities, the natural sciences, and the social sciences, in order to further their knowledge, skills, and attitudes for self-development.

Career-Technical Education

Technical-vocational training in skills and a sufficient number of general education courses are provided to qualify or re-qualify students for employment in business and industry.

Developmental and Basic Skills Education

Courses and services will provide students of widely divergent abilities and motivation the opportunity to acquire the basic skills needed to succeed in college.

Lower Division Post-Secondary Education (Transfer Education)

These courses that parallel the first and second year courses of four-year colleges and universities prepare students to transfer to such institutions (IA.28).

Those programs are designed to meet the diverse educational goals sought by the College’s students: transfer, career advancement, basic skills development, and personal enrichment. Although most SCC students are enrolled part time, more than 60 percent of students state that they intend to transfer to a four-year college or university and thus a majority of the College’s course offerings serve transfer related programs of study (IA.29). Though the overall number of course sections was reduced during the recent economic downturn, the College maintained a balance of academic, vocational, and basic skills courses.

SCC Academic, Vocational & Basic Skills Courses Fall 2009 to Fall 2013



Fall	Academic		Vocational		Basic Skills		Total
2009	2,197	61.24%	1,177	32.81%	213	5.93%	3,587
2010	1,854	60.11%	1,023	33.17%	207	6.71%	3,084
2011	1,631	57.25%	1,017	35.70%	201	7.06%	2,849
2012	1,597	60.60%	856	32.50%	182	6.90%	2,635
2013	1,551	60.19%	824	31.98%	202	7.84%	2,577

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Source: EOS MSF

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Both distance education and face-to-face classes are available. In addition, a wide variety of classes are offered at the main campus, the Davis Center, and the West Sacramento Center. In order to serve students in some specialized vocational programs, the College also offers courses at two outreach sites that offer courses in those programs: McClellan Aeronautics Outreach Center and Sutter Nursing Extended Campus.

Location	FALL Duplicated Enrollments by Location				
	2010	2011	2012	2013	2014
Davis Center	3,050	3,396	3,814	3,898	3,682
McClellan Aeronautics Center	627	665	561	611	584
SCC Main Campus	51,244	48,804	50,556	49,352	48,426
Sutter Nursing EC	142	86	110	43	19
West Sac Center	4,627	4,219	3,895	3,825	4,011

Note: McClellan has only a few very specialized programs, and Sutter is a Registered Nursing program. Source: Transcript.

	FALL Duplicated Enrollments by Modality				
Modality	2010	2011	2012	2013	2014
Internet Based	5,353	5,542	5,859	5,534	6,278
Face to Face Lecture	48,216	46,439	47,896	46,984	46,190

To align course offerings with student needs, the College offers both day and evening classes. Note that because many students take both day and evening classes, the following table shows unduplicated student headcount by course time.

	FALL unduplicated student headcount by course time				
Student enrolled in:	2010	2011	2012	2013	2014
Day	12,445	12,968	13,830	13,376	13,374
Evening	4,561	3,858	3,917	3,782	3,646
Both	6,079	5,359	5,397	5,255	5,368

SCC’s student population reflects the diversity of the community served by the College. No single racial/ethnic group makes up over 29 percent of the SCC student population. Approximately 18 percent of SCC students speak a primary language other than English. SCC students represent a wide range of age groups; about half are 18 to 24 years old. Over 60 percent have household incomes in the “low income” or “below poverty” range; only about 20 percent have household incomes that are middle income or above.

SCC provides a variety of means to identify and disseminate information about teaching practices and curriculum that are effective for our diverse student body; this is a strategy under College Goal A (See Goal A, strategy A6 [IA.30](#)). The recently developed Student Equity Plan sets goals for the reducing achievement gaps between student demographic groups. This plan also includes the development of a Community of Practice to work on student equity across the College ([IA.31](#)). Another core part of this effort is the work of the Cultural Awareness Center, which works with faculty across disciplines to enhance classroom teaching and learning ([IA.32](#)).

SCC has a strong staff development program related to effective teaching for a diverse student body. Examples of this work include:

- Flex workshops offered by the Staff Resource Center related to best teaching practices. Evaluations of those workshops indicate high satisfaction by attendees ([IA.33](#)).
- Work by faculty members of the Allied Health Learning Community (AHLIC) to disseminate information about teaching practices to the broader campus community.
- Flex activities in the Davis Center that have focused on “Who Are Our Students?” ([IA.34](#)) and “Student Success Across the Curriculum,” seminars about how to work together to ensure that students see connections among courses and build their knowledge as they complete their programs ([IA.35](#)).

Services

SCC services are also aligned with the purpose of the College. As appropriate to a comprehensive community college, those services include Financial Aid, the Career Center, Transfer Center, Assessment Center, Math Lab, Writing Center, and Learning Skills & Tutoring Center, among others. SCC services support students with all the educational goals that are part of the purpose of the college. For example, the Sacramento City College Counseling and Student Success Department offers comprehensive professional counseling services for community college students. The Career Center is available to assist and support students through the Career Development Process. This process includes job search, gaining experience in the world of work, decision making/goal setting, occupational research, and self-exploration. Outreach and recruitment staff informs students, parents, and the community about instructional programs, student support services, admission and enrollment processes, and the campus and student life environment at Sacramento City College (catalog pages 19-24 ([IA.36](#)), pages 38-54 ([IA.37](#))).

SCC services support a diverse student body. In addition to generalized support services, SCC provides a variety of services focused on specific groups of students. For example, the Extended Opportunity Program and Services (EOPS) offers support for educationally and economically disadvantaged students. Through Disability Services and Programs for Students (DSPS), students with documented physical, learning, communication, developmental, psychological and acquired brain injury disabilities have access to services. CalWORKs (California Work Opportunities and Responsibility to Kids) is a state-funded Welfare-to-Work Program designed to help individuals on public assistance become self-sufficient. The Summer Success Academy is a Sacramento City College-sponsored high school-to-college transition program for first-time college students. The Veterans Affairs Office is available to assist veterans, spouses, and children of disabled or deceased veterans. The SCC Financial Aid programs and the Sacramento City College Foundation support this diverse student population through a number of programs assisting students who need financial support to pursue their college education.

The College's long-standing commitment to serving a diverse student population is supported by the SCC Cultural Awareness Center (CAC). 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. The CAC has also worked to increase the availability of intercultural programming at the SCC Centers (CAC Unit Plan Accomplishment Report, [IA.38](#)).

The recently created Student Equity Plan will further the work of the College in reducing achievement gaps between student demographic groups ([IA.39](#)). This work includes programs that support students from diverse racial, cultural groups, or socio-economic groups and students with specific needs, such as disabled students and veterans. For example:

- The SCC Umoja program is a learning community is committed to the academic success, personal growth, and development of students of African Ancestry as well as other students of diverse ancestries with the emphasis on first-year college students ([IA.40](#)).

- The SCC Puente project works to increase the number of educationally disadvantaged students who enroll in four-year colleges and universities, earn college degrees, and return to the community as leaders and mentors to future generations ([IA.41](#)).
- The Work Experience and Internship program collaborates with the “College 2 Career” program. C2C is a program that supports Disability Services & Programs for Students (DSPS) to assist the learning needs and employment goals of individuals with disabilities ([IA.42](#)).
- SCC’s Career Center’s webpage provides links to resources for special student populations, such as veterans and students with disabilities ([IA.43](#)) ([IA.44](#)).

Data from the Community College Survey of Student Engagement 2014 indicate that the College is effective at supporting student success ([IA.45](#)). The majority of the respondents answered “quite a bit” or “very much,” and another 22 percent replied “some” when asked how much the College emphasizes providing needed support and how much the College contributes to an understanding of diversity. Following are responses to Item 9b and 12k ([IA.46](#))

Item 9: How much does your college emphasize the following?
 9b: Providing the support you need to succeed at this college

Question 9b	Count	Percent
Very little	80	6%
Some	309	22%
Quite a bit	578	40%
Very much	46	33%

Item 12: How much has your experience at this college contributed to your knowledge, skills, and personal development in to the following areas?
 12k: Understanding people of other racial and ethnic backgrounds

Question 12k	Count	Percent
Very little	232	16%
Some	403	28%
Quite a bit	420	30%
Very much	364	26%

Self Evaluation

The College mission statement makes explicit the purpose of the institution and guides institutional work supporting student learning. The strategic planning system for Sacramento City College includes an annual review of the College mission statement, as well as the College vision and values. During this process, data related to the College’s learning programs and student population are utilized. The Institutional Effectiveness Reports describe each element ([IA.47](#)).

The mission statement embodies the commitment of the College to continuous improvement in support of student learning. The College undertakes assessments of institutional effectiveness on a regular basis. The annual Institutional Effectiveness Reports and annual Unit Plan/Program Review data are key elements in this work ([IA.47](#)) ([IA.48](#)). This information is disseminated through a variety of venues, including the Institutional Effectiveness Reports, the Unit Planning and Program Review data website, and a wide range of other reports on the Planning, Research and Institutional Effectiveness office (PRIE) research website ([IA.49](#)). The PRIE office also works with individual departments on data review on an as-needed basis.

The College’s strategic planning process utilizes data on student success and achievement, student learning, and student needs and perceptions. For example, the College collects and utilizes data on the following:

- Engagement and success of first-year students;
- Patterns of student placement into basic skills courses;
- Enrollment data and enrollment management programs and practices;
- Student equity data (e.g., success rates of various student demographic groups);
- Information on equivalent programs, services, and outcomes at alternate locations and through alternative modalities and
- New courses, programs, and services based to meet emerging community needs.

The College has established learning programs and services aligned with its purposes, character, and student population. Over 1,000 (N = 1,014) students responded the Student Accreditation Survey 2014 ([IA.50](#)). The responses further support that the College is addressing the needs of its student population:

Question 2f: SCC provides educational programs and learning support services to students with different needs.

Question 2f	2014
“Strongly Agree” or “Agree”	78%
“Disagree” or “Strongly Disagree”	8%
“Don’t Know”	14%

Question 1b: I have access to any needed student services.

Question 1b	2014
“Strongly Agree” or “Agree”	90%
“Disagree” or “Strongly Disagree”	8%
“Don’t Know”	2%

Question 1c: I have access to any needed learning support services.

Question 1c	2014
“Strongly Agree” or “Agree”	91%
“Disagree” or “Strongly Disagree”	6%
“Don’t Know”	4%

Actionable Improvement Plan

None.

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

Descriptive Summary

The LRCCD Board of Trustees approves the mission statement. Sacramento City College’s current mission statement was last revised through a collaborative process during 2009-2010 ([IA.51](#)) ([IA.52](#)) ([IA.53](#)). This change was approved by the LRCCD Board of Trustees at the January 20, 2010, meeting ([IA.54](#)) ([IA.55](#)). The College Strategic Planning Committee (CSPC) annually reviews the mission, vision, and values of the College. The membership of this group consists of the leader of each of the four constituent groups, the three vice presidents, the dean of Planning, Research & Institutional Effectiveness, the chair of the Department Chairs Council, and appointed representatives: three faculty, four classified staff, and four students ([IA.56](#)).

SCC’s mission statement can be found in various locations around the College, including the College Catalog ([IA.57](#)), class schedule, and the College website ([IA.58](#)). College employees and students are familiar with the Mission Statement and have access to current information about the College. According to the Employee Accreditation Standards Survey 2014, 91 percent of survey respondents are familiar with the SCC mission statement (Question 1, [IA.59](#)). According to the Student Accreditation Survey 2014, 92 percent of respondents agreed or strongly agreed with the following statement: “I have access to current and accurate information about the College through College publications and the College website” (Question 1a, [IA.60](#)).

Self Evaluation

The SCC mission statement is approved by the Board and by all campus constituency groups. It is included in many campus publications, including the College catalog and website.

Actionable Improvement Plan

None.

IA.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 reviews the mission statement annually. Each year the College Strategic Planning Committee (CSPC) reviews the mission statement in light of College data, strategic planning at both the District and College level, and information related to the California Community College Chancellor’s Office initiatives and Accreditation Policies and Standards. When changes are needed, the CSPC makes a recommendation to the College Executive Council (EC), which includes the leadership of all College constituencies. EC members then disseminate the proposed change, and the changes are discussed by the senates and councils representing the constituency groups. The results of this discussion are brought back to the Executive Council. Following comment by the constituency representational bodies, the EC decides whether to approve the change. If approved by the Executive Council, the change goes to the District Board of Trustees for approval.

The mission statement was revised through a collaborative process in 2008-09 and, more recently, in 2009-10; in both cases the change was formally approved by the LRCCD Board of Trustees. The 2010 revision provides an example of the circumstances that may prompt a revision of the mission statement. In 2009-10 the CSPC noted that the mission statement lacked an explicit emphasis on “degree and certificate attainment” and called for a revision of the statement ([IA.22](#)) ([IA.23](#)) ([IA.24](#)). That revision added a specific emphasis on degree and certificate attainment to the mission statement to fully capture the educational purposes of the College. This change was approved by the LRCCD Board of Trustees at the January 20, 2010, meeting ([IA.25](#)).

Changes in the regulatory or policy requirements are also addressed when the College considers a change to the mission statement. For example, fall 2013, when the CSPC reviewed the mission statement, the committee discussed the possible effect of the revised ACCJC standards on how the College expresses its mission. According to CSPC minutes, it was felt that the current Mission Statement accurately and thoroughly captured the mission of the College ([IA.61](#)), and no change was proposed. It was decided to review the Mission Statement again following additional information about the revised standards. In spring 2014, the CSPC followed up on the discussion, and it was agreed that no changes were needed.

SCC employees are familiar with the mission statement. A survey of SCC employees undertaken in fall 2014 showed that 91 percent of survey respondents are familiar with the SCC mission statement ([IA.62](#)).

Self Evaluation

The institution reviews its mission statement on a regular basis and revises it as necessary, utilizing the College participatory decision-making process. The process for review is effective and has resulted in appropriate changes.

Actionable Improvement Plan

None.

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

Descriptive Summary

SCC's mission is central to institutional planning and decision making at the College. SCC's strategic planning process begins with the mission statement. The strategic planning process starts each year with a review of the mission statement by the College Strategic Planning Committee ([IA.63](#), CSPC minutes May 9, 2014, [IA.64](#)). This review of the mission statement then guides the rest of the planning process. The CSPC is responsible for developing the initial steps of the planning process each year and setting the College goals and outcome measures for the next cycle. The CSPC also reviews the Strategic Plan as needed and may recommend revisions to the President's Cabinet and College Executive Council. CSPC membership consists of the leader of each of the four constituent groups, the vice presidents, the dean of PRIE, and appointed representatives from constituency groups. Participatory decision-making groups are involved in many ways throughout the planning process ([IA.65](#)).

Data from the 2014 Employee Accreditation Standards Survey ([IA.66](#)) indicate that the mission statement effectively guides planning at the College:

Employee Accreditation Standards Survey 2014	Yes	No
Q1: Are you familiar with the following mission statement, which is published in our college catalog, website, and student guide?	90.8%	9.2%

Employee Accreditation Standards Survey 2014	Strongly Agree/Agree	Disagree/Strongly Disagree	Don't Know
Q2: The mission and vision statements provide adequate direction to the College.	86.8%	8.6%	4.6%
Q7: The mission statement is effectively linked to the goals of the institution.	78.9%	12.1%	9%
Q8: Progress toward mission/vision accomplishment is regularly assessed.	56.6%	21.1%	22.3%

It should also be noted that 22.3 percent of the respondents answered "don't know" to this Q8; however, this is not surprising in a large and complex organization ([IA.67](#)).

SCC's Strategic Master Plan articulates the mission with the strategic directions, goals, and outcome measures that set the parameters and directions of the College. It specifies the processes used to develop each component of planning, including the roles and responsibilities of all participants. It links all the College plans in a "family of plans,"

provides a definition of the common planning terms as they are used at SCC, and specifies the cyclical timeline for planning, implementation, and evaluation ([IA.68](#)). The College Planning Handbook provides additional information ([IA.69](#)).

The College Goals & Strategies are the key linkage from the College mission statement to the annual unit and program planning process ([IA.70](#)). Enumerated below, these Goals and Strategies directly align with the mission of the College. Goal A refers to teaching and learning effectiveness, Goal B to assisting students in moving through their educational programs, and Goal C to institutional effectiveness and continuous improvement. Each of those themes ties directly to the College mission. Writers of annual Unit Plans and Program Plans are asked to link their objectives and outcome measures directly to these Goals.

Sacramento City College 2014-15 Goals & Strategies

SCC Goal A: Deliver student-centered programs and services that demonstrate a commitment to teaching and learning effectiveness and support student success in the achievement of basic skills, certificates, degrees, transfer, jobs and other student educational goals.

Strategies:

- A1. Promote the engagement and success of all students, with a special emphasis on first-year students who are new to college.
- A2. Review courses, programs and services and modify as needed to enhance student achievement.
- A3. Provide students with the tools and resources that they need to plan and carry out their education, complete degrees and certificates, and/or transfer.
- A4. Improve basic skills competencies in reading, writing, math, and information and technological competency across the curriculum in order to improve student preparedness for degree and certificate courses and for employment.
- A5. Deliver services, curriculum, and instruction that result in equivalent student outcomes for all modalities and locations.
- A6. Identify and disseminate information about teaching practices and curriculum that are effective for a diverse student body.
- A7. Implement practices and activities that reduce achievement gaps in student success.
- A8. Assess student learning at the course, program, and institutional levels and use those assessments to make appropriate changes that support student achievement.
- A9. Implement a formal College-wide plan to increase the completion of degrees and certificates across the College.
- A10. Ensure that students have opportunities to be involved in a range of co-curricular activities.

SCC Goal B: Align enrollment management processes to assist all students in moving through programs from first enrollment to completion of educational goals.

Strategies:

- B1. Revise or develop courses, programs, schedules and services based on assessment of emerging community needs and available College resources.
- B2. Use quantitative and qualitative data to identify strategies that improve enrollment management processes.
- B3. Explore and create multiple ways to disseminate information to students in order to engage them with learning in the College community.
- B4. Support “front door” policies and practices that assist students with the transition to college.
- B5. Maintain the quality and effectiveness of the physical plant in order to support access and success for students (i.e., modernization, TAP improvements, equipment purchases, etc.).
- B6. Expand interactions with community and industry partners in order to increase student opportunities for experiences that help them transition to careers (career exploration, completion of licenses, internships, etc.)
- B7. Provide students with clear pathways to goal completion.
- B8. Provide programs and services that help students overcome barriers to goal completion.

SCC Goal C: Improve organizational effectiveness through increased employee engagement with the College community and continuous process improvement.

Strategies:

- C1. Review staff processes, including those for hiring, orientation, training, customer service, evaluation and professional development and modify as needed in order to make them more effective and inclusive.
- C2. Build and maintain an effective staff that reflects the diversity of our students and community.
- C3. Promote health, wellness and safety throughout the institution.
- C4. Utilize quantitative and qualitative data to help guide decision making throughout the institution.
- C5. Increase the effectiveness of communication both within the College and between the College and the external community.
- C6. Continue to exercise transparent and fiscally sound financial management.
- C7. Encourage collegiality, connection, and participatory decision making at the College.

Both quantitative and qualitative data are reviewed throughout the SCC strategic planning process, including the review of the mission statement ([IA.71](#)). This set of data includes:

- Institutional Effectiveness Reports
- Student data (enrollment, demographics, success, achievement, SLOs, etc.)

- Staffing data
- College metrics
- Program Reviews
- External environmental scan data
- Student and employee surveys
- LRCCD Strategic Plan information

Most of this data can be accessed from the PRIE Planning Data and reports webpage ([IA.72](#)).

Curriculum development processes require that new courses and programs align with the mission of the College. The Curriculum Committee charge, described in the Curriculum Handbook ([IA.73](#)), demonstrates this linkage:

The Curriculum Committee promotes development of curriculum and courses that meet the identified needs of the students, community, regional work places, and global society; reviews and recommends changes in instructional programs and courses, implementation of graduation and breadth requirements, and identifies courses which meet them; ensures compliance with statewide educational policy and articulation with other educational institutions; and examines topical instructional issues of major importance to the College.

Effective practices for curriculum approval:

1. Appropriateness to Mission
2. Need
3. Curriculum Standards
4. Adequate Resources
5. Compliance (Title 5)

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. The data used for Unit Plans and Program Reviews include information on student demography, enrollment, course success, SLO achievement, and achievement of degrees and certificates. ([IA.74](#)). 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.

Self Evaluation

The institution's mission is central to institutional planning and decision making. The College's strategic planning process ([IA.75](#)) ([IA.76](#)) begins with the review of the mission statement into its annual cycle ([IA.77](#)) ([IA.78](#)). The mission statement then provides the overarching context for college plans, beginning with the development of the College Goals and Strategies.

The College Goals & Strategies ([IA.79](#)) are key links between College programs and services and the College mission statement. The Mission statement is directly aligned with the College Goals & Strategies ([IA.80](#)). The Goals & Strategies are then linked directly to the College Family of Plans ([IA.81](#)), from the Unit Plans that guide the operational work of departments to the Institutional Plans that outline the major strategic work of the college. (Additional details can be found in the College’s *Planning Handbook*, [IA.82](#))

In addition, the College’s mission guides Program Review, the program development process, and curriculum review. Each Institutional Plan utilizes specific data related to the area of the College to which the plan applies; the data align with the mission of the College in supporting the educational goals of our diverse student population. Examples include:

- The Education Master Plan includes data on enrollment, student demography, staffing, productivity, Program Reviews, student achievement, SLO assessment, curriculum development.
- The Student Support Services Management Plan examines data on enrollment, staffing, student success, use of student services, and satisfaction with student services.
- The Resource Management and Capital Outlay Plan utilizes data on financial records, budget information, staffing, efficiency metrics, and Unit Plan data.
- The Student Services and Support Programs (SSSP) plan incorporates data on student success and program evaluation data related to student support programs. ([IA.83](#))
- The Student Equity Plan focuses on gaps in student success and achievement between student groups and on disproportionate impact on those groups. ([IA.84](#))

As defined by the College’s mission statement, the work of units from across the College, including instructional programs and student services, is designed to help students become independent, successful adults who reach their educational goals and support the cultural and economic vitality of the community—key parts of the College mission. To maintain the College’s “commitment to continuous improvement through outcome-guided assessment, planning, and evaluation,” student learning outcomes (SLOs) have been established and are regularly assessed for courses and programs. General Education and Student Services outcomes with broad institutional application have been developed and are regularly assessed. Processes exist to develop new programs in response to changes in the community that SCC serves as measured by environmental scans. Development of planning documents is an interactive process to keep the campus community engaged and informed of items such as capital construction projects, student success and achievement data, curriculum development, and the College planning process.

Actionable Improvement Plan

None.

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STANDARD I.B: Improving Institutional Effectiveness



Standard I.B. Improving Institutional Effectiveness

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

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

Descriptive Summary

Sacramento City College maintains an ongoing, collegial, self-reflective dialogue about continuous improvement of student learning and institutional processes. The primary example of how dialogue about the improvement of student learning occurs centers on the College's approach to student learning outcomes, which takes place through collegial interactions within departments, on committees, and through Program Review. The improvement of institutional processes occurs through the College's curriculum process and planning processes and is supported by institutional research analyses. The College has structured its dialogue so that it ranges from detailed discussions at committees or departments to broader analyses.

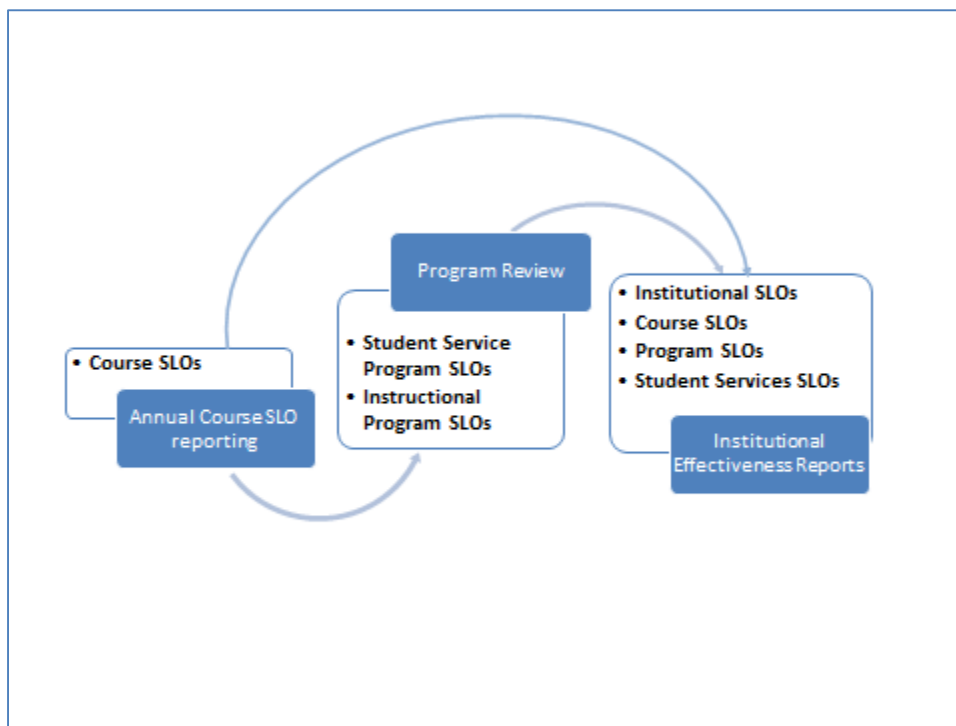
At the broadest level, the Institutional Effectiveness (IE) reports provide an overview of the effectiveness of student learning and institutional processes across the entire College ([IB.1](#)). For example, the Planning, Research & Institutional Effectiveness Committee reviews data from these reports and chooses critical data for focused discussions in many venues across the College ([IB.2](#)); that discussion is led by liaisons from the committee. For the past few years, the PRIE Committee has chosen data related to student achievement of educational goals for discussion across the College. Last year the review of that data prompted the committee to design a survey asking students about the factors that support or impede their success at moving toward their academic goals ([IB.3](#)). That study prompted the development of a new Institutional Effectiveness Report that provides a focus on the student voice in the college dialogue (The Student Voices Report [IB.4](#)). This year, the committee chose to focus on discussions about the meaning and use of evidence and data as it is used by the College ([IB.5](#)) ([IB.6](#)).

The College also has a Continuous Quality Improvement (CQI) program ([IB.7](#)). The CQI program at Sacramento City College focuses on the ongoing review and improvement of SCC processes. The activities of the College's CQI program include: participation in the Continuous Quality Improvement Network (CQIN), facilitation of the use of data related to institutional effectiveness, provision of professional development about continuous quality improvement, and support for the implementation of actions related to continuous improvement ([IB.8](#)).

A focused dialogue occurs in committees across the College as it engages in dialogue about the continuous improvement of specific aspects of student learning and institutional processes. The Student Learning Outcome Assessment Committee (SLOAC) examines data about student achievement of SLOs (IB.9) (IB.10). The Basic Skills Initiative Taskforce examines student learning and institutional processes related to Math, English and ESL in order to improve those outcomes (IB.11). The Student Equity Committee works toward the reduction of achievement gaps between demographic groups of students (IB.12) (IB.13). Departments conduct focused analyses and dialogue about student learning assessment and about the effectiveness of College processes. This is demonstrated by information from the Employee Accreditation Standards Survey 2014, Q5, in which 74 percent of respondents agreed or strongly agreed that “My area or department uses research and/or evaluation to improve services.” This information supports departmental work on an annual basis, as demonstrated by an analysis of Unit Plans. The data is also used as part of multi-annual Program Reviews. The PRIE Office provides institutional research in support of this dialogue (IB.14) (IB.15).

Student Learning

The institution’s response to the development, implementation, and evaluation of Student Learning Outcomes (SLOs) is an example of how the College seeks to continuously improve student learning and promote ongoing, collegial, and self-reflective dialogue. Below is an overview of Sacramento City College’s SLO process (IB.16):



SLOs are developed, implemented, and evaluated on a number of levels, from the course level to the institutional level. Course SLOs are developed and assessed in an ongoing fashion by SCC faculty. Course SLOs are part of the course outline of record, and they are

reviewed by the Curriculum Committee when a course is established, changed, or when courses are reviewed as part of Program Review (IB.17) (IB.18). Course SLOs are part of an annual reporting cycle. Course SLOs align directly with instructional program SLOs (referred to as ProLOs at SCC) and general education SLOs (referred to as GELOs at SCC). Course SLO assessment, with the addition of other measures as appropriate, is used to assess program and general education learning outcomes (referred to as GELOs, pronounced “gel-lows,” at SCC). Though the direction of influence is primarily from course SLOs to ProLOs and GELOs, the creation and evaluation of ProLOs and GELOs may also serve to highlight the need to further develop course SLOs.

A parallel process for SLO development occurs in the area of Student Services. Student Services interventions serve as a source for the development of Student Services Program and Department SLOs, which, in turn, generate Student Services General SLOs, which then inform Institutional SLOs. Again, though the direction of influence is primarily in the aforementioned manner, development and evaluation of the broader GELOs and Student Services General SLOs can work to inform the creation or modification of Student Services Program and Department SLOs (IB.19) (IB.20).

Together GELOs and General Student Services SLOs have served as a source for Institutional SLOs for the College. In the spirit of continuous improvement, the SLOAC is currently examining this approach to Institutional SLOs and working on revisions (IB.21). Discussions regarding course SLOs and Program SLOs are often undertaken at the department level, as can be seen in the department reports (IB.22) (IB.23), but that is just one of the many venues that serve as a vehicle for dialogue regarding SLO development and assessment. Other groups or processes that regularly review SLOs include the SLO Assessment Committee (SLOAC, a subcommittee of the Academic Senate), Professional Development activities (IB.24), the Curriculum Committee (IB.25), the Student Services SLO Committee (IB.26), Institutional Effectiveness SLO Report (IB.27) and Program Review (IB.28).

Accomplishment reports (IB.29) include information on whether SLO data was used to develop and/or evaluate the results of Unit Plan objectives. The Unit Plan objectives using SLO data were related to all three College Goals. The majority (88 percent) of the objectives that used SLO data were fully or partially accomplished during the 2013-14 academic year.

2013-14 Unit Plan objectives that used SLO data		
	N	Percent
Fully or partially accomplished	57	88
Not accomplished*	15	13
<i>Note: Many objectives that were not accomplished have end years of 2014-15 or later.</i>		

The SLO Assessment Committee (SLOAC) is actively engaged in supporting SLO assessment efforts across all areas of the College. The committee is open to any College faculty or staff member interested in SLO assessment and is currently composed of

instructional and student service faculty, staff members, and managers from most of the academic divisions. While maintaining the values of shared governance and academic freedom, the Student Learning Outcomes Assessment Committee (SLOAC) exists to facilitate discipline, division, and College-wide discussions on the development and implementation of Student Learning Outcomes Assessment. The SLOAC recognizes and supports development of student learning assessment materials and reports that directly assess course, program, service, and institutional student learning outcomes to provide high-quality education to students and ensure compliance with education policy and accreditation standards. (IB.30) The aim 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 helping to integrate SLO efforts across divisions. In addition, discussion and recommendations regarding SLO assessment at all levels takes place during SLO Assessment Committee Meetings (IB.31).

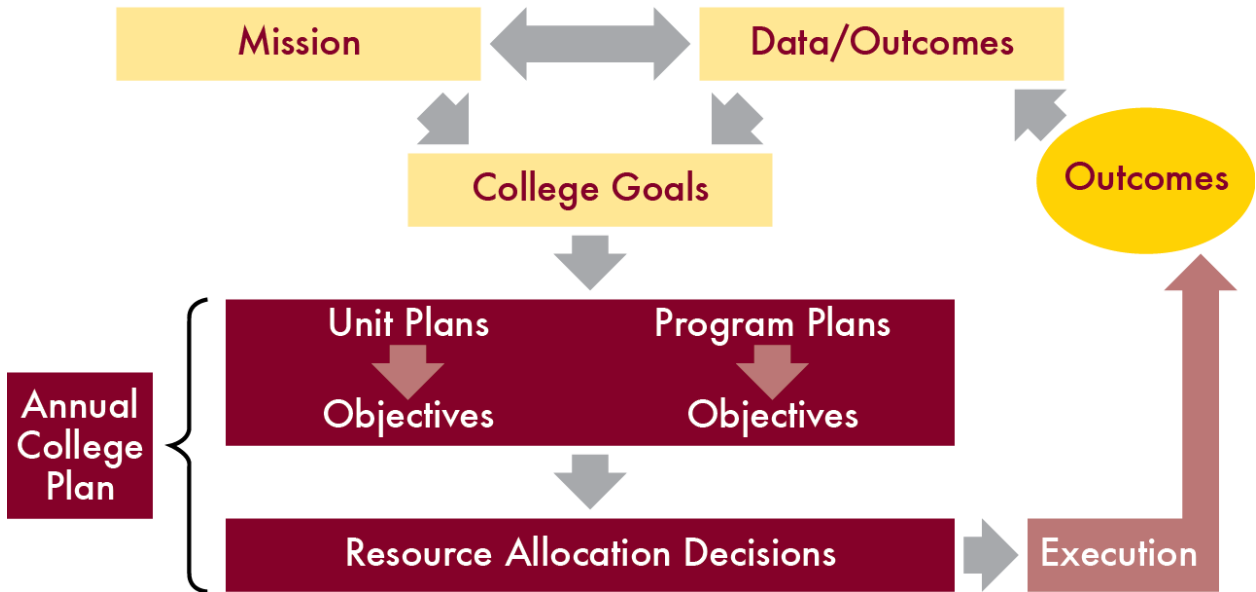
In addition to the SLOAC, numerous venues exist for discussion of student learning assessment. The Academic Senate regularly reviews, receives updates, provides feedback and approves changes about how the institution handles SLO assessment and development. (IB.32) The Curriculum Committee at SCC ensures that SLOs are integrated into the curriculum development process (IB.33). SLOs are discussed and approved along with changes or development of new curriculum. (IB.34). Annual institutional effectiveness reports are used to help identify and determine areas where the College needs to make changes (IB.35). Included in these reports is a Student Learning Outcome Report (IB.36) (IB.37), which has been used to shape the College's current approaches. Academic departments, student services, and administrative services are, respectively, on six-, three-, and one-year Program Review cycles. In addition to the scheduled annual review of course SLOs, Program Review provides the opportunity to collectively examine SLOs from a broader perspective (IB.38).

Institutional Processes

Ongoing, collegial, self-reflective dialogue about the continuous improvement of institutional processes occurs largely through the College's strategic planning processes. Central to this process is the College Strategic Planning Committee (CSPC). The CSPC is specifically charged (IB.39) 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. One of the resources used in the work of the CSPC is the set of Institutional Effectiveness Reports (IB.40).

The ongoing and reflective nature of the strategic planning process is demonstrated in the following diagram:

SCC Annual College Plan



The College’s annual planning process includes Unit Plans developed at the department/unit level to describe objectives in support of College goals, and Program Plans that demonstrate the way such College-wide units as information technology, facilities, staff development, and marketing support College goals and unit objectives ([IB.41](#)). These annual plans are supported by broader multi-annual plans, including both institutional plans and resource plans.

Unit Plan objectives include important tasks that are associated with process improvement—e.g., curriculum changes, learning resources (such as tutoring), matriculation processes, and staff development. Over three-quarters of these objectives were accomplished or partly accomplished ([IB.42](#)). Unit Plan objectives related to matriculation processes had the highest percentage accomplished or partly accomplished (84 percent).

Resource or Action type	N	Percent fully or partly accomplished
Curriculum Change	84	79
Learning Resources	62	76
Matriculation (SSSP)	57	84
Staff Development	49	80
<i>Note: Many objectives that were not accomplished have end years of 2014-15 or later.</i>		

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) by the College Strategic Planning Committee ([IB.43](#)),

- Programmatic response to data from external sources (e.g., Student Success Scorecard, the CCSSE Survey) that impact College goals ([IB.44](#)),
- Analysis of enrollment management, which impacts both the College schedule and use of FTE, as well as College recruiting and outreach ([IB.45](#))
- Annual Unit Planning accomplishment reports, which detail the achievement of departmental objectives ([IB.46](#)),
- Annual review of the College planning process conducted by the CSPC that has resulted in improvements to the process ([IB.47](#)),
- Annual metrics from the Vice President of Administration, which are used to improve administrative processes ([IB.48](#)),
- The President’s annual budget memo suggests follow-up activities ([IB.49](#)),
- Use of issues form the process by which standing committees, constituency groups, and individuals can assess processes and offer suggestions ([IB.50](#)) ([IB.51](#)),
- Charges of the standing committees, which indicate process and policy review ([IB.52](#)), and
- Creation of task groups and other committee structures to address issues that arise affecting the college’s ability to meet mission, goals, and objectives—such as sustainability, smoking, enrollment management, and orientation, among others ([IB.53](#)).

Self Evaluation

SCC has clear processes around the assessment and improvement of student learning and institutional processes. The Strategic Planning Process is transparent and accessible, is communicated in several ways, and has broad participation of all constituency groups at the College. There is a systematic use of data collection and assessment that informs change in processes throughout the institution.

Student learning is primarily addressed through the creation and assessment of SLOs, which are developed, implemented, and evaluated from the course level to the institution level. A cycle of data collection and assessment informs SLOs, which informs the creation of ProLOs and GELOs both in instruction and student services. Together, these inform Institutional SLOs.

SCC’s commitment to ongoing, collegial, self-reflective evaluation is evident throughout the institution. There is a focus on data and evaluation that informs planning on every level, from process to student learning.

Actionable Improvement Plan

None

IB.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.

Descriptive Summary

The College Goals & Strategies set by SCC are in alignment with the College’s (IB.54) and the District’s (IB.55) mission statements, vision, and values—students as its highest priority, serving the community, fostering academic excellence, promoting diversity, working toward effective relationships, and honoring participatory governance. Each year the College encourages a self-reflective dialogue to determine specific goals and strategies in support of these priorities (IB.56). The processes for developing specific goals and determining appropriate strategies to help meet them include the following elements:

- As part of its charge (IB.57) the College Strategic Planning Committee (CSPC) reviews and develops goals based on a review of data, outcomes, and other relevant measures of merit, both quantitative and qualitative. Goals are selected to align with the College mission, vision, and values statements but remain broad enough to develop supporting objectives at the unit and program levels and stay flexible enough for various entities within the College to function as a team in support of the College goals (IB.58).
- Goal approval is undertaken by the College’s Executive Council, which is led by the College President and includes leaders from all constituencies (e.g., management, faculty, staff, and students) (IB.59).

The College goals are supported by College strategies, which are also defined and reviewed by the CSPC. “College Goals” define the broad accomplishments that the College seeks to achieve over a specific period of time. They are data-driven and linked to Unit and Program Plan objectives. “Strategies” associated with each goal delineate broad implementation actions undertaken as shared functions across units or programs that lead to the accomplishment of College Goals. As part of the annual planning process, departments define the outcomes for the year. In general, the term “outcome” refers to specific results that will be achieved through the described actions: 1) the degree to which an action has been completed, or 2) the achievement of a target outcome measure or task. Each Program Plan and Unit Plan state the specific outcomes associated with an objective. The CSPC or College President may recommend specific College outcomes as priority “targets” for College action in the next planning year. These may be expressed as specific actions to be completed, such as “complete the SSSP plan,” or as numerical targets such as “a 3 percent increase in overall enrollment.”

SCC tracks student achievement metrics in several areas, including course success rate, student retention at the College, the number of degrees and certificates awarded, etc.

Analyses of these measures are part of College planning through Institutional Effectiveness Reports used by the College Strategic Planning Committee and the data provided for Program Review and Unit Plans. SCC has used College-wide dialogue to set expectations for student achievement through College-set standards for student achievement and success; these metrics are also key indicators for measuring the achievement of College goals ([IB.60](#)) ([IB.61](#)).

The work of setting College-defined standards was conducted through the College participatory decision-making processes. The process began with discussions at the CSPC (e.g., CSPC Meeting Minutes, April 30, 2013: [IB.62](#)) and the PRIE Committee (e.g., PRIE, Friday April 26, 2013: [IB.63](#)), and at meetings of the Academic Senate (e.g., AS minutes September 3, 2013: [IB.64](#)), etc. Specific minimum expectations have been set for several metrics that are indicators of student success, including course success, degree and certificate completion, transfer, and student persistence at the College. (If College data show that SCC falls below the minimum expectations, then participants in the process will discuss what caused that to happen and what might be done in response.) The College also provides information that encourages continuous improvement of these metrics beyond the expected standard. For example, in the Indicators for College Goals Report ([IB.65](#)) the range of the metric over several years and the state average are given as means to work toward continuous improvement. These standards are part of the way the College measures its progress toward the overall College Goals.

The College shares its goals with the District and Board of Trustees on an annual basis. During this process, desired outcomes are defined for each goal, which includes measurable success indicators. At the end of the annual planning cycle, the College conducts an analysis of how well the College is achieving its goals. The Institutional Effectiveness Report, Indicators for College Goals, documents the extent to which the College achieves its goals. In addition, SCC submits a summary of goal and objective achievement to the District Chancellor and District and Board of Trustees that presents data on these success indicators ([IB.66](#)). This statement of 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. This data is also presented to the CSPC as it considers the College's goals for the subsequent planning cycle.

In addition to the use of goals to support dialogue with the District and Board of Trustees, College goals drive 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 that 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 ([IB.67](#)). Similarly, Program Plans are developed in selected areas of the College with College-wide impact and include objectives, measures of merit, and resource requirements ([IB.68](#)). Taken together, the Unit and Program Plans, along with resource allocation decisions, form the annual College plan.

Self Evaluation

SCC sets goals and objectives that align to both the College's and District's missions, using data to drive the creation of goals and objectives, communicating these goals and objectives clearly with the college community, and by working in a collaborative fashion to achieve the goals and objectives. The process is outlined on the Planning, Research & Institutional Effectiveness Planning page ([IB.69](#)). The CSPC, representing all constituency groups, begins the process by reviewing data, outcome measures, and other qualitative and quantitative information to create goals that align with the mission and vision of the College but are broad enough to develop attainable objectives. College goals are used to drive unit and program planning, achievement metrics in terms of student achievement and objective completion are reviewed to drive future planning. The process is one of accountability and inclusion. The PRIE office staff hold flex workshops, individual meetings, and attend meetings across the college community to inform and assist the planning process. Unit and Program Planning, driven by the College goals, form the annual College plan.

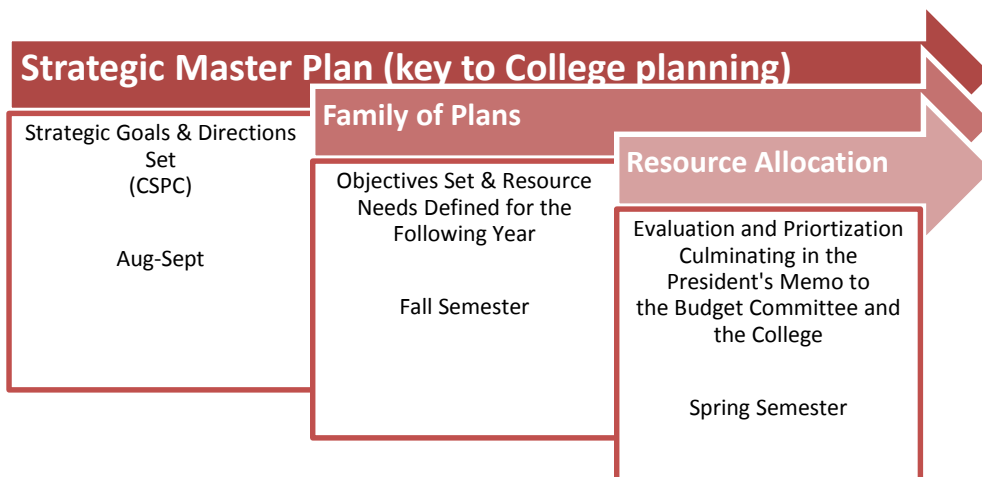
Actionable Improvement Plan

None.

IB.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 the College 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. Additional detailed information can be found in the SCC Planning Handbook ([IB.70](#)).



The College systematically plans for the upcoming year, implementing the plan for the current year, and evaluating the work of the past year. The “planning for next year” piece starts anew each year, according to the strategic master plan. The College Strategic Planning Committee (CSPC) begins this process each year in August. During the fall semester, the Unit Plans are developed, then in the spring semester the budget committee convenes to provide resource allocation. The funding sources may have varying timelines. This, too, is considered in the Unit Plan review.

Evaluate past year, implement this year, plan for next year.

In Fall:

- Think about what you accomplished last academic year.
- Implement your plan for the current academic year.
- Write the unit plan for the next academic year = the planning year.

In Spring:

- Look back over the year to see if you accomplished your objectives for the current year.
- Assess the achievement of those objectives (e.g. on the unit plan accomplishment reports).



Annual Unit and Program Integrated Resource Planning (Timeline Overview):

- *September:* CSPC reviews College data and updates College goals and strategies, planning processes, and timelines.
- *October:* Unit Plan online system open for data to be entered for the next year's plan. Departments work on Unit Plans and Program Plans. Plan writers consult with IT and Facilities.
- *November:* Department Unit Plans and Program Plans completed.
- *December:* Department and division priorities for Unit Plans completed. Program Plans are presented to the President's Cabinet; recommendations made to College President.
- *January/February:* Budget Committee, IT, and Facilities complete details for Unit Plans. College Service Area prioritization of Unit Plan objectives completed. Program Plan decisions made by the President.
- *March:* Campus Development and Educational and Information Technology Committees provide priorities to Budget Committee.
- *April:* Budget Committee hearings and deliberations take place. Resource Allocation recommendations sent to President.
- *May:* President's resource allocation memo sent to the College.

The Strategic Master Plan ([IB.71](#)) 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. The College Strategic Planning Committee (CSPC) oversees the strategic planning process ([IB.72](#)). This Committee, which is composed 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 any needed changes to College goals and strategies. Any proposed changes 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.

Once the College goals are established, 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 follows:

Strategic Master Plan	The Strategic Master Plan provides the College framework for data evaluation, planning development, resource allocation, implementation, and evaluation.				
Institutional Plans	Education Master Plan	Student Equity Plan	Resource Management & Capital Outlay	Student Services Master Plan	Student Success and Support Program Plan
Program Plans	Plans for programs that support College-wide activities and initiatives. These plans link directly to resource allocation through “Above the line” funding. Examples include: Distance Education, Tutoring, Information Technology,				
Unit Plans	Department-level action plans that guide the daily work of College units. These plans link directly to resource allocation through unit base budgets and Budget Committee funding.				
Resource Plans	Financial	Facilities	Faculty	Classified Staff	Information Technology
Program Reviews	Program Reviews include a review of multiple years of data and planning work and project the future resource needs of Instructional, Administrative Services, Student Services, and President’s College Service Areas.				

- Institutional Plans are developed for each of the functional areas (Instruction, Student Services, and Administration) to articulate the context and scope of planning within each area ([IB.73](#)). Recently, SCC has added two new Institutional Plans: the Student Success and Support Program Plan and the Student Equity Plan. These plans support College-wide work toward improvements in student success and decreases in achievement gaps between groups of students.
- Program Plans support College-wide processes and initiatives. (Representative examples of program plans are included in the preceding diagram.) Program Plans include objectives and measures of merit/outcomes related to College goals. They also include key elements reviewing past accomplishments and strategic environments of the programs and also serve as Program Reviews as well as annual plans. Resources needed to support program plans correlate 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 ([IB.74](#)).
- 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 ([IB.75](#)). Resource requirements from Unit Plans are sent to the Budget Committee for review, prioritization, and recommended approval/disapproval ([IB.76](#)). 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 also to governance committees (Information Technology and Campus Development) for review and prioritization.

All levels of prioritization 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. The College President makes final budget decisions about the allocation of College Program Development Funds (PDF).

Data used in Unit Planning include but are not limited to:

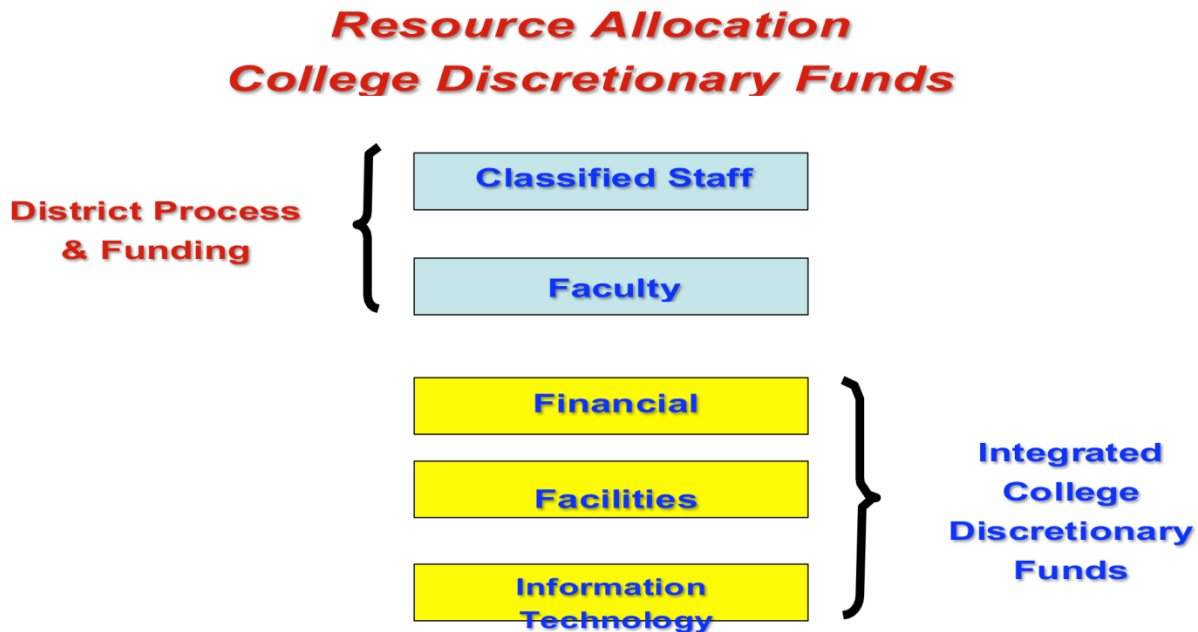
- Student data (enrollment, demographics, success measure, etc.)
- Staffing data
- Student Outcome Data (e.g., SLO assessment data)
- Previous Unit Plan outcomes reports
- Qualitative data and observations about units/departments.

A standard set of data related to Unit Plans is provided by PRIE at the Unit Plan/Program Review data website ([IB.77](#)). This data include information on enrollment patterns, student demographics, student success, students declaring a discipline as a major, student completion of degrees and certificates, department faculty FTE, and department productivity. The data cover six years. Additional data can be requested from the PRIE office via the data request form ([IB.78](#)).

Many units use the assessment of SLOs to guide Unit Planning. This can be based on formal SLO reports, on department discussions of SLO achievement by students, or both. Information about SLO assessment can be found at the SCC SLO website ([IB.79](#)). The Unit Plan accomplishment reports have a field in which the unit indicates if SLO data was used in the development or the evaluation of the Unit Plan objectives. The majority (88 percent) of the objectives that used SLO data were fully or partially accomplished during the 2013-14 academic year. (Note: Many objectives that were not accomplished have end years of 2014-15 or later.)

The link between planning and resource allocation occurs at different stages of the strategic planning process. 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, classified staff, and management resources are conducted on different schedules using different processes directed by the District. These processes require District-wide 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 various Resource Plans, and the separation of responsibility is illustrated in the following chart:



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 are obtained from a number of sources:

- The Los Rios Community College District Institutional Research Office; district data can be queried from any college computer using the employee-accessible IR website.
- External data sources such as the California Community College Chancellor’s Office (e.g., statewide community College “Scorecard” or “Perkins” employment data) or the Community College Survey of Student Engagement and Noel-Levitz survey) ([IB.80](#)) ([IB.81](#)) ([IB.82](#)). (Executive Council minutes showing discussion of scorecard data [IB.83](#)).
- A wide range of data from the SCC Planning Research and Institutional Effectiveness Office (PRIE) ([IB.84](#)).

Other data used in the planning process are obtained at the program and unit levels based on outcome measures achieved from the preceding year’s Unit Plans, Program Reviews, and student learning outcome assessment.

Self Evaluation

As described above, the College has an ongoing systematic planning process. The planning process at SCC includes:

- Integration of College-wide goals with objectives at the unit and program level ([IB.85](#));
- Input from all constituency groups in a variety of venues ([IB.86](#));
- Data-driven evaluation and prioritization, including analysis of both qualitative and quantitative data ([IB.87](#)), ([IB.88](#)), ([IB.89](#));
- Integrated planning through a “family of plans” approach in which individual plans link to and inform one another ([IB.90](#));
- An annual cycle of predictable actions and outputs ([IB.91](#));
- Self-reflective evaluation that informs continuous process improvement ([IB.92](#)); and,
- Incorporation of decision-making processes to determine effective resource allocation ([IB.93](#)).

Information about the Strategic Planning Process is regularly conveyed to the College community through a number of venues: the Academic and Classified senates, the Senior Leadership Team, student groups, Department Chairs’ Council and Deans’ Council, and such campus committees as Planning, Research, & Institutional Effectiveness (PRIE), Budget, Educational and Information Technology (EITC), and Campus Development. The PRIE Dean provides training for department chairs and supervisors on how to complete Unit Plans and Program Plans. This training includes one-on-one consultations as needed. Each summer the PRIE Dean conducts interviews with members of the Senior Leadership Team and College supervisors to gather input on how well the College planning system is functioning. In 2014 the Budget Committee recommended increased dissemination of information related to planning and resource allocation for College employees ([IB.94](#)).

Overall, College employees report moderate levels of engagement with decision making at the College. In the Communication and Governance Survey 2014 ([IB.95](#)), respondents felt knowledgeable about items related to engagement with College decision making. Relatively few respondents answered “Don’t know.” About two-thirds of employees report moderate to high levels of engagement on most of the survey items related to decision making at the College. The lowest rating was to the question about the degree to which their jobs allow time to participate in College decision making—more than 50 percent responded “low” to that item.

Analyses of the Employee Accreditation Standards Surveys from 2008 ([IB.96](#)) and 2014 ([IB.97](#)) show that that SCC employees have become much more knowledgeable about planning and resource allocation processes. The number of respondents who indicated “Don’t know” to items related to planning and resource allocation has declined considerably over the past six years.

Q3: The unit-based planning process is effective in my area or department.

Q3	2014	2008
“Strongly Agree” or “Agree”	60%	57%
“Disagree” or “Strongly disagree”	25%	15%
“Don’t Know”	15%	28%

Q21: Planning and resource allocation processes for instructional programs are clearly defined.

Q21	2014	2008
“Strongly Agree” or “Agree”	42%	44%
“Disagree” or “Strongly disagree”	31%	19%
“Don’t Know”	27%	37%

Q65: Planning and resource allocation processes for financial resources are clearly defined.

Q65	2014	2008
“Strongly Agree” or “Agree”	41%	36%
“Disagree” or “Strongly disagree”	31%	13%
“Don’t Know”	28%	51%

Q69: The allocation of financial resources at SCC is tied to the Unit Plans of the department’s/unit’s.

Q	2014	2008
“Strongly Agree” or “Agree”	64%	55%
“Disagree” or “Strongly disagree”	14%	6%
“Don’t Know”	22%	39%

Q70: Processes for financial planning and resource allocation are clearly defined.

Q70	2014	2008
“Strongly Agree” or “Agree”	43%	36%
“Disagree” or “Strongly disagree”	33%	17%
“Don’t Know”	24%	47%

Increased knowledge about planning and resource allocation has resulted both in more individuals who are satisfied with the system and in more individuals who are not satisfied. The percentage of individuals that disagree or strongly disagree has increased over the last six years. This may suggest that the planning process is generally well understood by College employees and knowledge about the process has increased notably over the years. Overall, as seen in the survey results above, planning and resource allocation processes are considered effective. However, there is still room for improvement in how the processes are used. 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 ([IB.98](#)). Ongoing evaluation of the planning system occurs.

Improvements can be made, and the College continues to engage in that work. For example, Budget Committee tri-chairs and the PRIE Office are currently implementing additional training for the College community. The development of the SCC Planning Handbook is another key part of recent improvements to the planning process ([IB.99](#)).

Actionable Improvement Plan

Actionable Improvement Plan 1 (I.B.3, I.B.4)

The College Leadership will develop “best practices” for engagement of departments and units in the planning process to:

- Include strategies for effective communication, timely completion, and deeper understanding of the planning process and models that would be effective for groups of various sizes and responsibilities.
- Support ongoing continuous process improvement with respect to the engagement of departments with the planning process.

IB.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.

Descriptive Summary

The SCC Strategic Planning System is designed for broad participation in the planning process and input by appropriate constituencies. Participation is assured by the breadth and the number of planning mechanisms involved and by the constituency-based committee and leadership structure that is entrusted with various components of the process ([IB.100](#)).

- (1) Planning Committees: The College Strategic Planning Committee (CSPC) ([IB.101](#)) ([IB.102](#)) is responsible for the review of data, mission and value statements, goals, and College accomplishments from the last planning cycle. The CSPC is comprised of the three vice presidents, the leaders of the four constituency groups, the Chair of the Department Chairs Council, and selected members of each constituency group. The committee composition is designed to create a broad base of input into the process. Proposed changes to goals, mission, vision, and values statements are vetted through the constituency groups, including the Academic Senate, Classified Senate, Student Associated Council, Senior Leadership Team, and the Department Chairs Council. The CSPC and the PRIE Committee ([IB.103](#)), which is also a constituency-based committee, review qualitative and quantitative data relevant to the College Strategic Planning Process and provide appropriate feedback. The PRIE Committee conducts focused discussions about that data and chooses key data to emphasize in communication to the College. Any changes in goals, mission, vision, or values are

ultimately approved by the Executive Council ([IB.104](#)), which ensures that plans that affect the College are widely communicated and that all constituency groups are appropriately represented.

(2) Family of Plans: The College's strategic planning process utilizes a Family of Plans, which includes institutional, program, unit, and resource plans. Each of the types of plans, described below, has clear connections to other plans, are linked to data, and involve participatory decision making [details can be found on pages listed below in the SCC Planning Handbook ([IB.105](#))].

- Institutional plans are developed by the vice presidents for each of the three functional areas (instruction, student services, and administrative services) to articulate the context and scope of planning within each area (Institutional Plans [IB.106](#)). Each Institutional Plan has an associated Shared Governance group that is consulted on aspects of the plan and involved in the processes by which the plan is implemented. (SCC Planning Handbook, pp. 12-13). Recently, two new Institutional Plans have been developed—the Student Equity Plan, and the Student Success and Support Programs Plan. These plans are designed to integrate initiatives to improve student success across the entire college.
- Program Plans address specific cross-division activities and are created by the individuals responsible for the function (e.g., information technology, staff development, or marketing). Each Program Plan has an associated participatory decision-making group associated with the plan (e.g., the Staff Development Committee reviews the Staff Development Program Plan). Program Plans serve as combined planning and Program Review documents. They include environmental scans, review of past accomplishments, and planning for the next cycle. (SCC Planning Handbook, pp. 17-20).
- Unit Plans are prepared at the unit/department level. The Unit Planning process includes input from the faculty, classified staff, and manager of the unit. Deans work with department chairs and/or supervisors to guide the Unit Plan process, discuss division priorities, and provide input into Unit Plan objectives. Department chairs draft Unit Plan elements in consultation with their department faculty and staff. Unit Plan objectives are aggregated and prioritized at the department, division, and College Service Area (CSA) levels. Shared governance review and recommendations are part of the prioritization of IT, Facilities and Financial resource requests. The Information Technology, Campus Development, and Budget committees, respectively, review and prioritize those resource requests (SCC Planning Handbook, pp. 21-27). Through this process, individual Unit Plans are broadly reviewed.
- Resource Plans are developed by the College administrators who are responsible for the function in coordination with the appropriate governance committees (SCC Planning Handbook, p. 3 [IB.107](#) <http://www.scc.losrios.edu/prie/planning/family-plans/resource-plans/>).

(3) Program Review: Program Review is conducted at the department/unit level and led by department/unit chairs/supervisors, and deans/directors. Department/unit members review the Program Review report and provide input (IB.108). For instructional Program Review, the Curriculum Committee reviews the curriculum (IB.109) and provides feedback to the department; advisory committees, for programs that have them, read the Program Review report and provide feedback (IB.110). Program Reviews link to planning and resource allocation. Program Review occurs on a multi-year cycle that reviews the past annual Unit and Program Plans that were conducted since the last Program Review. That information is used to evaluate the program and project future resource needs. Thus, the planning levels build upon and encompass one another. Past annual plans inform the Program Review, and Program Reviews inform future annual plans. Annual Unit Plans and Program Plans provide information that is critical to the multi-year Program Review. For example, annual Unit Planning includes a review of the annual accomplishment of unit objectives via the Unit Plan Accomplishment Reports (IB.111).

Resource requests are connected to College goals and unit/department/program objectives designed to achieve College goals (IB.112). The processes involved in allocating resources are associated with the type of resource requested. Since program plans are linked to broad, College-wide processes, funding for these plans is allocated relatively early in the process. [Sample of planning timeline for work done in 2013-14 for the 2014-15 planning year (IB.113)] 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 (SCC Planning Handbook, p. 19, IB.114).

The planning processes identify five types of resources, each represented by a resource plan: financial, information technology, facilities, classified staff, and faculty (SCC Planning Handbook, p. 3, IB.115). Necessary resources are identified by divisions, units/departments, and College-wide programs. Program and Unit Planning forms ask for information on unit objectives, associated College goals, resource requirements and rationale (IB.116). The Budget Committee decides if the request should be funded from only the College discretionary fund, or if a portion of the expense can be met with categorical or capital outlay funds (IB.117). Requests for information technology and facilities are shared with the appropriate governance committees (EITC or Campus Development), whose recommendations are given to the Budget Committee. The Budget Committee assigns final priorities based on a rubric that articulates the degree to which a request addresses College goals, then makes funding recommendations to the President. Requests for classified staff and faculty positions follow specific procedures that involve the units/departments, senates, and College leadership (IB.118).

When Program and Unit Plans are developed, outcome measures are defined to measure if objectives have been achieved (IB.119). Departments/units are required to analyze whether the outcomes have been achieved via the Unit Plan Accomplishment Reports. Those results are posted on the SCC Website (IB.120). Unit Plans include objectives linked to College goals, expected outcomes/measures of merit and resource requirements. They also link to Program Reviews; each Program Review examines past annual Unit Plans and anticipates

Unit Plan needs in the future. Near the end of the spring semester each unit reports on the accomplishment of its Unit Plan objectives. In that report units provide information on whether each objective was accomplished, how the objective was implemented, and if SLO data was used in the process.

Unit Plans include broad involvement of relevant groups. Unit Plan objectives are aggregated and prioritized at the department, division, and College Service Area levels. Shared governance review and recommendations are part of the prioritization of IT, Facilities and Financial resource requests. The related participatory governance or decision making standing committees review and prioritize those resource requests. The Unit Planning process includes input from faculty, classified staff, and manager of the unit. Deans work with department chairs and/or supervisors to guide the Unit Plan process, discuss division priorities, and provide input into Unit Plan objectives. Department chairs draft Unit Plan elements in consultation with their department faculty and staff. Standing Committees also contribute to Unit Plans and resulting resource allocation. For example, the Information and Educational Technology Committee reviews Unit Plan objectives with IT resource requests.

The resource allocation process is effective and provides the necessary resources to support the mission of the College. Solid procedures in place have served the College well since the current planning system was first developed in 2007-08. Recently:

- Categorical funds are being integrated into the SCC resource allocation process. For example, categorical funds allocated by the state for specific purposes (e.g., VTEA, Matriculation, etc.) are integrated into the budget requests for Program Plans.
- Ongoing College costs and Program Plan allocations were adequately funded with sufficient funds remaining to provide for highest priority Unit Plan requests for new resources.
- College funds are spent as projected. For example, third-quarter 2013-14 metrics produced by the Vice President of Administration (VPA) showed that only three of the College's 32 financial units had a College Discretionary Fund (CDF) utilization rate (called the "burn rate") that was greater than 10 percent of that projected for the quarter. Only one of the 24 categorical programs had a fund "burn rate" that was greater than 10 percent of that projected.
- Positions are filled efficiently. For example, third-quarter 2013-14 VPA metrics showed that approximately 94 percent of authorized classified positions were filled as planned ([IB.121](#)).
- Most 2013-14 Unit Plan objectives associated with resource requests were accomplished. Many objectives that were not accomplished have end years of 2014-15 or later.

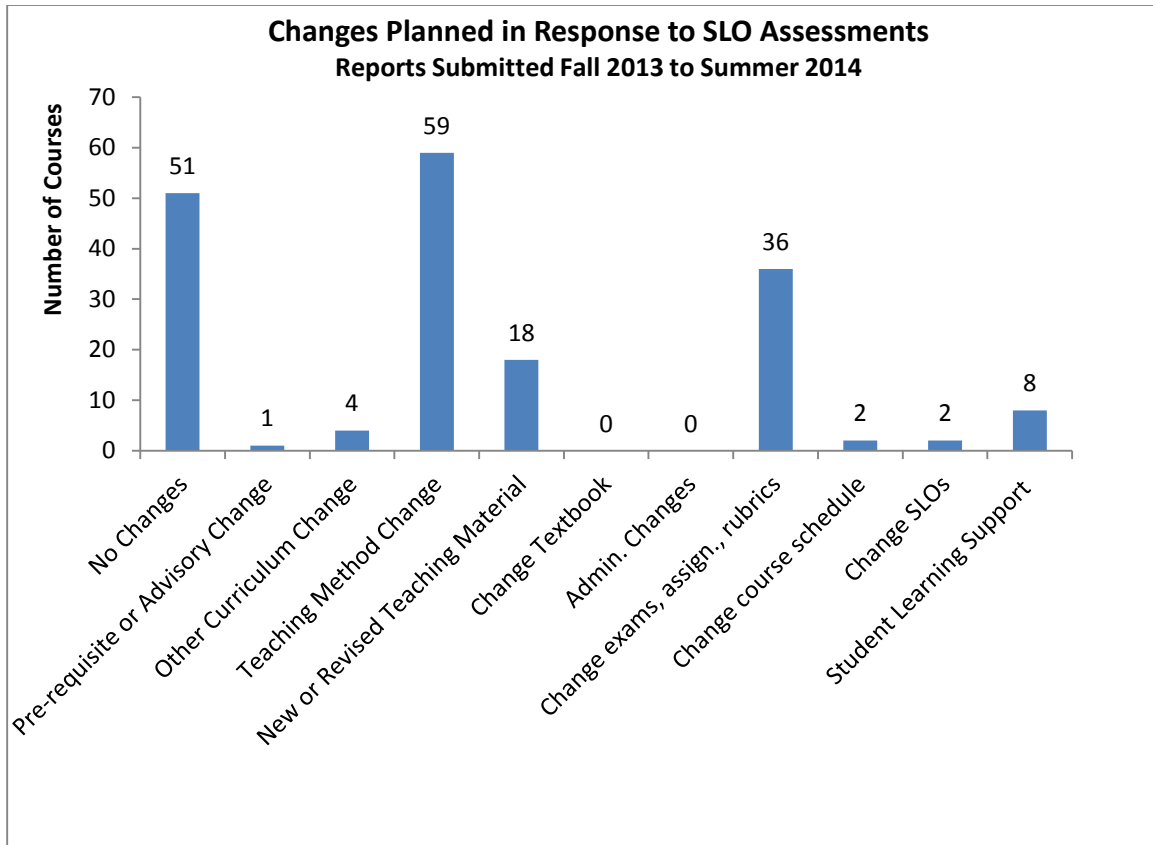
The College also seeks additional resources through grants and other alternative sources. These funding sources are used to supplement, not replace, regular College funding sources. For example, the College has developed new partnerships with local high schools to increase student success. These include projects, such as the Career Pathways Trust (CRANE & CAP) Grants, which provide grants for school districts working with colleges and universities to improve high school graduate college readiness.

As the result of planning processes and subsequent evaluation of outcomes, the College implements a variety of changes. The accomplishment of Unit Plan objectives reflects the implementation of work that extends or develops ongoing activities as well as the accomplishment of new initiatives. The 2013-14 Unit Plan Accomplishment Reports included 665 objectives across the four College Service Areas. Units are asked to report if each Unit Plan objective has been accomplished, partially accomplished, or not accomplished in a given academic year. For example, Unit Plan objectives include important tasks that are associated with curriculum changes, learning resources (e.g., tutoring), matriculation processes, and staff development. Over three-quarters of the 2013-14 Unit Plan objectives associated with these types of changes were accomplished or partly accomplished (Unit Plan Accomplishment Analysis: 2013-14 Unit Objectives, [IB.122](#)).

Resource or Action type	N	Percent fully or partly accomplished
Curriculum Change	84	79%
Learning Resources	62	76%
Matriculation (SSSP)	57	84%
Staff Development	49	80%
<i>Note: Many objectives that were not accomplished have end years of 2014-15 or later.</i>		

SOCRATES (SCC’s curriculum management system) reports show that in the 2013-14 academic year more than 500 courses and 100 degrees and certificates were reviewed; many were modified to enhance student achievement. This includes modifications related to the regular updating of course outlines as part of Program Review, changes related to the new repeatability policies, revision of SLOs, etc.

Another example of closing the planning loop through the use of assessment results to make changes comes from SLO assessment. SLO assessment reports indicate that courses, programs, and services have been modified to improve student learning. The most common types of changes based on the assessment of course SLOs include alterations in teaching methods, exams, assignments, and rubrics.



Student services and support programs have been modified to enhance student achievement. Some examples are shown below:

- The Human Career Development Institute held January 15, 2014, to clarify distinctions between College Success courses and improve consistency among instructors.
- The Vocational Nursing, Dental Hygiene Dental Assisting and Occupational Therapy Assistant programs have all moved to using an online application process to ease the application process for both students and Division staff.
- The Los Rios Study Abroad Program reviewed and enhanced the processes and procedures that governed its participation and succeeded in increasing student participation from an average of four to five students to a total of 21 in one semester.
- In response to assessment data, the ESL Department created new 6-unit blended-skill courses in Reading/Writing so students can advance through the ESL sequence with one 6-unit class in those skills rather than two totaling 8 units.
- The pilot program to implement expanded teaching demonstrations as part of the faculty hiring processes continues.
- The Unit Plan process was successfully converted to online data entry. More than 98 percent of all 2013-14 Unit Plans were entered by the deadline.

Self Evaluation

The College Strategic Planning Process is designed for broad participation. Faculty, staff, and managers engage the process at many levels: through the constituency-based College Strategic Planning Committee, the creation of Unit and Program Plans, the various resource allocation discussions and review, the subsequent communication of the results of planning and resource allocation, etc. Planning processes at the department, division, CSA, and College levels encourage participation in decision making.

Each plan type within the SCC family of plans has clear connections to participatory decision making, data, and resource allocation. Changes are made in response to the implementation of College plans. The process effectively allocates necessary resources across the College. College financial metrics show that SCC is fiscally sound. SCC has weathered the budget crisis and is poised to grow in future years.

Although the processes are clearly defined and the level of trust reported in the surveys is high, the participation rates noted in IB.3 are applicable in this Standard as well. Even broader participation will be valuable as the College moves forward with more resources.

Actionable Improvement Plan

Actionable Improvement Plan 1 (I.B.3, I.B.4)

The College Leadership will develop “best practices” for engagement of departments and units in the planning process to:

- Include strategies for effective communication, timely completion, and deeper understanding of the planning process and models that would be effective for groups of various sizes and responsibilities.
- Support ongoing continuous process improvement with respect to the engagement of departments with the planning process.

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

Descriptive Summary

SCC uses a variety of assessment results to communicate matters of quality assurance. Information is available on the College website, provided to College departments, presented to the LRCCD Board of Trustees, and available to CTE advisory boards, etc. The Planning, Research and Institutional Effectiveness Office maintains data on the College website ([IB.123](#)) where institutional and student success measures are highlighted. The PRIE Office provides data on a wide range of measures from measures of information about enrollment to measures of student achievement, from assessment of the effectiveness of College and staff processes to overall progress on College goals to an environmental scan of the College area.

Assessments of student achievement and success are provided in a variety of ways. The PRIE Office provides data to College employees on student course success and completion of degrees and certificates for each instructional department on campus. This data is disaggregated by gender, age, and race/ethnicity. Course success data is also available and disaggregated by location (e.g., main campus and College outreach centers) and course modality ([IB.124](#)). The College website is designed so that a link to student success and achievement information ([IB.125](#)), student employment information following graduation from CTE programs (Salary Surfer, Gainful Employment) ([IB.126](#)) ([IB.127](#)) and the State Accountability Student Success Scorecard ([IB.128](#)) are available from every page of the website. The SCC Institutional Effectiveness reports ([IB.129](#)) provide an annual summary of this data for the College community and, via the College webpages, are accessible to the external community. The Institutional Effectiveness reports include data on indicators for College goals, benchmarking analyses, enrollment, first-year students, basic skills success, student achievement and success, and staff and College processes ([IB.130](#)).

Assessments of student learning are developed through SLO assessment at the course, program, and institutional levels and are communicated to appropriate constituencies. SLO assessment is ongoing, and reporting on that assessment occurs on a planned cycle.

- For course SLO assessment, professors conduct SLO assessment as a regular part of teaching the course. Results are reported for all courses over a six-year cycle in a planned sequence.
- Program SLOs (ProLOs) are reported as part of the multi-year Program Review cycle for instructional and student service programs. Some CTE programs also report SLO results as part of responses to their industry accrediting or advisory committees. In addition, the college is developing an online process which will map reported assessment data from course SLO assessment reports for each course to the program SLOs (ProLOs).
- General Education SLOs (GELOs-part of the SCC institutional SLOs) were previously assessed by use of the CCSSE survey; however, this was an indirect assessment and, thus, the College is moving to a direct assessment via a course-embedded process for GELOs.
- Student Services SLOs are assessed in a variety of ways, reflecting the revised SSGLO's developed in spring 2014 ([IB.131](#)) ([IB.132](#)) ([IB.133](#)).

SLO assessment results are communicated to appropriate constituencies. Departmental dialogue is used to plan departmental changes in responses to SLO assessment. Discussion among standing committees and Senate-led committees involves all programs at the College. At the strategic level, SLO assessment informs the dialogue of the College Strategic Planning Committee. The annual SLO Report is part of the Institutional Effectiveness Reports, which are available on the PRIE research data website ([IB.134](#)).

Assessment of the achievement of Unit Planning objectives is available via posted Unit Plan Accomplishment Reports ([IB.135](#)), which track the accomplishment of objectives for each department on campus. This information becomes part of the Staff & College Processes Report, one of the Institutional Effectiveness reports. That report showed, for example, that

70 percent of the 2013-14 Unit Plan objectives were accomplished or partly accomplished in the 2013-14 academic year. Many objectives that were not accomplished in 2013-14 have end years of 2014-15 or later. The IE reports are available on the College website and are reviewed by the Planning, Research, and Institutional Effectiveness Committee and the College Strategic Planning Committee ([IB.136](#)). Hard copies of the reports are given to the President's Cabinet and the Executive Council, which includes the constituency leaders.

The College assesses its progress on achieving College Goals. Assessment of progress on College goals is part of the annual IE reports developed by the College ([IB.137](#)). Data on the achievement of institutionally set standards is part of the annual assessment of progress on College goals ([IB.138](#)). These standards set minimal expectations for the College in areas such as student course success, persistence, transfer, and degree/certificate attainment. Additional benchmarking information (e.g., the range of SCC data on the measure over several years) is provided to support continuous improvement beyond the minimal expectations. Information about this key assessment of College effectiveness is provided to the College Strategic Planning Committee, the Planning, Research and Institutional Effectiveness Committee ([IB.139](#)) and presented to the Executive Council ([IB.140](#)).

In 2014 SCC, along with the rest of the District, partnered with Civitas, an external data analytics firm, to explore the greater use of predictive analytics for assessment of institutional processes and student achievement. The partnership is in its early stages, but promises to be another way to develop and communicate key assessment and evaluation results.

The Sacramento City College website is a primary tool for communicating information to the public and also serves as a tool to measure the effectiveness of this communication through web-user analytics. The College can gather and assess granular data regarding the number of page views, link click-through, and length of visit a particular page receives. By looking at the user data for a specific page of institutional quality information, the College can estimate the reach and impact of that page. For content hosted offsite, such as the Gainful Employment ([IB.141](#)) data on the LRCCD site, the number of visitors who clicked on site links can be counted, from either the website footer, the Gainful Employment Disclosures page ([IB.142](#)) or from a specific Certificate of Achievement page within an academic department site. Other site pages, links, and online documents that can be measured include the Student Success Report PDF ([IB.143](#)), Pathways to Success ([IB.144](#)), Accreditation ([IB.145](#)) Outreach and Recruitment office ([IB.146](#)), Fast Facts ([IB.147](#)), Future Students ([IB.148](#)) and Financial Aid pages ([IB.149](#)), and City News stories regarding success ([IB.150](#)).

The Public Information Office also maintains SCC Facebook and Twitter accounts through which it regularly delivers information about institutional quality to the public ([IB.151](#)) ([IB.152](#)). Both accounts allow the College to measure the number of followers on each platform and the reach of individual posts and messages, as well as engage in two-way communicate directly with the public and core audiences.

The College website was redesigned and the new site was launched in 2014. That site is regularly reviewed by the website development team formed as an offshoot of the marketing

committee that was developed as a non-standing committee to redesign the site in fall 2012. Website use data is one factor used to support decisions regarding on-going website review and revisions.

The Marketing Task Force, created as part of the Marketing Program Plan, is chaired by the Communications & Public Information Officer and is a key element in assessing the effectiveness of the College’s public communication based on the analytics data and qualitative feedback from external audiences (IB.153). This task force—which includes the Outreach and Recruitment office, Graphic Impressions, student representatives, and the Web Specialist—is able to swiftly respond to data and adapt digital and print communications to increase the effectiveness of the message content, timing, and style.

Self Evaluation

SCC uses documented assessment results to communicate to campus constituencies and the public. Assessments of student achievement and success, achievement planning objectives, progress on College goals, and the effectiveness of College processes are provided in a variety of ways. The information is presented to the leadership of the College constituencies, various College committees and the LRCCD Board of Trustees. The College has institutionally set standards for several measures in place (IB.154). The College website is a key venue for dissemination of this information. The College website is designed so that a link to student success and achievement information, Student Success (IB.155), student employment information following graduation from CTE programs (Salary Surfer, Gainful Employment) (IB.156) (IB.157) and the State Accountability Student Success Scorecard (IB.158) are available from every page of the website.

For the past six years, SCC has worked to improve the range of data available about the College. It has become a part of the College culture to ask, “What’s the evidence for that?” and “What data is available?” The College community uses data and would like to use even more. The Employee Accreditation Standards Surveys of 2014 and 2008 (IB.159) (IB.160) showed the following:

Q5: My area or department uses research and/or evaluation to improve services/programs.

Q5	2014	2008
“Strongly Agree” or “Agree”	74%	71%
“Disagree” or “Strongly disagree”	18%	17%
“Don’t Know”	8%	12%

Q9: Data are regularly evaluated by the College to assess institutional effectiveness and provide insight into actions needed for continuous process improvement.

Q9	2014	2008
“Strongly Agree” or “Agree”	67%	53%
“Disagree” or “Strongly disagree”	15%	15%
“Don’t Know”	18%	32%

Actionable Improvement Plan

None.

IB.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

The institution assures the effectiveness of its ongoing planning and resource allocation process through several systematic and comprehensive processes, which address all parts of the cycle.

College planning is integrated with District-level planning. A variety of functions related to overall planning is guided by district-level processes and/or committees.

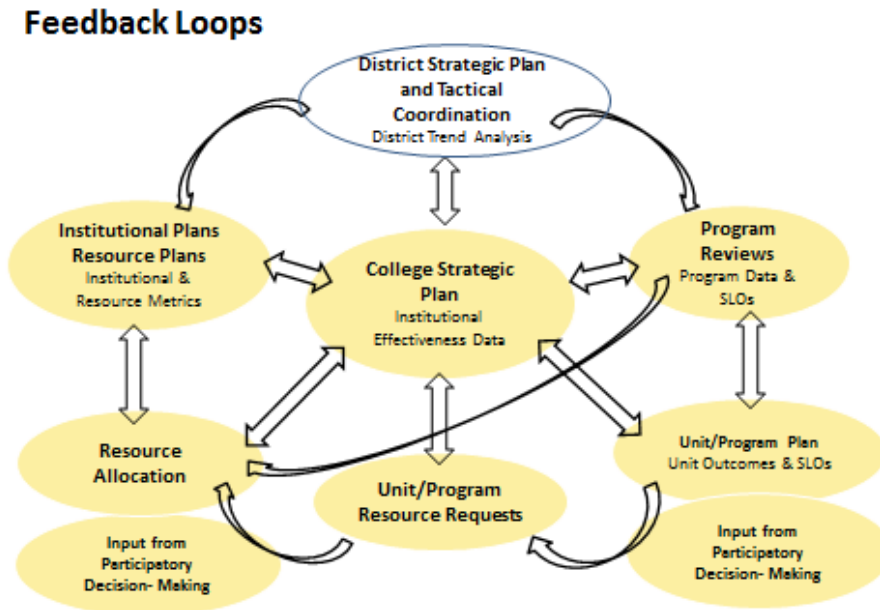
Critical functions coordinated under the district umbrella



The College has an integrated planning process that includes planning for the following year, implementing current year, and reviewing past years as an ongoing practice. This process includes several levels of planning, from strategic planning to operational planning.

Strategic Master Plan	The Strategic Master Plan provides the College framework for data evaluation, planning development, resource allocation, implementation, and evaluation.				
Institutional Plans	Education Master Plan	Student Equity Plan	Resource Management & Capital Outlay	Student Services Master Plan	Student Success and Support Programs Plan
Program Plans	Plans for programs that support College-wide activities and initiatives. These plans link directly to resource allocation through “Above the line” funding. Examples include: Distance Education, Tutoring, Information Technology, Staff				
Unit Plans	Department-level action plans that guide the daily work of College units. These plans link directly to resource allocation through unit base budgets and Budget Committee funding.				
Resource Plans	Financial	Facilities	Faculty	Classified Staff	Information Technology
Program Reviews	Program Reviews review 3 to 6 years of data and planning work and project the future resource needs of Instructional, Administrative Services, Student Services, and President’s College Service Areas.				

Several feedback loops are involved in the planning process:



The College Strategic Planning System arose from a need to better integrate planning and resource allocation. In place for more than eight years, the planning system is reviewed and evaluated for effectiveness on an annual basis, starting with the annual kick-off meeting of the College Strategic Planning Committee (CSPC). The CSPC looks at its process from the previous year and evaluates what worked and what changes are needed. (CSPC minutes [IB.161](#)) At each step of the planning and resource allocation process, there is an opportunity to provide feedback on how well the process worked. Information is also gathered each year by the Planning, Research & Institutional Effectiveness (PRIE) Office. Each fall the PRIE dean arranges for one-on-one discussions with department chairs who need guidance on the use of the planning system ([IB.162](#)). Planning updates are agenda items for the Academic Senate, Classified Senate, and Senior Leadership team; during these discussions a great deal of useful feedback about the planning system is provided to the PRIE Dean. Each summer the PRIE dean conducts one-on-one interviews with SCC managers and supervisors to assess how the planning system is working and to garner ideas for improvement (September 8, 2014 Senior Leadership Team minutes, [IB.163](#)).

Other examples include input from deans, department chairs, and vice presidents, which lead to an adjustment of due dates for College plans. All instructional programs, student support services, library, and other support services participate in the program or Unit Planning process. Department chairs play a key role in Unit Planning and provide input regarding improvements to the effectiveness of the Unit Planning process. For example, department chairs were given the opportunity to make recommendations to improve the Unit Planning process when the process was transitioned from spreadsheet-based to web-based ([IB.164](#)).

There are annual reviews to past years (by department), multi-year reviews, and College-wide goals accomplishment reviews. The review process asks the following questions:

- Were objectives accomplished?
- What do the data (quantitative and qualitative) show?
- Do any indicators suggest that it is time to ask deeper questions?
- Are resources sufficient? How were they used?
- What external issues affect the work of the area?

For example, the Unit Plan Accomplishment Reports ask if the year's objectives were accomplished, Program Plans (which also act as reviews of those programs) include a review of the previous year's data and whether resources are sufficient and what external issues affected the work of the area. The IE reports include a report on Indicators for College Goals. The IE reports also include an Environmental Scan. Program Reviews review data, ask what challenges and strengths are indicated by the data, and what resource requests are likely to come up in the future.

The Budget Committee has also provided input into improvements for the planning system and resource allocation processes, which have been implemented. The annual Budget Committee Recommendations memo to the College President includes a section titled "Observations and Recommendations" in which the Budget Committee makes recommendations for improvements to the effectiveness of the planning and budget processes ([IB.165](#)). Partly on the impetus of those recommendations, a major effort has been

implemented to further strengthen the integration of parts of the planning system with resource allocation processes. This focused first on the development of Program Plans, which review, plan for, and make resource requests for programs/activities that cross College units ([IB.166](#)). The number of Program Plans has increased substantially in the past six years, and there are now collaborative efforts to seek broader input in creating Program Plans. For example, tutoring services now has a Program Plan that captures all tutoring efforts across the College. The writer of that plan communicates with tutoring coordinators across the campus to determine local objectives and resource needs and incorporates them in the tutoring plan. Most recently a strategy was developed to more fully integrate categorical funds with College discretionary funds in resource requests and allocation (See April 4, 2014 Budget Committee minutes, [IB.167](#)).

The College Vice Presidents evaluate the Program Review process, collect feedback, and make necessary changes. For example, the analysis of SLO assessment results has been strengthened in the Program Review reports for instructional and student service programs.

Review of College research is a function of the PRIE Office. PRIE staff analyze data for College Strategic Planning Committee (CSPC), facilitate CSPC meetings, and facilitate campus dialogue regarding institutional research. Data are developed to assess the effectiveness of College plans. For example, a process was developed to integrate the evaluation of the success of tutoring across the College as part of the Tutoring Program Plan ([IB.168](#)). The Planning, Research and Institutional Effectiveness (PRIE) Office provides detailed data for Unit Planning and Program Review via a website accessible to College employees ([IB.169](#)). The PRIE Office conducts periodic Program Reviews, which provides information on the effectiveness of the planning and research at the College ([IB.170](#)). The 2014 PRIE Program Review showed that respondents had worked with PRIE on Unit Planning, enrollment data, descriptive student data, and student success data as well as other planning and research. A large majority of survey respondents indicated that the work of the PRIE Office was effective, helped to develop effective approaches to data use, and provided clear explanations and analyses.

Self Evaluation

SCC assures the effectiveness of planning and resource allocation, including the use of institutional data. Evaluation is built in to the annual planning process through systematic review and modification. Review of the planning and resource allocation system is strongly linked to participatory decision-making groups. The College Strategic Planning Committee kicks off the planning cycle each year with a review of the previous year's process (e.g., [IB.171](#)). The Budget Committee engages in review of the system and makes recommendations for improvement to the College President, who acts on those recommendations as needed ([IB.172](#)). The PRIE Office gathers information related to potential improvements of the planning and resource allocation process from department chairs, deans, supervisors, and others from across the College. Improvements are made as challenges are discovered. A sample of improvements made during this accreditation cycle includes:

- Increase in the training available for those writing College plans,

- Modifications to the templates for Program Plans and Unit Plans,
- Development of an accessible online Unit Planning portal that provides for data entry and overall analyses of Unit Plans,
- An updated Planning Handbook, and
- The development of an online SLO assessment process, which will link to the online planning portal.

Actionable Improvement Plan

None.

IB.8. 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

A variety of mechanisms is used to evaluate the effectiveness of the College’s instructional programs, student support services, and learning support services, and those mechanisms are evaluated regularly.

The development of institutional data, the Program Review cycle, Program and Unit Planning processes, SLO assessment processes, external accreditation processes, and internal surveys provide mechanisms for evaluating the effectiveness of instructional programs, student support services, and library and other learning support services. These evaluative mechanisms are reviewed and modified as needed. An example is the development of an integrated way to evaluate the impact of tutoring programs from across the College. During the past six years, the College noted that the evaluation mechanisms for tutoring programs varied from program to program and were not well integrated. This resulted in a process by which an integrated evaluation process was developed. That process is reviewed by the “tutoring workgroup,” led by the Vice President of Instruction, which has representatives from each of the areas on campus that offer tutoring. The workgroup has suggested several changes to the evaluation process over the past years ([IB.173](#)).

The annual review by the College Strategic Planning Committee (CSPC) of the planning system contributes to the assessment of these evaluation mechanisms. The CSPC reviews the data, including the District strategic plan, environmental scan, College accomplishments from the last planning cycle, and data on student learning outcomes and institutional effectiveness ([IB.174](#)) ([IB.175](#)) and makes recommendations on how the evaluation metrics and processes may be improved. For example, the CSPC reviews the institutional effectiveness reports ([IB.176](#)) that are produced annually; recently this resulted in revision of the core indicators for the evaluation of progress on the College goals.

The Planning, Research & Institutional Effectiveness Committee also reviews the evaluation measures used to assess the College and student success. The PRIE Committee reviews

relevant qualitative and quantitative data and suggests additions to the evaluative data as needed ([IB.177](#)). In the 2013-14 academic year, the PRIE Committee recommended implementation of additional information gathered from students about their progress to their educational goals, which resulted in a new way to collect data that evaluates the effectiveness of College processes ([IB.178](#)). The student members of the committee contributed substantially to this recommendation.

Program Review processes are regularly reviewed for effectiveness. For instructional programs, the degree and certificate programs of Sacramento City College are reviewed every six years. Program Review reports are prepared by departments and are reviewed by the instruction office and posted on the Program Review webpage. The instructional Program Review process is evaluated by the Office of Instruction, and the template is updated as needed to improve the effectiveness of Program Review. This can be seen by comparing Program Review reports from 2013-14 with previous year reports. For student services, a Program Review report is written every third year for the entire College service area, which includes several types of evaluative information. Recent changes have been made to improve this process ([IB.179](#)).

The campus assesses SLOs at the course, program, service, and institutional levels to provide high quality education for students. Departments evaluate SLO assessments and make changes in the stated SLOs where needed. The College also assesses the effectiveness of those assessment processes. The SLO Assessment Committee (SLOAC) exists to facilitate discipline, division, and College-wide discussions on the development and implementation of Student Learning Outcomes Assessment. The SLOAC discusses the effectiveness of SLO assessment processes and makes recommendations for improving them. The recent change from an indirect measure of student achievement of General Education SLOs via the CCSSE survey to a more direct course-embedded assessment process is an example of this work. Another example includes a restructuring of how Student Services report on SLO assessments ([IB.180](#)).

The College Institutional Effectiveness reports provide information assessing the effectiveness of the College's instructional programs, student support services and learning support services. These reports are evaluated each year by the PRIE staff and changed as needed. For example, new Institutional Effectiveness reports on Student Equity and Student Voices were developed in 2014. ([IB.181](#))

Two new institutional plans—the Student Success and Support Program Plan and the Student Equity Plan, developed by the college in 2014—demonstrate the use of data to evaluate the effectiveness of programs and services. Each of those plans includes measures that are used to demonstrate the effectiveness of the programs and activities under the plan. For example, in response to the current requirements for a new Student Equity Plan, PRIE developed data used to identify disproportionate impact on specific student demographic groups. This research formed the basis of a shared understanding of the meaning of the data and discussions about how disproportionate impact might be reduced in the future. This research is being used to inform the institutional planning processes. Additional data related to student

equity will be developed as needed in response to questions from the College community and as the Student Equity Plan continues to evolve ([IB.182](#)).

Many other individual areas of the College have their own mechanisms to review their evaluative mechanisms. A partial list of those mechanisms includes:

- The Counseling Center asks students to complete a brief survey on the effectiveness of the service students receive ([IB.183](#))
- Administrative Services uses quarterly metric measures to evaluate where additional training is needed ([IB.184](#))
- LRCFT appointed a committee to make recommendations for a rewrite of the Student Review Form used in faculty performance review to provide more effective feedback to the faculty member ([IB.185](#))
- The Academic Senate evaluates its hiring prioritization process and modifies it as needed for the next year ([IB.186](#))
- The evaluation process for the College President was recently reviewed, and changes were made to include input from a larger group of college employees ([IB.187](#)).

Self Evaluation

SCC has a variety of mechanisms in place to assess the effectiveness of its programs and services, and these mechanisms are regularly assessed to review their effectiveness. A rich set of data is available to evaluate student learning, student achievement, program effectiveness, service effectiveness, etc. Key elements of this College-wide include PRIE data, the Institutional Effectiveness Reports, Program Review, and SLO assessment. The evaluative mechanisms are systematically reviewed by identified committees and offices. Numerous other evaluative mechanisms have been developed by College units as the College has moved to a culture of evidence. As the college moves forward with new evaluative mechanisms, those mechanisms will be fine-tuned.

The Planning, Research and Institutional Effectiveness Office produces data on student success, student achievement, and enrollment, and other measures are used to evaluate college processes. The richness of the use of evidence to evaluate the effectiveness of College programs and services is a strength, but it also makes it somewhat difficult for any one area of the College to fully grasp the whole. That richness is compounded by the new layers of effectiveness measures suggested or required by various levels of government (state and federal) and by organizations such as the ACCJC. The College would benefit from a clear summary (perhaps a “map”) of the data and the evaluative measures available.

Actionable Improvement Plan

None.

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STANDARD II: Student Learning Programs and Services

STANDARD II.A: Instructional Programs



By Salmon Cooper, SCC Student

Standard II: Student Learning Programs and Services

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificated, 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.

Standard II.A. Instructional Programs

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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

Sacramento City College offers instructional programs in academic and career fields that meet the needs of the students and the surrounding community with educational opportunities and support services that lead to transfer, career advancement, basic skills development, degree and certificate attainment, and personal enrichment. These programs are consistent with the College mission and are assessed regularly and systematically, evaluated for ongoing improvement and for new program needs, for new instructional support needs, and for achievement of a broad range of Learning Outcomes.

The College has its main campus in the Land Park neighborhood of Sacramento and two educational centers: one in West Sacramento and one in Davis. In addition, the College offers courses through UC Davis in English, chemistry, and math to bring students up to college level. The programs at the educational centers are developed as a part of the overall College curriculum, and courses are delivered and assessed in the same way regardless of location. In addition, the College offers courses in distance education modalities as follows: online, television, and interactive television.

Sacramento City College offers 94 Associate Degrees, an additional 22 Associate Degrees for Transfer (ADTs), 84 Certificates of Achievement, and one low-unit certificate ([IIA.1](#)). Of the 201 degrees and certificates offered, 107 may be offered via distance education. The

College provides course work in the following areas: human career development, basic skills, lower division (first two years of college-level course work), career-technical education, and enrichment. Students are evaluated, supported and guided by programs in the Assessment Center ([IIA.2](#)), Counseling ([IA.3](#)), the Admissions Office ([IA.4](#)), Financial Aid ([IIA.5](#)), Tutorial Services ([IIA.6](#)), the Learning Resource Center ([IIA.7](#)), and Instructional Support Services that include the Math Lab ([IIA.8](#)), the ESL Lab ([IIA.9](#)), and the Writing Center ([IIA.10](#)). The specialized needs of the diverse student body are supported through a wide variety of programs and services, such as DSPS ([IIA.11](#)) in Student Service, ESL ([IIA.12](#)) through the ESL Department, the International Student Center ([IIA.13](#)), the Advanced Education (high school) program ([IIA.14](#)), the Veterans Affairs Office ([IIA.15](#)) and the Re-entry Program through CalWORKS ([IIA.16](#)).

To ensure that all courses and programs, regardless of location or means of delivery are of the same high quality, the College requires that all courses and programs offered in the name of the College go through a thorough and rigorous curricular, planning, and review processes. This includes courses offered at the College Centers, McClellan, Contract Courses, and Distance Education courses. One step in this process is Curriculum Committee Approval. For a course or program to gain approval from the Curriculum Committee, it must have a Course Outline of Record (COR) or a Program Outline of Record (POR), which is completed through the District's Curriculum Management System, SOCRATES. The Course Outline of Record (COR) includes but is not limited to the course title, units, descriptions, requisites, student learning outcomes, topics, evaluation methods, instructional methods, representative textbooks and instructional materials, and an area for listing delivery modalities [examples of a COR and a POR, ([IIA.17](#)) and ([IIA.18](#)) ([IIA.19](#)).

The College's Mission Statement speaks to the manner in which the institution serves the broad and various needs of its community:

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, degree and certificate attainment, 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.

To fully understand the needs of its communities, Sacramento City College and the Los Rios Community College District collect both external and internal data. Following is list of much, but not all, data collected:

- The Regional Census Data ([IIA.20](#))
- Fall 2014 Student Profile Report ([IIA.21](#))
- Demographic Data ([IIA.22](#))

- Characteristics Data ([IIA.23](#))
- A Los Rios publication called *Trendlines* offers demographic and enrollment trends for both the District and the College ([IIA.24](#))
- Accountability Data ([IIA.25](#))
- Student Success Scorecard ([IIA.26](#))
- 2013 Scorecard—SCC Summary ([IIA.27](#))
- Student Success Report ([IIA.28](#))
- Gainful Employment (CTE & others) ([IIA.29](#))
- Statewide ASSIST database ([IIA.30](#))

This data is used along with the Mission to guide the College’s development and improvement of its course and program offerings.

To ensure that all instructional offerings align with the stated mission of the institution, the college has well-established processes in place. All course and program proposals, regardless of the intended location or means of delivery, must receive departmental approval and then move to the Curriculum Committee. The Curriculum Committee is an Academic Senate-led committee, provided for in Title 5. It functions according to its Charge and five items of Effective Practices for Curriculum Approval ([IIA.31](#)):

Curriculum Committee Charge

The Curriculum Committee **promotes development of curriculum and courses that meet the identified needs of the students, community, regional work places, and global society**; reviews and recommends changes in instructional programs and courses, implementation of graduation and breadth requirements, and identifies courses which meet them; ensures compliance with statewide educational policy and articulation with other educational institutions; and examines topical instructional issues of major importance to the College.

Effective practices for curriculum approval:

1. Appropriateness to Mission
2. Need
3. Curriculum Standards
4. Adequate Resources
5. Compliance (Title 5)

The College determines the fields of study in which it offers programs with broad input from the College community, which includes faculty, students, administrators, and classified staff; District personnel; colleagues from Los Rios colleges, other colleges statewide, feeder schools; the surrounding community; and business partners. Faculty propose programs based on research and student need in consultation with colleagues locally and regionally, such as the North/Far North Regional Consortium ([IIA.32](#)), and statewide.

Both legislation and transfer institutions have an influence on the programs and degrees offered at the College—the Associate Degrees for Transfer (ADTs) now being offered and

developed are a result of SB 1440. CTE faculty work directly with local business and community leaders to develop awareness of training and skill needs. The College also collaborates in new partnerships with high schools and CSU Sacramento for improved transfer, such as Sacramento Pathways To Success ([IIA.33](#)) ([IIA.34](#)).

New program proposals are first vetted at the department level and then announced to the college's Curriculum Committee. The Vice President of Instruction ensures that new program proposals are included in the District's Program Placement Council (PPC) list for appropriate vetting District-wide. Should there be a concern about the impact of a new program due to duplication within the District, the appropriate department chair and/or administrator works with the PPC to schedule a convergence for all interested stakeholders to discuss the proposal and reach consensus on how to proceed. New programs must have PPC approval in order to move beyond local (College) approval and be considered by the District Curriculum Coordinating Committee (DCCC).

The DCCC is a District Academic Senate led Committee ([IIA.35](#)). Its purpose is to provide recommendations to the Board of Trustees and/or its representative on District-wide curriculum matters. The responsibilities of the DCCC include but are not limited to the review of College proposals for new or deleted courses and programs, the coordination of determining and reviewing graduation competencies, the review of general education requirements for associate degrees, building consensus on curriculum issues affecting two or more colleges, and placing courses into disciplines. The DCCC, which is faculty-weighted, consists of faculty and academic administrators from each college.

The Institution ensures that its programs and services are of high quality and appropriate to an institution of higher education. Instructional programs are assessed for currency, teaching and learning strategies, and student learning outcomes by a variety of tools at many levels. There is a well-developed, data-based planning system that (1) includes input from all constituencies and (2) includes planning for improvement ([IIA.36](#)). A main tool for assessing and maintaining currency of courses and programs is Program Review ([IIA.37](#)). Program Review is undergone systematically on six-year cycles (two-year cycles for CTE programs) and requires broad involvement of every department and division with assistance from the Office of Planning Research and Institutional Effectiveness. During the year that a department or area is reporting according to the Program Review cycle, the department or area is required to assess and update the courses, degrees, and certificates in its curriculum; to analyze demographic data, student success data, and enrollment data of its students; to analyze the student learning outcome data it has gathered over the review period; and to plan for improvements based on the analysis. For example, the Psychology Department Program Review Report is an example of how the various types of data and SLO assessment outcomes lead to planning for improvement ([IIA.38](#)). Other recent examples can be found on the PRIE webpage ([IIA.39](#)).

The following is an example of some of the data gathered and summarized in the Institutional Effectiveness Reports ([IIA.40](#)) and used for Program Review:

- Successful Course Completion ([IIA.41](#))
- Successful Course Completion by Gender ([IIA.42](#))

- Successful Course Completion by Ethnicity ([IIA.43](#))
- Successful Course Completion by Age ([IIA.44](#))
- Successful Course Completion by Recent High School Graduates ([IIA.45](#))
- Successful Course Completion by Education Initiative Cohort ([IIA.46](#))
- Top 10 Degrees & Certificates of SCC Graduates ([IIA.47](#))
- Fall to Spring Persistence by Race/Ethnicity ([IIA.48](#))
- Degrees & Certificates Awarded ([IIA.49](#))
- Characteristics of Graduates ([IIA.50](#))
- Successful Course Completion by Income ([IIA.51](#))
- Perkins IV Core Indicators of Performance (for career-technical education programs) ([IIA.52](#), p. 7-8)

The College has Student Learning Outcomes at the course, program, institutional, general education, and student services levels. The outcomes are systematically assessed on a planned cycle; the results of those assessments are used to improve the courses, programs, and services; and reports detailing the assessments, plans for improvement, and evaluation of those plans are posted on the College SLO website ([IIA.53](#)). These reports illustrate the involvement of faculty and others directly responsible for student learning, in stating and assessing learning outcomes. For example, course level Student Learning Outcomes (SLOs) are regularly assessed on a schedule developed within the department ([IIA.54](#)), and those assessment processes are applied to all sections regardless of location or means of delivery.

In addition to Program Review, College programs are kept current through internal analysis of practices as well as college-wide initiatives focused on current methods of serving students. Departments hold regular meetings and also less formal meetings designed to discuss teaching strategies. For instance, the English Department’s “brown-bag discussion” meetings have been focused on teaching a particular level of English composition ([IIA.55](#)).

A good example of a College-wide initiative that focuses on helping programs stay current is the Basic Skills Initiative (BSI), which is facilitated by a faculty coordinator, supported by a steering committee, and institutionalized in the College planning system by its program plan ([IIA.56](#)). The Basic Skills Initiative and its many activities not only help to maintain currency in all basic skills disciplines (Math, English, Reading, English as a Second Language) but also in a host of other divisions in which faculty are increasingly aware that currency means knowing how to serve students who do not yet have College-level skills. An example of a BSI project is the College ESTEEM Program (Essential Support Teams in English, ESL, and Math), in which student support (counselors, student assistants, and classified staff) is embedded in the basic skills class to provide a support structure to increase success and retention ([IIA.57](#)).

The College’s processes for assessing student learning outcomes and using results for planning and improvement contribute to the quality of the instructional programs and the institution’s adaptability to student needs. At the broadest level, the College has established Institutional Student Learning Outcomes (ISLOs), which characterize the expected abilities of the student upon completion of a degree, certificate, or substantial course work ([IIA.58](#)). General Education Learning Outcomes (GELOs) assessment is governed by a process of

aligning developed GELOS with general education courses ([IIA.59](#)), Program Learning Outcomes (ProLOs) assessment is conducted by mapping the ProLOs identified in each of the degrees and certificates with courses that are required in the degree or certificate program ([IIA.60](#)). Student Learning Outcomes (SLOs) assessments and improvement based on those assessments are documented with a common reporting form ([IIA.61](#)) and posted to the SLO website ([IIA.62](#)). All include processes by which faculty and administrative staff learn about the effectiveness of courses and programs.

To aid in the College plan for continuous improvement, the College is a member of and participates in activities of the Continuous Quality Improvement Network (CQIN), described here in the Program Plan that institutionalized this effort:

The participation of Sacramento City College in the Continuous Quality Improvement Network (CQIN) provides an institutional outlet for activities associated with the ongoing review and improvement of processes that enhance College goals. The approach that CQIN takes combines education/institute participation among network members with the opportunity for each College to determine how to implement the culture of process improvement internally ([IIA.63](#)).

Self Evaluation

SCC ensures the quality of all of its instructional programs wherever and by whatever delivery method they are offered. These programs are developed and kept current to meet the mission of the College and uphold the integrity of the institution. The College mission and goals are a reference point in instructional areas for creating new programs, as well as evaluating, updating, and improving current programs and courses.

Data from the Employee Accreditation Standards Survey 2014 indicate that a majority of the College employees that responded believe that SCC maintains current programs ([IIA.64](#)).

Question	Strongly agree or Agree
Q11: The College ensures the quality of instruction, academic rigor, and educational effectiveness of its programs regardless of service location or instructional delivery method.	64.48%
Q12: The College relies on research and analysis to identify student learning needs.	63.75%
Q13: Instructional programs meet the diverse educational and developmental needs of its student.	65.13%

Data regarding student perception of their SCC experience are captured through the Community College Survey of Student Engagement (CCSSE), which assesses student

satisfaction, engagement, achievement, and persistence ([IIA.65](#)). It is analyzed to make improvements in the College's instructional programs and services ([IIA.66](#)).

The quality of the College's instructional offerings is affirmed in the articulation agreements it maintains with other systems and institutions of higher learning. The College's articulation officer maintains agreements with four-year institutions, including both the California State University and University of California systems through annually reviewed agreements for UC/CSU transfer, AA/AS/IGETC general education requirements, and course-to-course and major-to-major articulation.

Given the evidence and data Sacramento City College uses in assessing its instructional programs, its processes of moving new and existing curriculum through approval and revision, its systems of assessing all student learning outcomes, along with its systems of program review and all levels of institutional planning, the College demonstrates its commitment to quality instructional programs that support the College mission and uphold the integrity of the institution.

Actionable Improvement Plan

Actionable Improvement Plan 2 (II.A.1, II.A.1.c, II.A.2.a, II.A.3.c)

Through the Student Learning Outcomes Assessment Committee (SLOAC), the College will institutionalize its updated and enhanced processes and accountability tools to ensure that all student learning outcomes, at all levels, are assessed on a systematic and cyclical basis and the results are used for continuous improvement.

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

Descriptive Summary

SCC has an extremely diverse population to serve—in terms of age, ethnicity, socioeconomic background, disabilities, preparation, and goals. The College strives to meet the broad student learning needs through programs and services that are based on the collection and analysis of student data.

The College provides assessment for purposes of placement in English, Reading, Math, and Chemistry as well as Ability to Benefit at the Assessment Center ([IIA.67](#)) and, if appropriate, through the Disability Services & Programs for Students (DSPS) ([IIA.68](#)). English/ESL skills are tested with both computerized (state-approved) tests and written (locally-managed) tests, and are offered for placement into English courses (three levels) and English as a Second Language courses (six levels). Math skills are tested and placement made into seven levels.

The Los Rios Colleges have worked toward common assessment and portability of assessment. ESL was the first program to develop an identical assessment process at all four Colleges. Other special programs, such as CalWORKS and EOP&S, perform their own assessments. All exams are regularly evaluated through a rigorous state process to assure proper placement ([IIA.69](#)).

In April 2010 the Los Rios District Academic Senate (DAS) announced the implementation of assessment portability. Faculty from English, ESL, Mathematics, and Reading from all four colleges signed MOUs in regard to assessment portability. Essentially, it was agreed that a student assessment/placement from any of the four Los Rios colleges was valid at all four colleges without any further processing, with one exception: ARC continues to offer its self-placement assessment for Mathematics, but informs students that if they intend to transfer their assessment/placement, they will need to take a standardized assessment/placement at ARC instead of the self-placement ([IIA.70](#)).

Assessment for accurate placement is highly important to the College. The Common Assessment Initiative is implementing a pilot phase. Sacramento City College was selected to participate in this pilot. Current statewide plans for the assessment process are to be in place beginning in fall 2015 ([IIA.71](#)).

The College considers a wide range of data to assess student learning needs—age, L1 (first language), students attending college for the first time, and unit load by semester, which is found the Fact Book Report on the College website ([IIA.72](#)). Further information is collected and reported in the College Accountability Data, ([IIA.73](#)) which records completion and persistence statistics; remedial English, ESL, and Math progress; and CTE progress. Student surveys, such as the Community College Survey of Student Engagement (CCSSE), offer information about students' perception of their readiness for classes and their degree of engagement in those classes. ([IIA.74](#)). Internal data about the success and persistence rates of students broken down by demography and ethnicity provide the College with clear information about populations that need additional assistance and/or special academic programs to give them the best opportunity for success ([IIA.75](#)).

More recently, the Student Equity Plan represents a College-wide effort to identify and address the needs of underperforming populations ([IIA.76](#)). Among the most innovative ideas is the “community of practice” formed in the spring 2015 to identify and promote best practices from across the curriculum and throughout the College ([IIA.77](#)).

Basic Skills are assessed and reported in the “Basic Skills Report: Fall 2014” ([IIA.78](#)), a document that includes, among other data, detailed information about success and retention rates for students in Math, English, ESL, and Reading courses and effectiveness of tutorial programs on campus. This information is incorporated into Program Planning in several ways. Student success data and program data are provided by the Office of Planning, Research and Institutional Effectiveness to the College Strategic Planning Committee for College planning (including degrees and certificates) ([IIA.79](#)). This committee analyzes the wide range of evidence and data about students and uses it to set the College goals and

outcome measures for the upcoming cycle of planning. This process of starting the planning process by analyzing data is central to the College's strategic planning system.

Data are also provided to departments for Program Review and Unit Planning ([IIA.80](#)). This data includes discipline-specific longitudinal statistics about enrollments, student success, weekly student contact hours (WSCH), Fulltime Equivalent Faculty count (FTEF), productivity, and awards and majors. Another specific use of this data is for the College process by which instructional departments request additional full-time faculty. This data inform the campus about the need for new faculty and/or the need to distribute faculty FTEF to programs and courses that most need it. Department chairs and division deans use this data when they prepare their justification forms for requesting new full-time faculty positions ([IIA.81](#)) ([IIA.82](#)) ([IIA.83](#)). The College department members, Academic Senate, and administrators in both Instruction and Student Services utilize this data.

Each of the colleges in the Los Rios Community College District offers core transfer programs for its students. However, CTE programs are carefully planned for by using data about the local communities ([IIA.84](#)) with special consideration given to the resources of the individual colleges.

To encourage a culture of planning and operating based on analysis of data, the College maintains a web page devoted to that resource ([IIA.85](#)). Planning and decision making are influenced by data about the diverse student population that the College serves. The Data and Reports page consists of data related to student accountability, achievement, demographics, enrollments, and transfer (as well as both internal and external environment scans); and reports, including the Assessment and Prerequisite Validation Reports, Institutional Reports, Reports to the Accrediting Commission for Community and Junior Colleges (ACCJC), and others.

Additionally, the College conducts research to determine if students are achieving stated student learning outcomes by means of direct evaluation and indirect assessments and indicators. Departments conduct assessments of student learning outcomes and track the progress of their assessments via their multi-year plans ([IIA.86](#)). Likewise, Student Services units track assessment of student learning outcomes in their respective areas ([IIA.87](#)). According to the College's Status Report on SLO Implementation (Oct. 2012) ([IIA.88](#)), 77 percent courses, 47 percent programs, 100 percent of learning and support activities, and 100 percent of Institutional Student Learning Outcomes had ongoing student learning outcome assessment established.

Other data the College utilizes—to determine the degree to which students are achieving stated student learning outcomes and their diverse needs—include the following:

- Community College Survey of Student Engagement (CCSSE)—While not directly assessing the stated student learning outcomes, it provides valuable information about student engagement and student perceptions regarding the students' learning. This is cross-referenced with the College's student learning outcome data reports.

- Success rate data also add to the College’s determination of how well students are achieving the stated student learning outcomes. The Student Success Scorecard is one source of such evidence ([IIA.89](#)).
- A comprehensive list of achievement data reports is available on the College’s Achievement Data page, which makes the information available to all faculty and staff for assessment and planning purposes ([IIA.90](#)).
- The gainful employment data that the College publishes on its website offers a valuable perspective in how stated student learning outcomes are reflected in the length of time it takes a student to complete a program ([IIA.91](#)).
- “History 310/311 Analysis—2011” ([IIA.92](#)) analyzes the viability of adding an English composition prerequisite to those history courses, including the disproportionate impact on certain populations of students.
- “Recency of CHEM 300–400 Results Summary” analyzes the importance of prerequisite recency in Chemistry courses ([IIA.93](#)).
- Other such reports are at found on the College Planning and Research website ([IIA.94](#)). These reports help the College better understand its student population and the impact of various practices on students.
- The College’s recently completed Student Equity Plan is another way that the College has looked at specific data to identify certain groups of students who are disproportionately impacted in various disciplines (especially in basic skills). This plan includes objectives and specific activities that will attempt to reverse that disproportionate impact ([IIA.95](#)).

Self Evaluation

The College collects a broad range of data to determine the diverse educational needs of students, as well as to assess the degree to which the College meets those needs and the stated student learning outcomes. With implementation of the new College website and the detailed Planning Research and Institutional Effectiveness page ([IIA.96](#)), the data are much more accessible to the entire College body. Much of the data previously had not been immediately at hand and were presented only as needed (since it involves analysis and preparation), or have been available without faculty and staff being aware of the scope of resources to which they have access. In the Accreditation Standards Survey Results 2008 and 2014 given to the entire College staff for response ([IIA.97](#)), Question 12 states, “The College relies on research and analysis to identify student learning needs.” Responses were as follows:

Q12	2014	2008
Agree or Strongly Agree	63.76%	57.3%
Disagree or Strongly Disagree	16.11%	11.5%
Don’t Know	20.13%	31.2%

The decrease in those that “Don’t Know” is certainly notable and may indicate that faculty and staff are more knowledgeable about the College’s use of data. Even though there was an increase in those who “Agree or Strongly Agree,” there was also an increase in those who

“Disagree or Strongly Disagree.” However, the difference between those who “Agree or Strongly Agree” and those who “Disagree or Strongly Disagree” is quite significant and supports the fact that the College relies on research and analysis to identify student learning needs.

The College offers extensive support in developing, assessing, and evaluating SLOs, including an overall strategy, regular and ongoing assessment, multi-year planning, forms and templates, and an expanded system of course SLOs, Program (ProLO), Student Service, General Education (GELO), and Institutional (ISLO) student learning outcomes that help individual faculty fit their class work into a larger picture. The results of SLO assessments are also used as data in Unit Planning and Program Planning ([IIA.98](#)).

Actionable Improvement Plan

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

Sacramento City College offers its curriculum at times and locations in accordance with student needs. The main page of the online class schedule lists courses by location (Main Campus, Davis Center, or West Sacramento Center) modality (online, Fast-Track (6-week, 8-week, etc.), Weekend, or Green ([IIA.99](#))). The specific courses and sections offered in each location, modality, pace, weekend are decided upon in discussions between department chairs, division deans, center deans, associate vice presidents of instruction and the vice president of instruction. Scheduling decisions are made to accommodate student schedules and sound pedagogical practices so that full-time, college-ready students may be able complete their program requirements within two years. Instructional deans and department chairs work together to arrange schedules so that students may complete general education requirements and degree requirements with reasonable schedules ([IIA.100](#)) ([IIA.101](#)) ([IIA.102](#)). For example, they strive not to have a schedule that forces a student to take early morning and late night classes to complete his or her required course work.

The deans of the Davis and West Sacramento centers consult with institutions in those respective communities—school districts, chambers of commerce, service organizations, libraries, and others—to ensure that course offerings meet the needs of those communities ([IIA.103](#)). The Davis Center conducted a survey of its students to gather information regarding students’ educational goals, days/times they prefer to take classes, disciplines in which they are interested, and their satisfaction with the center’s services ([IIA.104](#)).

Distance Education (DE) has increasingly become mainstream in higher education. SCC provides campus structures and processes that ensure the same quality of Distance Education

(DE) courses and programs as those that meet face-to-face. The College currently coordinates this pedagogical design with three committees: the DE Subcommittee of the Curriculum Committee, the DE Subcommittee of the Academic Senate, and the Education Technology Committee (ETC), which is a District-wide committee.

The Curriculum Committee is the primary body responsible for ensuring that the modes of instruction and delivery systems employed in each course are compatible with the objectives of the curriculum and appropriate to the current and future student needs. The Curriculum Committee reviews all new and revised course and program proposals, makes recommendations for improvements on elements of the course and program proposals, and requires that course and program proposals are consistent with curriculum regulations (Title 5, California Community College Chancellor's Office (CCCCO), North/Far North Regional Consortium, etc.). This system requires documentation in the form of a Course Outline of Record (COR) of the student learning outcomes, the course topics, instructional delivery modalities, instructional methods and in-class activities, typical homework assignments, evaluation and assessment methods, allocation of instructional time, approved delivery modalities (for DE modalities, instructor-initiated contact expectations), examples of textbooks, transfer agreements, etc. (Sample outline: [IIA.105](#)), (For all outlines: [IIA.106](#), then select the SOCRATES button).

The Distance Education Subcommittee of the Curriculum Committee evaluates all curriculum proposals containing any option of Distance Education as a modality for course delivery. The SLOs as well as all other components of the COR must be achievable by the designated distance education delivery methods; the course delivered in a DE modality must be equivalent to the traditional face-to-face modality in all aspects. ([IIA.107](#), p. 5, pp. 17-18).

The Curriculum Committee ensures that all courses go through a thorough review and approval process. The process for distance education review includes the following steps:

1. The faculty course developer uses SOCRATES to request DE modality approval for a course.
2. The DE Subcommittee reviews the proposal, and the subcommittee chair sends questions and requests for change back to the course developer.
3. The course developer is asked to make any requested changes and notify the subcommittee chair when the edits are completed.
4. The proposals are re-checked for completion.
5. The subcommittee submits a report to the full committee recommending approvals or denials.

In addition to the work done at the curriculum level, the Academic Senate coordinates the effectiveness of distance education specifically through its DE Subcommittee. This committee consists of faculty across the College who may or may not be members of the Academic Senate. The committee meets monthly to discuss distance education priorities, plan efforts to evaluate effectiveness of DE instruction, and coordinate campus efforts with District-wide efforts in DE ([IIA.108](#)). The Academic Senate-approved "Departmental Guidelines for Distance Education," ([IIA.109](#)) states that dialogue should occur within

departments (department chair and faculty) to decide which courses should be scheduled with distance education modality, which courses should no longer be taught via DE, that training be required of instructors new to teaching in a DE modality, and that a mentor be available to a new instructor teaching in a DE modality. The Curriculum Handbook ([IIA.110](#), p. 17) also contains the same information. More recently, this committee has developed a Course Design Recommendations document that was approved by the Academic Senate in fall 2014, ([IIA.111](#)) describing online and hybrid DE courses and including a list of best practices for faculty who are considering developing a hybrid or online course.

In addition to the practice of planning and developing curriculum, distance education at SCC must operate according to the Distance Education Program Plan at the College level. ([IIA.112](#)). This plan includes procedures and resource requirements for continued improvement in distance education and also includes information about institutional research on student success in distance education courses completed by the College PRIE Office in a document called “Course Success by Modality” ([IIA.113](#)).

The College also has a distance education center called the COVE (Center for Online and Virtual Education) ([IIA.114](#)), which includes resources for distance education students, especially for first-time online students, and also for faculty teaching in distance education modalities. The College has studied student success rates comparing distance education courses with face-to-face courses. Findings revealed that, overall, online unscheduled-interaction courses at the College have a slightly higher pass rate than face-to-face classes, while, overall, hybrid classes have a slightly lower pass rate. Results by specific discipline and course vary ([IIA.115](#)).

At the District level, distance education is coordinated through the Los Rios Education Technology Committee. This committee addresses distance education needs and issues of each of the four Los Rios Colleges as well as the District Office. The committee has established processes to ensure that the District and Colleges are in compliance with federal, state, and ACCJC requirements; complete a District DE plan; review options for online tutoring; and review mobile device options for instruction ([IIA.116](#)). Additionally, Los Rios Board Policy and Administrative Regulations 7145 governs methods in which distance education courses are delivered within the District, including assurances about the quality of DE instruction and its equivalence to the face-to-face modality by including the requirement that there be “regular substantive and effective faculty initiated contact with students.” That Board Policy (7145) was revised January 14, 2015. ([IIA.117](#)) ([IIA.118](#)).

Self Evaluation

SCC meets student educational needs through its careful and thorough curriculum process and its responsive scheduling of classes according to time, location, and modality. Delivery systems and modes of instruction are evaluated regularly to ensure that students have a reasonable opportunity to complete their programs in a timely manner and have access to classes at times and in locations that are accessible to them. Employee perception of effectiveness in this area is positive, with approximately two-thirds of survey respondents indicating they strongly agree or agree that “the College uses delivery modes and teaching

methodologies that reflect the diverse needs and learning styles of its students (Employee Accreditation Standards Survey 2014). As this is related to facilities, teaching locations (Main Campus, West Sacramento Center, Davis Center, McClellan Park, Gateway Oaks site for Nursing Department) are all planned for student educational needs through the SCC Facilities Master Plan ([IIA.119](#), pp. 6-9).

The College and its Centers are flexible, adapting to the needs of communities and the use of new instruction technologies 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 Centers, at the Main Campus, and at the District Office.

The SCC curriculum process ensures that distance education classes are held to the same high-quality curricular standard as traditional face-to-face classes. Additionally, the College has an integrated framework of committees and resources to study the effectiveness of distance education classes and provide opportunities for faculty to increase their skills in using online media to reach students. The Distance Education Subcommittee of the Curriculum Committee, the DE Subcommittee of the Academic Senate, and the Los Rios Education Technology Committee provide the structure for planning and evaluation of DE effectiveness. Additionally, the College articulates its goals and objectives for Distance Education in the Distance Education Program Plan ([IIA.120](#)).

Students taking classes via distance education indicate they are satisfied with their experience. According to the LRCCD Distance Education Student Satisfaction Survey of 2013, some 83.6 percent of students indicate they were very satisfied or satisfied with their distance education experience at SCC, 73.9 percent of respondents strongly agreed or agreed they were satisfied with the amount of interaction they had with their distance education instructor, while only 11 percent disagreed ([IIA.121](#)).

However, the College is still enhancing the process by which distance education classes are evaluated for regular and substantive instructor-initiated contact with students. The COVE website has a thorough page titled “Regular Effective Contact Guidelines” ([IIA.122](#)) that includes the full Title 5 regulations on this topic. An additional page titled “Instructor Presence in Online Classes” includes an article on regular effective contact and techniques online instructors can use to establish such contact ([IIA.123](#)). Online instructors are observed when they are evaluated (once every three years), but more regular assurance that this criterion is met still needs to be established.

Actionable Improvement Plan

None.

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

SCC incorporates student learning outcome development and assessment at all levels of the learning experience. The College has developed SLOs at the course, program, general education, institutional levels, and within student services ([IIA.124](#)). The College-wide development and assessment of SLOs and the use of them for planning promotes student learning and increases institutional development and growth. Administrators, faculty, and staff work collaboratively to develop and assess SLOs College-wide to produce strong and clear evidence of learning, growth, and completion. SCC's Statement of Philosophy and Student Learning Outcome Assessment was officially adopted by the Academic Senate May 17, 2005, to produce a foundation of shared values and to continue an ongoing SLO dialogue to better serve students and improve student learning ([IIA.125](#)).

The 2007-08 SLO Advisory Group focused on SLO assessment and planning tools that have been adopted and updated by the Academic Senate in May 2008 and spring 2010. The spring 2010 update included the development of the SLO Multi-year plan and annual course assessment tool ([IIA.126](#)). The Academic Senate approved the Student Learning Outcomes Assessment Committee (SLOAC) and its charge and composition on November 11, 2013 ([IIA.127](#)). This committee was designed to replace the existing Student Learning Outcomes Committee of the Academic Senate. This committee was designed in response to a Campus Issue Form that proposed that there be a Student Learning Outcome Assessment Standing Committee ([IIA.128](#)). In response, the Academic Senate recognized the merits of broader committee membership, and modeled the SLOAC after the Curriculum Committee. While SLOAC is still a Senate-led Committee, it includes membership from all constituency groups to assist and enhance the SLO assessment process ([IIA.129](#)). SLOAC provides support and guidance to faculty and staff for SLO assessment strategies, resources, and reporting. In addition, SLOAC provides online resources and professional development opportunities to the college via on-campus workshops. The faculty researcher who has primary duties in coordinating SLO assessment efforts serves as the chair of SLOAC and provides one-on-one assistance with the SLO assessment processes ([IIA.130](#), minutes from 4-16-2013, 5-7-2013, 8-21-2013, 9-3-2013, 10-15-2013, 11-5-2013), ([IIA.131](#)).

The SLO website and information about SLOs are accessible to faculty and staff ([IIA.132](#)). The SLO assessment process is outlined in a document posted to the website ([IIA.133](#)). The templates used for assessment planning and the multi-year assessment plans have improved to make the SLO assessment process more congruent with the institution's goals. The pilot for the new set of templates was made available in March 2015, and implementation should be active in fall 2015 ([IIA.134](#) for the production site) and ([IIA.135](#) for the demonstration site).

The SLOAC Committee assists faculty from each academic and student services department in identifying "contact persons" called SLO reporters. The SLO reporters are trained to assist

other faculty in creating course and program plan SLO assessments (SLO Reporter List, [IIA.136](#)). The SLO reporter is responsible for coordinating the reporting on SLO assessments within a department or identifying at least one priority SLO to assess within the student services annual unit plans. The instructions for SLO assessment reporting provide a clear process for faculty and staff to report SLO assessment for the Annual Progress Reporting and Unit Plan Accomplishment Reporting ([IIA.137](#)).

SLOs are required in the Course Outline Record (COR) and Program Outline of Record (POR) for all courses and programs, and are readily available to staff in SOCRATES, the District's Curriculum Management System, which is available through Intranet Services ([IIA.138](#)). As courses and programs are submitted for review through the curriculum proposal process, SLOs are reviewed and updated by the faculty who originated the course and affirmed by the departmental faculty in a recorded vote ([IIA.139](#)). All course and program SLOs must receive approval by the Curriculum Committee.

Once a course is approved, its SLOs are assessed on a regular and systematic cycle according to a schedule called a multi-year plan that each department develops for its courses and programs ([IIA.140](#)). When a course, according to the plan, is scheduled for SLO assessment, the department assesses the course SLOs for with appropriate methods (which vary by course) and use a common SLO Report form to report its findings. This form asks respondents to list the SLOs assessed, the method of assessment, a summary of results, and plans for follow-up changes ([IIA.141](#)). This process is coordinated for the College by the appointed SLO/ProLO (Student Learning Outcomes/Program Learning Outcomes) representative who assists departmental scheduling and assessment of SLOs and ProLOs and leads the Student Learning Outcomes Assessment Committee (SLOAC). In turn, the plans for follow-up changes are used in two planning processes: the department Unit Plans and Program Review. The department Unit Plan (completed annually) allows a department to write objectives based on or related to the results of the SLO Report for a class (Unit Plan information, [IIA.142](#)). In Program Review (done on a six-year cycle for most academic programs and a two-year cycle for vocational programs), SLOs are reviewed and considered in a somewhat broader, long-term planning context for making improvements to the program and its courses ([IIA.143](#)).

Assessment of the Program Learning Outcomes (ProLOs), which are a component of all degree and certificate PORs is accomplished by means of a ProLO Matrix ([IIA.144](#)). The ProLO Matrix is a document that shows a cross reference of each ProLO with corresponding program courses that (by virtue of their SLOs) fulfill those program learning outcomes. The ProLO Matrix is the tool that links the ProLOs with corresponding SLO assessment. The ProLO Matrices by area division are available on the College SLO Website ([IIA.145](#)). SLOAC continues to provide updated materials—the ProLO matrix template, instructions, and a guide for ProLO development on the ProLO website. The ProLO website has easily accessible information for the College community, specifically curriculum developers that bring programs through the curriculum process ([IIA.146](#)). A new website has just been created to allow live interactive SLO reporting, linking course level SLOs to program level learning objectives. That prototype went live for demonstrations in spring 2015 ([IIA.147](#), production site), ([IIA.148](#), demonstration site).

Self Evaluation

Although the College still has work to do on this standard, SCC has progressed considerably since 2009 in its institutionalization of identifying student learning outcomes, assessing the student learning outcomes, and using the results of those assessments for continuous, quality improvement. The practice of including student learning outcomes in all Course Outlines of Record and Program Outlines of Record (for degrees and certificates) institutionalizes SLO review through the Curriculum review processes—new curriculum and through Program Review revised curriculum—and is an integral part of the College culture and practices. The updated and improved SLO website along with clearly detailed procedures have streamlined the SLO assessment processes. The College continues to demonstrate a comprehensible structure to identify, develop, and assess the effectiveness of SLOs and continues to make progress and improvement with SLO assessment each year.

SLO course assessment and reporting at SCC began in 2004 and has greatly increased over the past 10 years due to coordinated efforts for improving the course SLO assessment reporting processes, including the implementation of a new annual course SLO report form ([IIA.149](#)). Efforts are made to ensure that courses are assessed consistently across sections, and that the results are used to improve student learning. Over the last 10 years, many SLO reports show plans to make changes to curriculum based on the findings—the most common being changes to teaching methods (72) and changes to exams/assignments/rubrics (79). The Unit Plan Outcome Achievement Reports for the 2012-13 academic year show evidence that SLO assessments are being used for planning and improvement. Eighteen percent of the Unit Planning objectives from over 40 Unit Plans linked objectives to SLO assessment data. Those Unit Plan objectives using SLO data were related to all three College goals. Over 90 percent of the objectives that used SLO data were fully or partially achieved during the 2012-13 academic year ([IIA.150](#)).

Following the College's 2009 Self Study and Comprehensive Evaluation visit, the College began to plan and implement processes in response to 2009 Recommendation 1 (detail can be found in the response to Recommendation 1). The SLO assessment plans included building a more user-friendly SLO website and a venue that would streamline assessments of ProLOs, general education learning outcomes (GELOs), and institutional student learning outcomes (ISLOs) with the course-level SLOs and the student services SLOs as well as the reporting procedures. The SCC Faculty Researcher was key to this work. The Faculty Researcher teaches a 40 percent teaching load and assists faculty with educational research and SLO assessment for the other 60 percent. Since about 2008, one of the primary duties of the Faculty Researcher has been to facilitate the SLO assessment and reporting processes. In fall 2012, the College hired a new Faculty Researcher, who began designing an updated website and plans for facilitating and streamlining assessment reporting. Due to unforeseen circumstances, the individual resigned during the spring of 2013, and the College was unable to access much the work accomplished during the 2012-13 academic year. The College was tasked with beginning again in fall of 2013 and has done so in earnest. The Faculty Researcher was replaced, and the committee overseeing SLO assessment work (SLOAC) was revised and reinvigorated.

Even with the setback described above, the College continues to improve its SLO assessment processes. At this point, all courses, programs, and student learning and support services have stated student learning outcomes and most have ongoing assessment. Those that do not have ongoing assessment are normally the new courses and programs where assessment data is still being gathered. According to the Student Learning Outcome Report 2014, 94.3 percent of courses (up from 33 percent in 2009), 65.3 percent of instructional programs (up from 31 percent in 2009) (degrees and certificates), and 86.4 percent of student learning and support services (down from 100 percent in 2009) have ongoing assessment of SLOs ([IIA.151](#), p. 3).

The number of instructional programs with ongoing assessment is 65.3 percent. There was a misunderstanding in reporting procedures, so only 65 percent of the departments reported ongoing assessment. In addition, there are many new degrees and certificates such as the ADT degrees and certificates that have not been added into the process as of December 2014. Even though the College had an established process for assessing ProLOs and linking those ProLOs to course level SLOs in a meaningful way, more needed to be done to ensure ProLOs undergo consistent assessment. In response to this issue, and after input from faculty and staff, the SLO Assessment Committee (SLOAC) of the Academic Senate, with the assistance of the Information Technology department, made a plan for streamlining the assessment and reporting procedures. A computer program has been created that stores the reported assessment data from the course SLO assessment reports for each course and aligns or maps the course assessment data with the ProLOs for each program in which the course is a component. The computer program also aligns the course SLOs and ProLOs for each program with each General Education Learning Outcome (GELO) and/or Institutional Student Learning Outcome (ISLO) the course SLO and program SLO (ProLO) as appropriate ([IIA.152](#), minutes from 3/13/14 and 3/27/14), ([IIA.153](#), General Education Learning Outcomes), ([IIA.154](#), Institutional Student Learning Outcomes). It is anticipated that the program will be ready by May 2015, and revised assessment processes will begin during fall 2015.

The decline in student learning and support services SLO assessment is due to the sudden increase in the number student learning and support services SLOs. The assessment of those SLOs has been added into the SLO Assessment schedule plan.

In regard to GELOs and ISLOs, 98.5 percent of GE courses have ongoing assessment of the SLOs, and 100 percent of institutional student learning outcomes (ISLOs) have ongoing assessment.

Actionable Improvement Plan

Actionable Improvement Plan 2 (II.A.1, II.A.1.c, II.A.2.a, II.A.3.c)

Through the Student Learning Outcomes Assessment Committee (SLOAC), the College will institutionalize its updated and enhanced processes and accountability tools to ensure that all student learning outcomes, at all levels, are assessed on a systematic and cyclical basis and the results are used for continuous improvement.

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.

Descriptive Summary

The College's educational offerings include basic skills, transfer, general education, career-technical education, human career development, some contract education, distance education, and a Study Abroad Program ([IIA.155](#)). Virtually all course offerings are regular credit courses. The College's distance education offerings span many disciplines.

As detailed in the sections of II.A.1, Sacramento City College and the Los Rios Community College District collect both external and internal data, using this information and the College's Mission to carefully design and implement College educational programs.

The initial impetus to offer courses and programs usually comes from faculty, either based on their awareness of students needs or in response to community requests. In 2009 the Math Department initiated a lecture-based basic skills math course (MATH 28) in response to student requests for and faculty perception of a need for a non-self-paced basic skills mathematics course. In 2012 the ESL Department initiated certificates for Intermediate and Advanced Proficiency in English as a Second Language as a means of recognizing and rewarding student achievement in this area ([IIA.156](#)). In addition, administrators receive requests for the College to consider implementing new programs. For example, the 2+2+3 Pathways to a Law Degree is a new program that came to the College as a request through the President's office.

The College does not offer community service courses at this time, but has in the past, and the option is available. All courses are credit courses, with the exception of HSER 1000 (Supervised Tutoring), a noncredit course that students must enroll in to use campus tutoring services.

Sacramento City College is currently hosting the District's Study Abroad Program ([IIA.157](#)). Hosting rotates through the four colleges in the district. Study Abroad is a comprehensive program for students authorized under Los Rios Board Policy P-7151, which states, "Recognizing that study abroad programs can advance student growth, the District encourages on-site credit instruction in other areas of the world" ([IIA.158](#), District Policies and Regulations, P-7151 and R-7151). To facilitate this opportunity, Los Rios has participated in the Northern and Central California Community 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 Sacramento City 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. Evaluation and review of this program is written into the Administrative Regulations R-7151.

Faculty in each discipline determine the potential delivery modes for each course. The Curriculum Committee reviews these modes as described in course outlines of record. Division deans, in consultation with department chairs, schedule courses in various delivery modes according to scheduling constraints, faculty interest, and student demand as shown in enrollment trends.

The College has two Outreach Centers: the Davis Center and the West Sacramento Center. A variety of courses is offered at the Centers, mostly in basic skills and general education areas. The dean for each outreach Center determines the schedule of course offerings for that Center. This is done in consultation with the division deans at the main campus.

To initiate a new program, faculty members informally consult with their department chair, division dean, curriculum faculty co-chair, and the vice president of instruction. Division deans are invited to the first Curriculum Committee meeting of the year to share plans for new program development. The Vice President of Instruction then carries a formal request to the Program Placement Council (PPC). The Program Placement Council is a district-wide committee that considers the viability and usefulness of potential programs based on district-wide needs and current program offerings. If the PPC approves the development of a new program, then a proposal for the degree and/or certificate, along with any needed new courses, is begun in SOCRATES, the district's curriculum management system, for review by the Curriculum Committee ([IIA.159](#)).

To ensure that the College offers courses and programs of high quality, all course and program proposals are subjected to a rigorous review and approval process through the Curriculum Committee. The Curriculum Committee ensures that all courses and programs satisfy codes and regulations and are of high quality. Curriculum Committee approval is required for all new and revised courses, degrees, and certificates. Special attention is given to the linkage of outcomes, topics, and instruction and assessment methods. Separate review is also provided for several critical areas. Distance education modalities undergo a thorough review and approval process by the Distance Education Subcommittee. The General Education Subcommittee determines which courses satisfy general education requirements, and the Multicultural Subcommittee determines which courses satisfy the multicultural graduation requirement. The Honors Subcommittee ensures that honors courses are meet the enhanced standards expected of honors courses. Finally, the Pre/Co/Advisory Subcommittee reviews all prerequisites, corequisites, advisories, and enrollment limitations.

All courses, degrees, and certificates are evaluated at a minimum every six years during Program Review. Program Review Reports include analyses of student success, course and program outcomes, and completion of degrees and certificates ([IIA.160](#)). In the program review process, all courses in the department are launched through SOCRATES with any changes and/or additions proposed by the faculty, in response to data analysis and unit planning. Course SLOs and ProLOs are assessed. A multi-year grid charting the assessment of SLOs and ProLOs is part of the Program Review report that is submitted.

Self Evaluation

The College has sound planning and evaluation processes for making decisions on course and program offerings that are of high quality and value to the students and the surrounding community.

Actionable Improvement Plan

None.

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

Sacramento City College ensures the quality and improvement of its courses and programs regardless of the type of credit, the delivery modality, or the location, through systematic and inclusive processes that address: instructional planning (LRCCD Socrates, [IIA.161](#); Curriculum, [IIA.162](#), Instructional Services, [IIA.163](#); Program Review, [IIA.164](#)); College, District, and regional governance committees' review and approval (Governance, [IIA.165](#)); and state compliance and accountability measures (District Policies and Regulation, [IIA.166](#)), (College Strategic Planning System, [IIA.167](#)) and (LRCCD Strategic Plan, [IIA.168](#)).

Curriculum development and review fall under faculty purview and are ongoing. Sacramento City College is a public community college one of 112 in the California Community College system that operates under the regulations and guidelines set forth by California Education Code, the California Community Colleges Chancellor's Office (CCCCO), the Board of Governors, and Title 5. Title 5 are the regulations set forth by the Board of Governors detailing how the colleges are to carry out the California Education Code. The sections in Title 5 that give faculty purview regarding curriculum are:

- 53200 (b)—defines and empowers academic senates,
- 53200 (c)—lists the “10 + 1” or ten specific areas of Academic and Professional Matters in which the college’s governing board must “rely primarily upon,” “consult collegially,” or “mutually agree” with faculty, with the eleventh area being any additional areas the faculty and governing board agree upon,
- 53200 (d)—defines “rely primarily upon,” “consult collegially,” or “mutually agree,”
- 55002—defines the curriculum committee, the role of the curriculum committee and the standards of credit, non-credit, and community service courses.

The Los Rios Community College District Board Policies and Administrative Regulations that give faculty purview over curriculum are P-3412 and R-3412 ([IIA.169](#)). At the College, all curriculum processes are detailed in the Curriculum Handbook and other documents found on the Curriculum and Curriculum Committee web pages ([IIA.170](#)) ([IIA.171](#)).

To ensure that all curriculum offered in the name of the College is developed with adequate faculty involvement, the District-wide course management system, SOCRATES was designed so that only faculty could access the course and program development areas. All College staff have access to SOCRATES for curriculum information such as Course Outlines of Record, Program Outlines of Record, curriculum reports, and drafts of curriculum in development. However, only faculty may access the area of SOCRATES in which to develop new curriculum, or revise existing curriculum.

Each instructional department evaluates and updates its courses and instructional programs every six years (at a minimum) as a component of the Program Review cycle, and annually reviews and updates its Unit Plan ([IIA.172](#)) ([IIA.173](#)).

Faculty determine all instructional Student Learning Outcomes (SLOs), which include course level Student Learning Outcomes (commonly referred to as SLOs), Program Learning Outcomes (ProLOs) for degrees and certificates, General Education Student Learning Outcomes (GELOs), and Institutional Student Learning Outcomes (ISLOs). The SLOs and ProLOs are a required part of the Course Outline of Record (COR) and Program Outline of Record (POR), which are housed in the SOCRATES curriculum management system, and undergo a rigorous and comprehensive approval process through the Curriculum Committee. All courses and programs have Student Learning Outcomes; the only exceptions are some special topics courses, and those outcomes are written when the special topic is determined and moved forward to offer the course.

The alignment of the SLOs with the other components of the Course Outline of Record is evaluated by individual departments and reviewed and confirmed by the Curriculum Committee during Program Review, or more often as need arises. Department faculty engage in systematic SLO assessment and utilize the tools created by the SLO Assessment Committee (SLOAC), an Academic Senate-led committee, and its predecessor, the SLO Subcommittee of the Academic Senate, to report the assessment results, plans for improvement based on those results, and an evaluation of the improvements made ([IIA.174](#)). The SLO assessment reports are reviewed by department faculty, and upon approval are posted on the SCC SLO website ([IIA.175](#)). Department faculty create and maintain departmental multi-year assessment plans that indicate when each department plans to report on SLO assessment for each course offered by that department. These plans are based on a six-year cycle that began in fall 2010 and are updated as departments go through program review or sooner if needed ([IIA.176](#)).

Although some broad-based assessment of College General Education Student Learning Outcomes (GELOs) has occurred via the analysis of the CCSSE data ([IIA.177](#), pp. 23-29), it is becoming apparent that direct assessment at the course-level is the most informative. Thus, the College has moved in this direction for GELO assessment. During spring 2011, the SLO

Subcommittee (of the Academic Senate) utilized the GELO course mapping process and the corresponding course SLO assessments to provide an aggregate summary of GELO assessments. Specifically, the subcommittee worked with department faculty to identify a sample of recent course SLO assessments that align with the GELOs. In fall 2011, the College moved to a course-based approach for GELO assessment. The SLO subcommittee of the Academic Senate developed the current GELO course mapping process as the first step in implementing a course-embedded GELO assessment. In a pilot analysis of course-based assessment of GELOs, the SLO Subcommittee evaluated a sample of course assessment reports that aligned with GELOs for “Depth and Breadth of Understanding” and “Critical Thinking.” The results of this pilot project included distinct course-level SLO assessments derived from 12 courses from several disciplines. Next, the SLO Subcommittee developed and utilized a rubric to evaluate the level of success achieved on each of the aligned course SLOs. These assessments were summarized by the SLO Subcommittee and used as a College-wide measure of student achievement of these GELOs ([IIA.178](#)).

During the 2012-13 academic year, the SLO Subcommittee examined the structure of the Institutional Student Learning Outcomes (ISLOs) at the College. Because the ISLOs had been defined as a combination of the GELOs and Student Services SLOs, the committee was concerned that they may not be appropriate or adequate expectations of the SCC students who completed certificates (since certificates do not require completion of a GE pattern). A proposal was therefore developed by the SLO Assessment Committee (SLOAC) to modify the ISLOs and allow them to apply to both students completing degrees and students completing certificates and for the current GELOs to remain as the expected learning outcomes for students completing the GE patterns and degrees. (Note: The change from the SLO Subcommittee to the SLOAC was due to a redefining of the Academic Senate led Student Learning Outcomes Committee in fall 2013.) The Academic Senate approved this revision of the Institutional SLOs (ISLOs) on 3/25/14 ([IIA.179](#), SLO Institutional Effectiveness Report), ([IIA.180](#), Institutional Learning Outcomes in SLO website).

As described earlier, the current SLO Assessment Committee (SLOAC) of the Academic Senate, with the assistance of the SCC Information Technology department, has developed a computer program that stores the reported assessment data from the course SLO assessment reports for each course and align or map the course SLO assessment data with all corresponding ProLOs. Furthermore, this program will align course SLOs and ProLOs with all corresponding GELOs and/or ISLOs ([IIA.181](#) and [IIA.182](#) SLOAC Meeting Minutes, 3/13/14 and 3/27/14), ([IIA.183](#), General Learning Outcomes), ([IIA.184](#), Institutional Learning Outcomes).

New program (degree or certificate) development consists of a rigorous and thorough process, which has a well-defined planning, development, approval, and implementation process. Proposals for new programs are first vetted at the department level and then announced to the college’s Curriculum Committee. The Vice President of Instruction ensures that new program proposals are included in the District’s Program Placement Council (PPC) list for appropriate vetting at and with the other three Los Rios colleges. After a program receives approval by the college Curriculum Committee, it is presented to the District Curriculum Coordinating Committee (DCCC). If no concerns arise at this stage, it is moved

forward for approval by the Los Rios Board of Trustees. However, there are still more steps to the process. Faculty must complete a program analysis required by the California Community College Chancellor's Office; the College must notify and seek approval from the Accrediting Commission for Community and Junior Colleges; and for CTE programs, the College must notify and seek approval from the North Far North Regional Consortium before receiving final program approval. Once the program has final approval, there must be sufficient resources to offer the program. Resources are considered during the entire process, but sometimes resources change by the time the program attains final approval. Consequently, programs are implemented within the current resources available to the college ([IIA.185](#)).

Instructional Program Review takes place at a minimum of every six years (every two years for CTE programs). The Program Review Calendar ([IIA.186](#)) is found on the Instructional Services website. During the spring semester, the Vice President of Instruction initiates Program Review discussions by arranging a meeting with all departments scheduled for Program Review the following academic year. The Program Review process is facilitated by the Associate Vice President of Instruction. The Program Review meeting attendees include the department chairs and division deans of departments undergoing Program Review the following year, the Curriculum Liaison, the Academic Senate President, the Curriculum Committee Chair, the Dean of PRIE, the VPI, the AVPs, and the SLO Coordinator. Department chairs and instructional deans are informed of the processes and timelines to ensure completion of a successful and thorough Program Review ([IIA.187](#)). All courses and instructional programs are reviewed and updated during the fall semester, and the Program Review Report is due in February. This report includes the department outlook, demographics, productivity, and student success data. The Program Review Report template is found at [IIA.188](#).

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 openings, and wages and training. Also noted are student technical skills attainment, completions, persistence and transfer, placement, and equity ([IIA.189](#), California Education Code, Section 78106), ([IIA.190](#)) ([IIA.191](#)). Curricula in student services areas (tutoring, DSP&S, and Career Counseling) also receive regular review from the Curriculum Committee every six years, which is in addition to their ongoing program review ([IIA.192](#)).

Courses and programs (degrees and certificates) are revised regularly in order to improve the curriculum offerings and stay current with the needs of the students and the surrounding community. The history of revisions to courses and programs are viewed in SOCRATES by accessing the archives and comparing current outlines to archived outlines. The archived outlines are accessed by clicking on the heading "Course" or "Program," which appears at the top of each course or program outline. Each piece of curriculum goes through a rigorous process through the Curriculum Committee, which consists of up to 41 members: one faculty co-chair, one administrative co-chair, one curriculum liaison (classified), 29 faculty

(representative of each instructional division), five administrators, two classified staff, and two students ([IIA.193](#)).

Self Evaluation

The curriculum development and review process is well-defined, well-established, and coordinated with all colleges in the Los Rios Community College District. It requires careful and thorough work by faculty in developing course and program proposals for both revisions and new curriculum. All curriculum proposals must be reviewed and approved at the department level before consideration by the Curriculum Committee. Before a proposal is presented to the full Curriculum Committee, it undergoes a Technical Review and a review of the following as appropriate: general education, distance education, multi-cultural qualification, and requisites. The Curriculum Committee places most curriculum proposals on the agenda for first and second readings. Upon approval, the proposal may move on to the District Curriculum Coordinating Committee (DCCC), then to the Board of Trustees for approval. New programs must receive approval from the California Community Colleges Chancellor's Office and possibly the North/Far North Regional Consortium. While faculty and administrators sometimes complain about all the steps for curriculum approval, the system works remarkably well. Curriculum moves through the process efficiently (Approved courses and programs, 2014-2015, [IIA.194](#), snapshot status of proposals, 2014-2015, [IIA.195](#)).

Faculty guide and control the curriculum process, with managers and classified staff actively participating in technical and compliance reviews. Since 2004, only faculty have access to the curriculum development area in the curriculum management system. This ensures that faculty have a central role in curriculum development and improvement. At times, faculty feel overwhelmed with the workload involved in writing and revising the Course and Program Outlines of Record, while administrative and classified staff feel that their hands are tied. However, issues regarding faculty having a central role in curriculum development rarely occur. In the Employee Accreditation Standards Survey 2014, Q14 states, "The college relies on faculty expertise and advisory committees on matters of curriculum policy, design, and procedures" with 75.66 percent of staff responses being "strongly agree" or "agree"; and Q15 states, "The college recognizes the central role of faculty for establishing quality, measuring student learning outcomes, and improving instructional courses and programs" with 67.55 percent of staff responses being "strongly agree" or "agree" ([IIA.196](#)). While there is room for improvement with staff perception and/or college practices, the majority of College staff who responded perceive that the College values and supports the central role of faculty in the curriculum processes.

Extensive progress has been made since 2009 in assessment of SLOs. All departments across all divisions and student services have established and implemented SLO assessment plans. All departments, in both instructional and student service areas, have ongoing SLO assessment processes in place. The results of those assessments are used to plan and implement changes to the courses and programs to improve student learning ([IIA.197](#), pp. 8-13).

A continued area for College focus in the upcoming academic year is the increased reporting of Program Learning Outcomes (ProLOs) assessment across the instructional divisions. Substantive progress has been made in the alignment of GELOs and ISLOs with course SLOs, which will improve greatly with the new and more informative systematic process of ProLO, GELO, and ISLO assessment using the new mapping assessment program. The SLO Assessment Committee (SLOAC) projects completion of this computerized system for ProLO, GELO, ISLO assessment by spring 2015. This system will use a course-embedded approach of course SLO mapping to the ProLOs, GELOs, and/or ISLOs.

Actionable Improvement Plan

Actionable Improvement Plan 2 (II.A.1, II.A.1.c, II.A.2.a, II.A.3.c)

Through the Student Learning Outcomes Assessment Committee (SLOAC), the College will institutionalize its updated and enhanced processes and accountability tools to ensure that all student learning outcomes, at all levels, are assessed on a systematic and cyclical basis and the results are used for continuous improvement.

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

Descriptive Summary

The College identifies student competency levels and measurable student learning outcomes in several ways. Ultimately, the faculty make the final determination of all competency levels and measurable student learning outcomes.

The College has fully institutionalized its processes for identifying, revising, and approving student learning outcomes for courses (SLOs), degree and certificate programs (ProLOs), those designed to measure general education (GELOs), and those that measure institutional (ISLOs) and student services expectations. SLOs and ProLOs are included on the Course and Program Outlines of Record, so they undergo the full Course and Program development and revision processes through the Curriculum Committee. Career-Technical Education programs, such as Nursing, Dental, Graphic Communication, Aeronautics, and transportation-related areas, and Business and Computer Information Science, have advisory committees that meet on a regular basis. 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 (Advisory Meeting Minutes: [IIA.198](#), [IIA.199](#), [IIA.200](#), [IIA.201](#), [IIA.202](#)). GELO and ISLO development and revisions are facilitated by the SLO Assessment Committee (SLOAC), then vetted through and approved by the Curriculum Committee and Academic Senate. Student Services SLOs are developed by the faculty and staff that work in student service areas.

In the development and revision of SLOs and course topics, faculty identify and analyze the measurable skills, abilities, or knowledge the student should attain upon successful completion of the course. With ProLOs, the process is similar but is broader, and the ProLOs are carefully determined by analyzing the SLOs from the program's required and elective courses along with expectations from industry or transfer programs. There are very detailed instructions for faculty members to follow when developing or revising the SLOs and ProLOs in the SOCRATES curriculum management system, including discussion of language and assessment. For example, one such instruction is to "Utilize Bloom's taxonomy (three domains) to clarify the level of the outcome and focus of future assessment." Development and revision of GELOs, ISLOs, and Student Services SLOs follow an analogous process as the that of ProLOs, but with broader input from College staff campus-wide ([IIA.203](#)).

In regard to Competency Levels, the College has graduation requirements in English writing, English reading, and mathematics. These competencies have minimum requirements stated in Title 5. While maintaining compliance with Title 5, college districts are able to determine how students may meet these competencies, including competency exams. The Los Rios Community College District supports three District-wide competency committees (Writing, Reading, and Mathematics) that report to the District Curriculum Coordinating Committee (DCCC). Each competency committee consists of one subject matter faculty member from each college, one related subject matter faculty member from each college, one dean or appropriate administrator (subject matter) from each college, one counselor from each college, and one faculty member for assessment purposes from each college. Each committee reviews courses for inclusion on the list of courses that qualify to satisfy the competencies for graduation ([IIA.204](#)) ([IIA.205](#)). These courses are clearly labeled as such in the Catalog and in the schedule of classes ([IIA.206](#)).

While updating the graduation requirements, the DCCC continues 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 are submitted for application to the appropriate competency committee and those designated as meeting competency provide a sense of transparency and emphasize outcomes. The related Board policies and regulations are updated and revised as needed by College and District constituencies ([IIA.207](#)).

The College, by way of a cross-constituency SLO Advisory Group (which has been replaced with the SLO Assessment Committee), followed by feedback from the college community, developed a SLO Philosophy Statement, which was approved by the Academic Senate in spring 2005 ([IIA.208](#)):

SCC's Statement of Philosophy of Student Learning Outcome Assessment

This shared statement of vision and purpose for Student Learning Outcome (SLO) assessment at Sacramento City College is the product of a thoughtful, broad-based, and inclusive dialogue. The aims for this statement are many—

primary among which are its ability to provide a foundation of shared values of SLO assessment, clarify the intention of SLO assessment, and facilitate an ongoing dialogue that will shape this process in a way that best serves our students.

The College is in its eleventh year of engaging in SLO assessment processes. The Student Learning Outcomes Assessment Committee (SLOAC, formerly known as the SLO Subcommittee of the Academic Senate, SLO Advisory Group), an Academic Senate-led committee, is actively engaged in supporting and facilitating SLO assessment processes across all areas of the College. Throughout the 2007-08 academic year, the SLO Advisory Group played a major role in the development of the SLO Assessment Strategy and associated SLO planning tools. These were first adopted by the Academic Senate in 2008 and updated in spring 2010 to include the SLO Departmental SLO Assessment Multi-year Plan and the SLO Annual Course Assessment Report. In fall 2013, the Academic Senate formed a subcommittee to draft the charge and composition of the SLO Assessment Committee (SLOAC) for broad constituency representation and to replace the SLO Subcommittee of the Academic Senate. The charge and composition of the SLOAC was approved by the Academic Senate on November 5, 2013. The SLOAC has designated constituency representation parameters, using the Curriculum Committee as a model, and continues to grow as new members are added. The aim of the group is to review SLO assessment reports and to provide support for faculty and staff in their SLO assessment processes, questions, and concerns. Important roles for this group include facilitating communication on SLOs at all levels and helping to integrate SLO assessment processes across divisions ([IIA.209](#)) ([IIA.210](#)).

The SLO assessment processes provide faculty, classified staff, administrative staff, and students with both formative and summative feedback on student learning. All instructional and student service areas have developed meaningful SLO assessment plans and are currently engaged at various stages of the assessment cycle. SLO development and assessment is a faculty-driven process with important links to student development, curriculum development, and program development and review ([IIA.211](#)).

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. At this time, all student service units are engaged in all levels of the assessment process ([IIA.212](#)) ([IIA.213](#)).

As noted in IIA.1.c, the SLOAC is working in conjunction with Information Technology staff to develop a computer program that will map course SLOs to ProLOs, then to GELOs and ISLOs as soon as faculty or staff enter data in the electronic course SLO assessment report template. Additionally, an SLO web page that is facilitated and maintained by the SLOAC functions as a user-friendly resource to support departments and faculty in the process of SLO assessment. The SLO website also houses the department SLO assessment reports at the course level and multi-year department SLO assessment plans for all instructional departments. The department SLO assessment plans and reports are available for public view on the Department SLO website ([IIA.214](#)). Finally, the SLOAC facilitates

several SLO assessment support workshops every semester for faculty and staff involved in SLO assessment reporting ([IIA.215](#)).

Self Evaluation

The College has well-defined, understood processes demonstrating that the College fully relies on faculty expertise and enlists the assistance of advisory committees when applicable to identify SLOs for courses, programs (degrees and certificates), general education requirements, and institutional and student services expectations. Furthermore, not just the College but the District rely on faculty expertise to establish graduation requirements and measures for competencies. 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.

In the Employee Accreditation Standards Survey 2014, Q14 states, “The college relies on faculty expertise and advisory committees on matters of curriculum policy, design, and procedures” with 75.66 percent of staff responses being “strongly agree” or “agree,” with only 4.2 percent of staff responses being “disagree” or “strongly disagree.” ([IIA.216](#)).

The assessment cycle for SLOs has been formalized by the College and has been fully adopted by instructional and student services divisions. The College is fully using the SLO assessment results to make adjustments in teaching methodology, content, and program planning to ensure that student learning outcomes are met ([IIA.217](#)) ([IIA.218](#)).

The College is about to launch the new program for assessing student learning outcomes that will use a course-embedded approach of course SLO mapping to the ProLOs, GELOs, and/or ISLOs. This new program is a result of the continuous cycle of assessment, evaluation, and plans for improvement.

Actionable Improvement Plan

(From IIA.1.c)

Through the Student Learning Outcomes Assessment Committee (SLOAC), the College will institutionalize its updated and enhanced processes and accountability tools to ensure that all student learning outcomes, at all levels, are assessed on a systematic and cyclical basis, and ensure that the results are used for continuous improvement.

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 as well as from local institutions ([IIA.219](#), Sacramento City College, Catalog, 2014-

2015, College Personnel beginning on p. 419). This wide range of educational backgrounds, together with department, division, College, and District-wide dialogue on SLOs and classroom experiences, translates into high-quality instruction.

The quality of all instructional programs is ensured by the rigorous content in the course outlines of record (COR) and program outlines of record (POR) required of all courses and programs offered at the College. The CORs and PORs include all elements required by accreditation, state, and local bodies: identification of student learning outcomes, course topics, instruction methods, evaluation methods, typical homework assignments, requisites, articulation/transfer agreements, various course coding information, discipline area, etc. (examples of a COR, [IIA.220](#) and a POR, [IIA.221](#), [IIA.222](#)) 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, as well as to 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 ([IIA.223](#)) ([IIA.224](#)).

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 ([IIA.225](#)) ([IIA.226](#)). 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 ([IIA.227](#)). The following subcommittees of the Curriculum Committee review make recommendations for edits, and then make a final recommendation to the Curriculum Committee for approval (or not): Distance Education, Prerequisite/Corequisite/Advisory, Multicultural, Honors, and General Education.

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. The criteria used to evaluate the proposals were created by each of the subcommittees in accordance with requisite academic standards, regulatory/accreditation requirements, and District/College/statewide educational policies. The Faculty 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 of Trustees, and finally to the State Chancellor’s office, including the North/Far North Regional Consortium for career-technical certificates and degrees and the Accrediting Commission for Community and Junior Colleges ([IIA.228](#)) ([IIA.229](#)).

During the fall semester, the full Curriculum Committee meets at least three times a month, with additional meetings scheduled for subcommittees and technical review. During the spring semester, the full Curriculum Committee meets at least twice per month. This demanding meeting schedule throughout the fall semester is driven by the College's commitment to instituting quality, relevant curriculum ([IIA.230](#)). Sacramento City College Curriculum Committee Minutes, 2013-2014). The District Curriculum Coordinating Committee (DCCC) meets once per month for intra-District review, and the dialogue on new and revised curriculum submissions is the channel for new submissions of new proposals to the Los Rios Board of Trustees ([IIA.231](#)).

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. At the beginning of every academic year, the Committee is trained in its responsibilities, and discussions are held on how to evaluate the curriculum and learning outcomes. 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 ([IIA.232](#)) ([IIA.233](#)).

Credit transfer policies are in place to ensure that credits are accepted for transfer and that SCC courses articulate with other institutions of higher education. The Articulation Officer maintains articulation agreements with other institutions of higher education. Agreements are reviewed and renewed annually, or as needed. The Articulation Officer contacts each transfer institution to create articulation agreements based on course descriptions and academic rigor using the statewide articulation network, ASSIST ([IIA.234](#), Sacramento City College, ASSIST Program). These agreements cover UC/CSU transfer, general education patterns for AA/AS/ADT/IGETC, 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 (online or hybrid) undergo additional evaluation to ensure that, regardless of modality, the courses are comparable in terms of rigor, content, and evaluation standards ([IIA.235](#)) ([IIA.236](#)) ([IIA.237](#)).

Faculty have access to all Course Outlines of Record (CORs) via SOCRATES and are required to teach their courses according to the official CORs, 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." ([IIA.238](#), Performance Review, p. 61).

The Technical Review Team of the Curriculum Committee, along with the Articulation Officer and faculty developers, review 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) ([IIA.239](#)) ([IIA.240](#)) ([IIA.241](#)).

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 well-established and documented practices and procedures that ensure the continuous, timely, and rigorous review of all instructional programs offered. 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* has been a resource that the College community has utilized extensively in the multi-tiered processes of curricular review that support the development and maintenance of the highest quality of instructional programs. Currently, the *Curriculum Handbook* is undergoing a full revision to reflect new curricular requirements and procedures that have come into effect over the last several years.

Actionable Improvement Plan

None.

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

Descriptive Summary

The delivery methods and teaching methodologies used by the College meet the needs of its diverse population in several different ways. First, students have the opportunity to discover and understand their own learning styles through Human and Career Services Department College success classes. Both HCD 110 (Building Foundations for Success) and HCD 310 (College Success) include instruction on and assessment of students' individual learning styles to help students meet their goals as self-aware and effective learners. Further, students who suspect they may have a learning disability may be tested at the Learning Disability Resource Center, which may then qualify them for accommodations, including note-taking, recorded lectures, and use of the proctored testing center ([IIA.242](#)). These students may also

take HCD 83, HCD 84, and HCD 85, which address the specific learning needs and styles of students with learning disabilities, focusing on strategies to adapt their approaches to basic skills classes in math and English.

In addition, the teaching tools and methods of faculty reflect an awareness of these varied learning needs. Different instructional methodologies utilized across disciplines are detailed in the section labeled *Instruction Methods and In-Class Activities* of the Course Outline of Record (COR), housed in SOCRATES. The CORs are discussed and approved by department faculty when approving new courses and revisited during the Program Review process. Following the departmental reviews, the CORs are reviewed and approved by the Curriculum Committee. The CORs may include a variety of instructional methods, including lecture, group discussion, small group work, guest speakers, video or film, guided practice, and Internet activities ([IIA.243](#)).

College venues in which faculty have the opportunity to expand their awareness of the learning needs of students and strategies for meeting these needs are through workshops and presentations sponsored by the Staff Resource Center. Recent presentations have included strategies for the “flipped” classroom, best practices for using in-class tutors, and new software programs and presentation tools ([IIA.244](#)). Finally, regular performance evaluation reports for faculty include assessment of the degree to which the faculty member is able to adjust his or her methodologies to meet the special needs or different learning styles of students ([IIA.245](#), Performance Review forms).

To enhance faculty members’ abilities to present material in a variety of formats, there are currently 127 Smart Classrooms (classrooms with computer media and Internet access) as well as 27 labs or multimedia rooms. Divisions have Smart carts that are available to present computer- and video-based material in classrooms that have not been equipped with media hardware. This computer technology allows faculty to present material in both lecture and visual format. Furthermore, the College online course management program, Desire to Learn (D2L), is available to all faculty. This course management system provides a venue for faculty to securely post course information and resources online such as assignments, lecture or class notes, video lectures, handouts, and other course materials to be available to students in addition to the regular face-to-face instructional format ([IIA.246](#)). During the fall 2014 semester, 405 faculty members were using this system manage and enhance their courses.

In addition to traditional classroom instruction, the College offers a variety of online modalities to meet the diverse needs of today’s students ([IIA.247](#)). All new and existing courses that utilize online or hybrid modalities are reviewed and approved through the Distance Education Subcommittee of the Curriculum Committee ([IIA.248](#), p. 5). The College regularly reviews the effectiveness of the distance education offerings. In the 2013 Student Achievement Report, information includes College-wide and department-specific success rate data for face-to-face lecture, fully online, hybrid, or television modalities ([IIA.249](#)).

The specific needs of students with disabilities are met through the Disability Resource Center. The Assistive Technology Lab provides access to alternative hardware, such as BigKeysKeyboard, Intellikey Keyboards and large monitors for the visually impaired

(IIA.250). Software such as JAWS (a screen reader for the blind), Kurzweil 3000 (a scanning and reading software for students with learning disabilities), and Dragon Naturally Speaking (which turns language into text) are among the adaptive technologies available to students. Students who qualify have access to classroom aids, including American Sign Language Interpreters for the hearing impaired. Additionally, access to alternative media, including books in Braille, audio text, and large print is available, but not necessarily for all texts used at the College (IIA.251). All computer labs and computer classrooms at the main campus and the outreach Centers provide workstations for students with disabilities.

Other resources designed to meet the specific learning needs of students include the RISE Program, which provides individual tutoring; the Tutoring Center and Writing Center in the Learning Resource Center, which also provides one-one-one assistance; the Beacon Tutoring program, which pairs tutors with specific class sections, and the Basic Skills Initiative Tutoring Program, which also pairs tutors with individual course sections (IIA.252). A recently developed program in the English Department, the Developmental Writing Assistance Program (DWAP), pairs a second faculty member with a class in order to provide extra one-on-one assistance to students as well as out-of-class support to increase persistence and success (IIA.253) (IIA.254). Learning Communities such as the Puente Program (IIA.255), and the Human Career Services Learning Communities (IIA.256) also offer students alternative learning opportunities by creating a cohort of students who learn together as well as added counseling and tutoring support services.

Extensive efforts to assess student needs, student learning styles, and effective responses to those needs are ongoing at the institutional level through the Basic Skills Program (IIA.257) and the Student Equity Program (IIA.258). The program plans for that work show the College's focus on continuous quality improvement in addressing the diverse needs and learning styles of students.

Self Evaluation

The College recognizes the many diverse needs of its student body and has advanced its abilities to meet those needs. Faculty are aware of and embrace the importance of diversifying their approaches to instructional techniques to meet student learning needs. The extended use of technology in the classroom and online modality options enable the College to meet the growing needs of students. The 2013 Student Achievement Report (IIA.259, p. 8) reveals that online courses had similar success rates as face-to-face lecture courses. The data are disaggregated in the report so that success/pass rates of these courses may be analyzed by discipline as well. According to the report, face-to-face courses from fall 2011 to spring 2013 had a 66.9 percent success/pass rate while fully online courses had a 67.2 percent success/pass rate. Research reveals that hybrid courses have a lower success/pass rate of 60.5 percent. These data have been addressed in meetings with the PRIE and the Distance Education Sub-Committee (IIA.260) (IIA.261) (IIA.262).

Faculty members continue to learn about and explore different teaching approaches. Innovative strategies are often presented at workshops sponsored by the Staff Resource Center during the beginning of semester Flex programs, as well as faculty development

workshops available throughout the semester. In addition, discussions about improving students' success and success strategies occur within individual departments in formal and informal settings. For instance, during the last three semesters (2014-2015) the English Department has held a series of "Brown Bag" lunch hour discussions to share teaching strategies and ideas in developmental courses. Most recently, the Student Success Charette, which was held as part of the January and August Flex activities, allowed faculty and staff to discuss ideas for improving retention and success across disciplines and programs. Faculty in various disciplines discussed ideas such as building flexibility into courses, reaching out to make one-on-one connections, and mentoring students in success strategies to help them stay on track (IIA.263). Formal and informal meetings such as these, along with the continued development of class tutoring links, specialized learning cohorts, and multiple modalities, speak to the College's commitment to continued improvement and innovation in meeting the diverse needs of adult learners.

In the Employee Accreditation Standards Survey 2008 and 2014 (IIA.264), Question 16 contained the following statement: "The College uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students." The majority of the respondents agreed, but this has decreased from 2008 to 2014. The percentage of "Disagree" and "Strongly disagree" increased from 2008 to 2014. The College recognizes there is room for improvement. More is being done and still needs to be done to meet the diverse needs of the student body, and the College staff is increasingly aware this.

Q16	2014	2008
Agree or Strongly Agree	63.34%	78.8%
Disagree or Strongly Disagree		
Disagree	22.66%	5.7%
Don't Know	14.00%	15.4%

Actionable Improvement Plan

None.

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

Descriptive Summary

SCC engages in a regular and systematic review of all courses, degrees, and certificates. This regular Program Review process follows the calendar outlined by the SCC Planning System and the process outlined by the Curriculum Committee Handbook (IIA.265). In spring 2015 the Curriculum Committee Faculty Co-Chair and the Academic Senate President (a past Curriculum Committee Faculty Co-Chair) were awarded Type B Sabbatical Leave time for fall 2015 to completely revise and update the Curriculum Handbook. In addition, they will

detail a process for which the Curriculum Handbook is updated annually (Proposal and sabbatical information is located in the Office of Instruction).

Program Review first occurs during the annual Unit Planning process. Each department or service area reviews its goals, needs, and outcome data to develop and prioritize objectives and action items for the following cycle. These action items may include hiring goals, curriculum developments, resource allocation priorities, or research needs ([IIA.266](#), pp. 21-23). These plans also include objectives linked to College goals and expected outcomes/measures of merit and resource requirements. As of 2010, resource allocation requests related to College and unit budgets are also included in the Unit Plan process and subsequently reviewed by the Budget Committee. In addition, individual programs, including Staff Development, Distance Education, Tutoring and others prepare annual Unit Plans ([IIA.267](#)).

During the spring semester, departments and programs report on the accomplishments of their Unit Plans. These reports list each of the stated objectives, whether or not the objective was met, as well as the SLO data used to measure that objective ([IIA.268](#)). These Unit Plan Accomplishment Reports provide an opportunity for departments and programs to review the degree to which they have met their goals for curriculum, program, or faculty changes. In addition to the annual Unit Planning process, all programs participate in rigorous, comprehensive review every six years, called Program Review. Faculty members in individual departments initiate the process with a thorough review of all courses, degrees, and certificates offered within the department. The entire Course and Program Outlines of Record for all courses, degrees, and certificates are evaluated: descriptions, topics, textbooks, learning outcomes, teaching methods, and assessment tools are evaluated. All courses, degrees, and certificates are updated to meet the current standards in the field or industry, as well as better serve students' needs. Data regarding student success, enrollment, and demographics are made available to departments through the PRIE office to assist with Program Review ([IIA.269](#)). Course and program revisions are submitted to the Curriculum Committee for review, recommendations, and approval upon departmental approval.

During Curriculum review, subcommittees for Distance Education, General Education, Multicultural Requirements, Honors, and Pre/Corequisites/Advisories review courses in those specific areas, and then recommend changes to the faculty curriculum developer based on criteria outlined in the Curriculum Handbook and Title 5 Regulations. Based on the changes made by the faculty developer, the subcommittee will recommend "approved" or "denied" to the Curriculum Committee in regard to those specific areas. The Curriculum Committee votes on whether or not to approve the recommendations of the subcommittees. Curriculum Committee members review all elements of the courses, including the alignments of learning outcomes and course topics, the appropriateness of delivery modes, examples of homework assignments, and assessment tools. After new courses and programs are reviewed and approved by the College Curriculum Committee, they are then presented at the District Curriculum Coordinating Committee (DCCC) ([IIA.270](#)).

As part of the cyclical review of individual courses and programs, the College SLO Assessment Committee (SLOAC) has developed and facilitated a Multi-year SLO

Assessment plan to be used to produce evidence of learning and assess institutional-level goals and objectives. The SLO Assessment Committee provides guidelines for the SLO review process for individual programs, as well as timelines for the reporting of SLO assessments for use in the College-wide planning and review process ([IIA.271](#)). These structured, planning guidelines are used by individual departments in determining which courses and SLOs will be assessed each term over a period of six years. The committee also provides annual reporting templates to allow departments to collect data and evaluate and report on results in a systematic way. These reports indicate the specific SLOs evaluated, the evaluation methods, the success of these SLOs, and recommendations for improving student success. The SLO committee collects the reports, which are used in course and program planning and revision, as well as institutional decision-making, planning, and resource allocation ([IIA.272](#)).

Career-technical education includes programs of study that involve sequences of courses that combine core academic knowledge with technical and occupational knowledge to provide students with pathways for transfer education and/or careers. Programs must be relevant and current to prepare students for a wide range of high-wage, high skill, high demand careers, e.g., advanced technology, health sciences, business and finance, information communication technologies, and agriculture, water and environmental technologies (Advisory Meeting Minutes: [IIA.273](#), [IIA.274](#), [IIA.275](#), [IIA.276](#), [IIA.277](#)).

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 ([IIA.278](#)).

As mentioned previously, SCC participates in the North/Far North Regional Consortium (N/FNRC), one of seven consortia established by the Chancellor's Office of the California Community Colleges through a competitive grant. The program approval process outlined by the California Community College Chancellor's Office requires that all requests to add new programs or certificates to a college's inventory of occupational programs include an endorsement from the Regional Consortium. The regional consideration is intended to inform members of the Consortia about changes in programs at member colleges and to foster a spirit of collaboration and coordination that results in viable and accessible choices of occupational and workforce education throughout the region. The program approval process is described on the North/Far North website ([IIA.279](#)).

Self Evaluation

The College's Unit Planning process and six-year Program Review process ensure that all courses and programs are reviewed for both relevance and effectiveness. These review processes are unified across the college and provide information that can be systematically employed in planning for future needs. The six-year Program Review process ensures that all courses and programs are systematically evaluated by both discipline-specific and other

faculty. This careful review is conducted for all courses and programs within the cycle, regardless of how recently they were reviewed.

In addition, the systematic SLO assessment process that was fully revised and implemented since the last accreditation comprehensive self evaluation has been effective in ensuring that each department is engaged in ongoing data collection, assessment, and dialog on student learning. Unit Plan Accomplishment Reports ([IIA.280](#)) as well as SLO reports ([IIA.281](#)) make this data available for both program and institutional assessment and planning.

Further evidence of the degree to which the College has used the results of this data is found in the Student Learning Outcomes Report of 2013. The report indicates that between fall 2004 and spring 2012, of 140 courses studied, many made changes in response to SLO assessment results. Of these courses, 52 made changes to teaching material; 72 reported changes to teaching methods, and 79 changed exams, assignments, and rubrics. In some cases, more than one change was planned for a single course. These responses to SLO assessment demonstrate the College's commitment to utilizing SLO data and regular curriculum review to continuously assess and improve courses and programs ([IIA.282](#), p. 7).

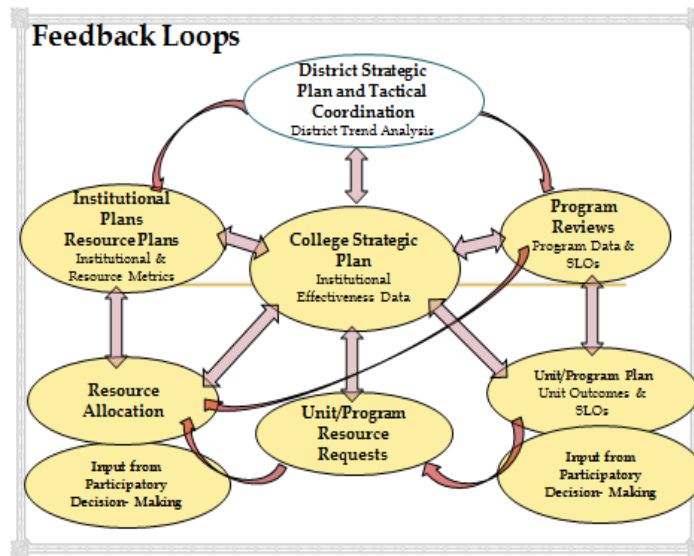
Actionable Improvement Plan

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 make the results available to appropriate constituencies.

Descriptive Summary

SCC implements a systematic strategic planning process that involves continuous evaluation of courses, programs, student learning outcomes, and institutional and community needs. The planning process requires an annual cycle of evaluating data, setting goals, identifying key objectives, allocating resources, implementing plans, and evaluating results. The interconnections and feedback loops integrating District, College, and program level review are indicated in this diagram:



(IIA.283, p. 4).

The College-wide annual planning process is coordinated by the College Strategic Planning Committee, which is charged with meeting to develop the first steps in the planning process every year, for the upcoming year. The CSPC meets several times in the fall of each semester, and again in the spring. The Committee reviews the District strategic plan, environmental scan, College accomplishments from the last planning cycle, and data on student learning outcomes and institutional effectiveness. The group also reviews the mission, vision, and values of the College. This review becomes the basis for setting the College goals and outcome measures for the next planning cycle (IIA.284).

The membership of the CSPC consists of the leaders of each of the four constituent groups, the three vice presidents, the dean of Planning, Research and Institutional Effectiveness, the chair of the Department Chairs Council, and appointed representatives. The latter include faculty, classified staff, and student representatives (IIA.285).

Annual planning within individual department and service areas is reflected in individual Unit Plan and Program Plan reports (IIA.286). During the Unit Planning process, each department or service area reviews its goals, needs, and outcome data to develop and prioritize objectives and action items for the following cycle. Data used in planning include student data, staffing data, SLO Assessment data, and Previous and Unit Plan Outcome Reports (IIA.287). The Unit Planning process includes input from the faculty, classified staff, and the manager of the unit. Department chairs draft Unit Plan elements in consultation with their department faculty and staff. The Dean works with department chairs and/or supervisors to guide the Unit Plan process, discuss division priorities, and provide input into Unit Plan objectives. The objectives identified in the unit planning process are linked to College goals and expected outcomes/measures of merit and resource requirements. As of 2010, resource allocation requests related to College and unit budgets are also included in the Unit Plan process and subsequently reviewed by the Budget Committee. In addition, individual

programs, including Staff Development, Matriculation, Distance Education and others prepare annual unit plans ([IIA.288](#)).

SLO assessment data is a part of the planning process and is collected annually as part of the cyclical review of individual courses and programs. The SLO Assessment Committee (SLOAC—formerly the SLO Advisory Group and SLO Subcommittee of the Academic Senate) has developed and facilitated a Multi-year SLO Assessment plan to be used to produce evidence of learning and assess institutional-level goals and objectives. SLOAC provides guidelines for the SLO review process for individual programs, as well as timelines for the reporting of SLO assessments for use in the College-wide planning and review process. Standardized reporting timelines and forms ensure that SLO data gathering is performed in a systematic manner and results can be compiled for use in planning and reported to relevant constituency groups. ([IIA.289](#)).

Budgetary recommendations and decisions follow the planning process. Unit Plan objectives are aggregated and prioritized at the department, division, and service area. Review and recommendations by and from all constituency groups contribute to the prioritization of information technology committee, facilities, and financial resource requests. Resource Allocation Plans are developed for financial, technological, and facilities needs, as well as for hiring. Each Resource Allocation Plan utilizes specific data related to the area of the College to which the plan applies. Utilizing the results of the College planning process and established criteria, the Budget Committee evaluates requests for budget allocations, establishes procedures and calendars used in the College budget process, and recommends allocations of the funds available from the College unrestricted COLA/growth and one-time-only (OTO) funds. Requests for faculty hiring follow a different path because they require prioritization by the Academic Senate and approval from the College President and the Office of Instruction, as well as District-wide approval ([IIA.290](#), pp. 14-16).

Data used within the various elements of the strategic planning process are readily available to all relevant groups. The Planning Research and Institutional Effectiveness website includes links to planning procedures, goals, and timelines. Links to Unit Plan and Program Plan websites also provide connections to relevant research and data to assist individual departments in these processes. In addition, the PRIE website includes links to several other College-level reports. These include Institutional Effectiveness Reports, Survey Reports, Enrollment Data, Transfer Data, and Demographic Data, among others ([IIA.291](#)). SLO reports are also available through the SLO webpage ([IIA.292](#)).

Self Evaluation

The integrated planning process provides a structured, cyclical process for College planning at a variety of levels. The alignment of Unit Plans, Program Review, and college-wide planning ensures that planning that occurs at the unit and service area level is integrated into campus-wide planning and College goals. The planning process and timelines are clearly communicated to ensure transparency across the campus and to ensure that evaluation and planning occurs in a standardized and systematic manner. The College's updated website

provides clear links to these procedures, as well as to planning and reporting templates ([IIA.293](#)).

The development of the SLO Assessment Committee and the systematic process for evaluating SLOs within individual programs has advanced the College's ability to assess the degree to which students are achieving SLOs. It also provides concrete information for departments and service areas to allow for improvements in course outlines, delivery methods, as well as new resources to help students attain student learning outcomes.

In general, online resources through the PRIE office, such as the SCC Planning Handbook, SLO templates, as well as discipline-specific and college-wide reports, allow for easy access to data necessary for planning. These reports are available to all interested parties and provide necessary information to evaluate student success rates, as well as success in meeting College-wide goals.

Actionable Improvement Plan

None.

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

Descriptive Summary

Several departments use departmental finals or performance examinations.

The Chemistry Department uses standardized exams created by the American Chemical Society (ACS) for four of its courses. The ACS CA (California) diagnostic exam is used for placement into CHEM 400. The first semester organic chemistry ACS exam is used as the final exam for CHEM 420. The full-year ACS organic chemistry exam is used as the final exam for CHEM 421 and CHEM 426. Assessment validation reports are available ([IIA.294](#)). National overall test statistics and abbreviated national norms showing percentile rank as a function of raw score are also available ([IIA.295](#)).

The Flight Technology Program has courses that prepare students to take the appropriate FAA Knowledge Exam. Completion of the appropriate FAA Knowledge Exam is not a requirement to pass the course or graduate from the program, but it helps prepare students to take the appropriate FAA Exam upon completion of the course. As a result, FAA materials are used to prepare exams for FLTEC 310 (Instrument Pilot), FLTEC 320 (Private Pilot), FLTEC 321 (Commercial Pilot), and ATCAD 310 (Aircraft Dispatcher) ([IIA.296](#)). In addition, commercial test guides are used to construct appropriate quizzes and exams ([IIA.297](#), for FLTEC 310; [IIA.298](#), for FLTEC 320; [IIA.299](#), for FLTEC 321; and [IIA.300](#), for ATCAD 310). These guides provide questions in some cases identical and in other cases similar to the FAA Knowledge Test questions. They also provide explanations to solving the questions and are used as a framework for courseware development.

The English Department has common exams for both ENGWR 51 and ENGWR 101. These exams are selected each semester by faculty teaching the courses and by the coordinators of each of those courses. These essay exams are also “group” graded—each instructor does not grade his or her own class’s final exams but instead meets during finals week with all the other instructors for a grading session of all exams. Each essay is read at least two times, and if it earns two scores that do not agree (one that passes the essay, another that does not), the essay is read a third time as a “tie breaker.” Additionally, ENGWR 51 and 101 each have departmentally created rubrics for grading in-class and out-of-class essays.

The Occupational Therapy Assistant program prepares graduates to pass an exam administered by the National Board for Certification of Occupational Therapy (nbcot.org). Each of the three didactic semesters requires has lab practicals in which students must demonstrate competency at 75 percent or greater to pass the class. The content of these practicals is related to skills the students will later need to demonstrate. Program faculty develop the content and scoring rubrics on the basis of faculty knowledge of entry-level clinical skills and course SLOs. Course SLOs are developed from accreditation standards established by the Accreditation Council for Occupational Therapy Education (ACOTE).

Self Evaluation

The majority of final examinations are prepared and graded by the instructor of record. Relatively few departments use course or program-level exams. In departments such as Chemistry and Flight Technology, those exams are either standardized exams developed by national agencies or exams closely modeled on standardized exams. Such standardized exams undergo rigorous normalization and validation procedures through national accreditation and certification organizations. In departments such as English and Occupational Therapy, exams are developed through a process that norms the grading and validates the results against the course SLOs.

Actionable Improvement Plan

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.

Descriptive Summary

The Curriculum Committee evaluates course SLOs. As described earlier, Course Outlines of Record (CORs) undergo a rigorous review, starting with a technical review by the Curriculum Committee Faculty Co-Chair, the Curriculum Liaison, the Articulation Officer, and at least one Associate Vice President of Instruction. When the COR is presented to the Curriculum Committee, it undergoes a first reading and second reading. During those

readings Curriculum Committee members ensure that the SLOs align with the course description and the course topics, that the SLOs are measurable, and that the methods of evaluation are appropriate. Curriculum Committee members put forth comments, questions, and suggested edits on any section of the outline, including the Student Learning Outcomes. Faculty are contractually obligated to teach to the COR and develop their syllabi or course information sheets accordingly to include all course SLOs. Course SLOs are continually assessed, with periodic reporting following a department plan. CORs may be found at [\(IIA.301\)](#). Minutes for Curriculum Committee meetings may be found at [\(IIA.302\)](#). The College's SLO Assessment Strategy and SLO Assessment Reporting Form may be found with related documents at [\(IIA.303\)](#). Examples of Course SLO Reports may be found at [\(IIA.304\)](#).

The Faculty Handbook states that faculty are required to include the course SLOs in their specific course information sheet or syllabus so that students are informed about the knowledge they can expect to gain after successfully completing the course [\(IIA.305](#), p. 42). The course unit value and course meeting times are also included in information provided to students. Course information sheets or syllabi are submitted to the faculty member's dean at the beginning of each semester. Review of a faculty member's syllabi is a component of each faculty evaluation.

When courses are designed, it is expected that the Carnegie unit for assigning course credit will be followed. The standards for course hours to credit are available from the CCCCO. Courses are checked for appropriate hours to credit as they move through the local curriculum approval process and again when the course information is submitted to the CCCCO (CCCO guidelines—Divisions, Academic Affairs, Curriculum and Instruction Unit, Curriculum—under Notes & News—Carnegie Units (Chancellor's Office Worksheet) [IIA.306](#)).

When a course is submitted for articulation, the unit value between the courses at the two institutions is compared, and the Articulation Officer reviews and judges the comparability of the other aspects of the two courses. Guidelines for these judgments are found in the California Intersegmental Articulation Council (CIAC) Handbook [\(IIA.307\)](#).

Self Evaluation

College practices and procedures, which are consistent with accepted norms and equivalencies in higher education, ensure that SLOs are at the forefront for awarding course credit. From curriculum development to individual course planning and assessment of student learning, SLOs guide instruction and provide data on which to base improvement.

Actionable Improvement Plan

None

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

Descriptive Summary

The Curriculum Committee evaluates program learning outcomes (ProLOs). Program Outlines of Record (for degrees and certificates) undergo a rigorous review as described above. In addition there is a ProLO matrix for each program that maps ProLOs with course-level SLOs. Instructions for ProLO Development, a Guide for ProLO Development, the ProLO Matrix Template, and the 2013-14 Program Review Template may all be found at [\(IIA.308\)](#). Minutes for Curriculum Committee meetings may be found at [\(IIA.309\)](#). Program Outlines may be found at [\(IIA.310\)](#). The Associate Degrees for Transfer (ADTs), a result of SB 1440, have an additional review. These degrees include a substantial number of required courses that have been approved by the CCCC as Transfer Model Curriculum [\(IIA.311\)](#).

Furthermore, SLOs have been mapped to ProLOs as well as to GELOs and ISLOs (described earlier), degree and certificate attainment is directly connected to a student's achievement of a program's stated learning outcomes when a student has successfully completed all coursework within a certificate or degree.

Self Evaluation

Currently implemented procedures are in place to allow the College to identify ProLOs for its degrees and certificates, and the ProLO matrix ensures that those ProLOs correspond to course SLOs for the courses in the program. The Curriculum Committee provides a vehicle for institutional dialogue about the learning expected of students to earn a degree or certificate.

As stated above, since course SLOs have been mapped to program SLOs, and further to GELOs and ISLOs, it is clear that degree and certificate attainment is directly connected to a student's achievement of a program's stated learning outcomes when a student has successfully completed all coursework within a certificate or degree.

Actionable Improvement Plan

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.

General education has comprehensive learning outcomes for the students who complete it, including the following:

II.A.3.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.

II.A.3.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.

II.A.3.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.

Descriptive Summary

The Sacramento City College Catalog, College website, and Los Rios Community College District Board Policy P-7241 ([IIA.312](#)), “Associate Degree Requirements,” clearly delineate Sacramento City College’s philosophy for General Education (GE). The Curriculum Committee oversees implementation of the GE philosophy through approval of courses that meet criteria for inclusion in the general education categories.

Specifically, GE at SCC serves to develop the creativity, critical thinking ability, ethical behavior, and self-understanding of students, which are essential to attaining personal goals and participating in a society characterized by increasing global interdependence, competitiveness, and rapid and significant change. ([IIA.313](#), p. 419). This is in alignment with the LRCCD Board Policy 7121, Section 2.4.1, which states that general education is “a selected program of study to acquaint students with the great traditional fields of knowledge, including the study of language and rationality, natural sciences, social and behavioral sciences and humanities.” Therefore, the purpose of general education is to give breadth to the college experience, enhance the ability to learn, ensure an appropriate level of competency, and provide coherence to undergraduate education. The large variety of general education courses offered gives students the opportunity to develop an integrated overview of the diverse fields of human knowledge. All SCC general education courses clearly identify learning outcomes for students who complete their courses of study.

In alignment with its stated GE philosophy, Sacramento City College is committed to the principle of providing general education, which includes: Natural Science, Social and Behavioral Science, Humanities and the Arts, Language and Critical Thinking, and other courses that provide for life-long learning and understanding, and that explore the significance of work, production, consumption, and leisure in the lives of individuals. General education not only contributes to an individual becoming a productive citizen and a lifelong learner but also helps to develop competency in the areas of information-gathering and computer literacy. All these skills are basic and necessary to participate in and contribute to a balanced life in a democratic society that is diverse in its social, cultural, and educational backgrounds.

Therefore, SCC's General Education Requirements for the Associate in Arts and Associate in Science degrees include the following categories and minimum units: Humanities (Area I—3), Languages and Rationality (Area II—6), Living Skills (Area III—3), Natural Sciences (Area IV—3), Social and Behavioral Sciences (Area V—6), Ethnic/Multicultural Studies (0–3 as most of these courses are listed in Areas I–V and can be used to meet GE requirements), in addition to competency in reading, writing, and mathematics ([IIA.314](#), pp. 421-422). Students receiving an Associate Degree must satisfactorily complete 21 units of GE selected from the areas outlined above.

In addition, students may also complete the California State University (CSU) transfer pattern or the Intersegmental General Education Transfer Curriculum (IGETC). Once a course has been approved by the Curriculum Committee and identified as desired for CSU or IGETC general education, the College's Articulation Officer submits the course for consideration. Courses are submitted once a year for CSU Breadth and IGETC approval. Approval is granted based on criteria outlined in CSU Executive order 1065 ([IIA.315](#)) and IGETC Standards ([IIA.316](#)). A final determination on CSU or IGETC GE applicability is made by organizations external to the College.

The Curriculum Committee makes a determination on whether a course has met the requirements for General Education for the College's Associate Degrees. Any course proposed for a GE list in any of the patterns must contain a justification for the request in the curriculum proposal. As faculty create new curriculum and revise existing curriculum, generally through the Program Review process, the new or existing course is evaluated to determine if the course fits a GE Area. The Curriculum Committee's General Education Subcommittee reviews each course outline and the course Student Learning Outcomes to determine if the course satisfies the requirements for inclusion as general education. The General Education Checklist is located on the Sacramento City College website in the Curriculum Handbook ([IIA.317](#), pp. 21-27). The full Curriculum Committee acts on the GE Subcommittee's recommendation for GE approval. The depth and breadth of courses offered in the General Education categories ([IIA.318](#), p. 422) is evidence that the SCC philosophy on General Education is reflected in the degree requirements.

In 2006, GELOs were first identified for the College (2009 SCC Self-Study, p. 244; 2012 SCC Midterm Report, Attachment 16, [IIA.319](#)). In spring 2007, SCC GELOs were adopted after an extensive College-wide development process. Institutional Student Learning Outcomes (ISLOs) are defined as the combination of GELOs and Student Services SLOs. In conjunction with course SLOs, ProLOs and Student Services SLOs, GELOs ensure that College programs and courses meet the requirements of the College philosophy to provide a comprehensive education to all students.

By the 2012-2013 academic year, GELOs had been assessed and broad dialog took place regarding the assessment results and needed revisions to process for improvement. These revised GELOs were included in the College Catalog under the appropriate general education area ([IIA.320](#), 2012-2013 Catalog, pp. 407-408)

For example, the GELOs for Critical Thinking in the 2014-2015 Catalog ([IIA.321](#), p. 420) are as follows:

Upon completion of the A.A. or A.S. degree students will be able to...

- demonstrate skills in problem solving, critical reasoning and the examination of how personal ways of thinking influence these abilities.

Specifically, they will be able to...

- logically analyze and evaluate competing claims and arguments.
- identify and analyze problems; creatively propose, analyze, implement, and evaluate solutions to problems.
- demonstrate an understanding of the way personal attitudes, values, perceptions and beliefs.
- systematically examine one's own beliefs, perceptions and ways of thinking to continuously improve reasoning skills.
- demonstrate an understanding of the importance of suspending judgment, on any vital issue, pending a thorough investigation.
- differentiate competing forms of ethical reasoning.

SCC's GE Learning Outcomes (GELOs) clearly identify seven comprehensive learning outcomes areas for students who complete their courses of study: Communication; Quantitative Reasoning; Depth and Breadth of Understanding; Cultural Competency; Information Competency; Critical Thinking; and Life Skills and Personal Development ([IIA.322](#), pp. 419-420). The General Education Learning Outcomes (GELOs) under categories IV. Cultural Competence and VII. Life Skills and Personal Development ([IIA.323](#), pp. 419-420) include ethics, citizenship, interpersonal skills, and cultural awareness.

SCC's commitment to these areas of learning is evidenced in the College's mission statement, which describes the College community as "comprehensive" and "diverse." It also indicates that students who receive an education at SCC will "contribute to the intellectual, cultural, and economic vitality of the community." The vision statement, too, includes these concepts when it guides the College in "seek[ing] to create a learning community that celebrates diversity, nurtures personal growth, and inspires academic and economic leadership."

Because "Cultural Competence" is a separate category under the SCC GELOs (category IV), and the SCC 2014-2015 graduation requirements for an associate degree include a separate area for Ethnic/Multicultural Studies (Area VI), education related to cultural diversity is clearly and easily integrated into the GE course pattern, assuring that all students have some degree of exposure to this topic ([IIA.324](#), p. 422). Course offerings that qualify under the heading of Ethnic/Multicultural Studies come from a wide variety of disciplines, including but not limited to Administration of Justice, Anthropology, Business, Early Childhood Education, English, Geography, History, Psychology, the Social Sciences, and Theater Arts. Clearly, understanding and respect for cultural diversity is integrated throughout the College's divisions, departments, and course offerings. In fact, this subject is so thoroughly

integrated into SCC coursework that many courses offered in Areas I–V may be used to meet the Ethnic/Multicultural Studies requirement.

Principles of ethics, civility, and interpersonal skills are reflected in the SCC GELOs under category VII, “Life Skills and Personal Development.” This category covers a wide range of competencies, such as skills for lifelong learning, engagement in vocational planning, improvement of physical fitness, and development of communication skills. Ethics, citizenship, and interpersonal skills are included in this category as well. The SCC 2013-2014 graduation requirements for an A.A. or A.S. degree include a separate area that relates to these GELOs. In the graduation requirements, Area III—Living Skills correlates to category VII of the GELOs. Area III—Living Skills is divided into two sub-areas: (a) “Physical Education,” with a 1-unit minimum, and (b) “Life Development Skills,” with a 2-unit minimum. Courses under sub-area (b) “Life Development Skills” range in focus. For example, Area III includes courses in personal finance, physical fitness, nutrition, psychology, and the social sciences. Concepts related to ethical principles, effective citizenship, and interpersonal skills are included in the course descriptions for some of these courses, particularly in psychology and the social sciences; however, these concepts may not be included in all of the courses that qualify for Area III of the graduation requirements.

Thus, integration of subject matter related to ethics, citizenship, and interpersonal skills is not as clearly defined as integration of subject matter related to cultural competency. All students at SCC are potentially exposed to ethical principles, civility, and interpersonal skills through the behavior modeling that faculty provides, the expectations that faculty communicate to students, a clear and accessible “Student Standard of Conduct,” and interaction with faculty members, peers, and other College staff.

The influence of faculty, in particular, should not be overlooked in student learning experiences connected to ethics, civility, and interpersonal skills. Students are mentored by professors in these areas, whether or not these topics are specified in a course’s curriculum. The *Sacramento City College 2014-2015 Faculty Handbook* advises professors about modeling these important life skills under the “Faculty Code of Ethics” and the “Faculty Statement of Professional Ethics” (pp. 11-12). For example, the “Faculty Code of Ethics” speaks about “maintaining a safe and respectful learning environment” and emphasizes a regard for professional boundaries (p. 11) ([IIA.325](#)). In a similar vein, the “Faculty Statement of Professional Ethics” states that faculty are “guided by a deep conviction of the worth and dignity of the advancement of knowledge [and] recognize the special responsibilities placed upon them.” It goes on to affirm that faculty members “demonstrate respect for the student as an individual and adhere to their proper role as intellectual guides and counselors. They make every reasonable effort to foster honest academic conduct and to assure that their evaluation of students reflects their true merit” (p. 12). This is just a sampling of what the statements contain, but they demonstrate the ways in which faculty serve as primary models of ethics, civility, and interpersonal skills, even when the subject matter of a course does not specify these as topics.

It should also be noted that SCC has a clear and highly accessible document explaining how students are to conduct themselves in the academic environment: the “Student Standard of

Conduct.” This document clarifies for all members of the community what constitutes ethical, civil behavior, and how people are to interact with one another. It can be located from the College’s website under the “Current Students” tab, followed by “Campus Services” and “Student Standard of Conduct” ([IIA.326](#)). The standards are also available to students in the Student Guide, which is published and distributed broadly each academic year. Unacceptable behaviors such as cheating, plagiarism, and other acts of dishonesty are thoroughly outlined. Other issues, such as weapons, drugs and alcohol, hazing, gambling, and smoking, are also covered. By upholding these behavior standards, the administration, faculty, and staff work together to teach all SCC students about the values the College holds highly as an academic institution. While ethics, civility, or interpersonal skills may be topics of concern for particular courses, all students learn about these values through their involvement with the academy.

SCC also supports many programs that promote development of students through a comprehensive educational experience. The SCC Service-Learning Program, Community Studies Program, International Studies Program, Honors Program, and Student Leadership and Development all contribute to aspects of student awareness. These programs provide students with opportunities to learn about ethics, civil engagement, global responsibility, and aesthetic sensibility. In addition, the SCC Cultural Awareness Center promotes deeper understanding of the intercultural community and diversity of the College population. All these programs have informative web pages that can be easily accessed through the SCC website. The addresses are as follows:

- Community Studies Program: ([IIA.327](#))
- Cultural Awareness Center: ([IIA.328](#))
- Honors Program: ([IIA.329](#))
- International Studies Program: ([IIA.330](#))
- Service-Learning Program: ([IIA.331](#))
- Student Leadership and Development: ([IIA.332](#))

General Education Learning Outcome (GELO) assessment is conducted to assure the relevance, appropriateness, currency, and quality of the General Education program at the College. It provides a platform of evidence of student learning and areas where improvement is needed, which is then used for planning purposes. Finally, it generates teaching and learning strategies for General Education courses. (Assessment of General Education Learning Outcomes Report, Fall 2014, in documents associated with the SLOAC committee, [IIA.333](#)).

Between 2009 and 2014, several phases of SLO and GELO assessment implementation were undertaken, including 2010’s summary of activities “SCC’s SLO Assessment Strategy,” which includes a description of GELO assessment plans: “Utilize multiple methods for GELO assessment including course and program embedded measures, institutional measures (e.g. CCSSE), and Student Service Division-level SLO measures” (see [IIA.334](#)), and SLO Assessment Plan, [IIA.335](#)).

In 2009-2010, the 2008 CCSSE survey was used to provide a partial assessment of SCC GELOs. The overall results indicated that the self-assessed level of achievement of SCC students varies across the GELO areas. Items from the 2008 and 2010 CCSSE surveys were mapped to the GELOs in 2010 and were used to help assess the GELOs until the course-embedded approach could be fully implemented. In fall 2011, a course-based GELO assessment process was implemented (SCC Midterm Report, Attachment 23, [IIA.336](#)). The SLO subcommittee evaluated a sample of course assessment reports that aligned with SCC's GELOs to include in a GELO pilot and a preliminary report was produced and shared College-wide (SCC Midterm Report, Attachment 18: SCC GELO Assessment Flex workshop Spring 2012, [IIA.337](#)).

The CCSSE survey also was used to assess GELOs in 2014. The overall results have been used as a part of the College's SLO Outcomes report to show how GELOs fit into the cycles of continuous quality improvement ([IIA.338](#), pp. 23-29).

In spring 2011, the SLO subcommittee led the process to map the learning outcomes of general education courses at SCC. A series of spreadsheets for each of the Title 5 GE areas listed courses approved in that GE area along the rows and SCC's GELOs across the columns. Only courses that satisfy a GE category were included. Departments completed the GE mapping and submitted their work to the SLO subcommittee.

Recognizing the limitations of the CCSSE survey results in measuring the GELOs, in fall 2011 the College moved to a course-based approach for GELO assessment. In a pilot analysis of course-based assessment of SCC GELOs, the Student Learning Outcome Subcommittee (later it became SLOAC) evaluated a sample of course assessment reports that aligned with GELOs for "Depth and Breadth of Understanding" and "Critical Thinking." The results of this pilot project included distinct course-level SLO assessments derived from 12 courses from several disciplines.

For the two GELOs included in the pilot the results indicated that 80 percent or greater of students achieved at least a moderate level of success ([IIA.339](#)).

- Depth and Breadth of Understanding
 - Students achieved at least a moderate level of success for 82 percent of all course SLOs that aligned with this GELO.
- Critical Thinking
 - Students achieved at least a moderate level of success for 80 percent of all course SLOs that aligned with this GELO.

In 2013-14, the College established the Student Learning Outcomes Assessment Committee (SLOAC), which operates as a subcommittee of the Academic Senate and replaced the SLO Advisory Group and SLO Subcommittee of the Academic Senate. This committee developed a rubric to assess the degree to which course SLOs that are aligned with or mapped to with GELOs are achieved. The SLOAC regularly discusses satisfaction with the metrics, procedures, and results ([IIA.340](#))

The College is working to continuously improve GELO assessment, and the SLOAC will report to the Academic Senate when the GELO Assessment Report is finalized ([IIA.341](#), p. 4).

In June 2014 a review of SCC GELO assessment was completed. Using the GELO Alignment document developed by the GE Subcommittee of the Curriculum Committee, the investigator determined linkages between GELO areas and the GE Areas stated in the SCC General Education Graduation Requirements. Results of assessment can be reviewed in the Student Learning Outcomes Report ([IIA.342](#), pp. 14-29).

The process of measuring student achievement of the GELOs is ongoing. The Student Learning Outcome Assessment Committee (SLOAC) of the Academic Senate, formerly the SLO Subcommittee, is currently working with academic departments across campus to improve the process to measure and report on student achievement of the general education learning outcomes. The SLOAC committee is currently discussing how frequently GELO assessment reporting shall be made, either on a three-year cycle or a six-year cycle. In addition, as part of the continuous improvement process, is also determining whether or not departments should be asked to submit follow-up reports of any changes implemented to increase students' abilities to meet GELOs. The new SLO reporting tool will integrate course assessment reports with ProLO, GELO, and ISLO reports to provide easier and more immediate access to student achievement data ([IIA.343](#), production site) and ([IIA.344](#), demonstration site).

Although the College was able to obtain data from students through the CCSSE surveys, obtaining information about the achievement of SCC students after they leave SCC is a challenging task. However, in data received through a personal communication from the University of California Office of the President (UCOP), students from SCC who transferred into the UC system in 2012 had a 95.2 percent first-year persistence rate and a UC-GPA of 3.06. (Source: Yang Yang, UCOP, personal communication, 2014) ([IIA.345](#)). These statistics suggest that on average SCC students who transfer to UC are well prepared to handle the upper division work they encounter after leaving SCC.

Self Evaluation

The College's general education program is robust and developed in accordance with policies and regulations established by the State Chancellor's office, the Los Rios Community College Board of Trustees, and implemented at the College level with approval by the district curriculum coordinating committee. The College is engaged with a range of partners to track measures of student success after they graduate, and the data suggests they are generally well prepared.

The College has focused significant energy on developing a new plan for measuring GELOs, as it became evident that assessment through the CCSSE survey was inadequate. Though work on the project came to a standstill for a time due to unexpected staff changes, over the past year and a half the SLOAC committee has worked diligently to establish a process for

academic departments to measure and report on student success in achieving the GELOs and ISLOs. A report on Assessment of General Education Learning Outcomes, still in draft form, outlines recent activities to streamline the system of measurement and plans for future changes.

According to the “Overview of SLO Process at SCC,” individual department courses are reviewed to determine appropriate and adequate links or mappings between course SLOs and ProLOs and GELOs. Assessment in all course programs is ongoing, and department SLO assessment reporting takes place on a six-year cycle. All course SLOs and reporting years are set up on spreadsheets to ensure that all course SLOs are scheduled for SLO assessment reporting ([IIA.346](#)).

Measures of students’ skills include the SLO assessments from courses aligned to the GELOs. For example, for the Critical Thinking GELO, English Composition demonstrates the accomplishment of a relatively high number of SLOs linked to Critical Thinking ([IIA.347](#), pp. 21). To assess how well students are achieving the GELOs, the College consults a number of sources. The course-embedded approach referenced above is used, and students’ voices are included by using the mapping of CCSSE to the GELOs ([IIA.348](#), pp. 14-29).

The College is aware of the importance of GELO measurement and made improvements to this system of measurement. The ISLOs have been revised, GELOs are under continuous review, and the College has developed a new comprehensive reporting tool that will be up and running by May 2015. The reporting tool better aligns the ProLOs, GELOs, and ISLOs with course SLOs ([IIA.349](#)), ([IIA.350](#)), ([IIA.351](#), production site) ([IIA.352](#), demonstration site), ([IIA.353](#) and [IIA.354](#), SLOAC Meeting Minutes, 3/13/14 and 3/27/14), ([IIA.355](#), General Learning Outcomes), ([IIA.356](#), Institutional Learning Outcomes).

The “Annual Course Assessment SLO Reporting Form” provides information on SLOs and assessment methods, along with a summary of assessment results and plans for future changes based on assessment. However, the form does not provide a category for ProLOs, GELOs, or ISLOs ([IIA.357](#)). The “Instructional Program SLO Reporting Form,” which is part of the Program Review report, rates the course in terms of how well it meets ProLOs. Although a separate category for GELOs is not included in the Program Review Report template, faculty can address student attainment of GELOs in the section labeled “II. Degree and/or Certificate Review.”

According to “Notes on Institutional Assessment SCC 2009-2013,” GELO achievement measures made by 2008 and 2010 show low ratings for both “Cultural Competency” and “Life Skills and Personal Development” when compared to other GELOs ([IIA.358](#)). The notes are based on a student self-survey in the seven GELO categories. The number of items surveyed differs among the GELO category, which might skew the results. Still, that GELO categories IV and VII rank lowest is notable for this segment of the report. Clearly, as evidenced in the College’s mission and vision statements, SCC is earnestly committed to educating students in the areas of ethics, citizenship, interpersonal skills, and cultural awareness. Moreover, these important values and experiences can be imparted through

means other than formal course curriculum. Institutional policies, faculty modeling, and interaction with the diverse population that makes up the College can be equally influential in these areas. As the College gathers more data from SLO, ProLo, and GELO assessment results, continued conversations should occur on how to best integrate core values consistently into the fabric of the institution.

Actionable Improvement Plan

Actionable Improvement Plan 2 (II.A.1, II.A.1.c, II.A.2.a, II.A.3.c)

Through the Student Learning Outcomes Assessment Committee (SLOAC), the College will institutionalize its updated and enhanced processes and accountability tools to ensure that all student learning outcomes, at all levels, are assessed on a systematic and cyclical basis and the results are used for continuous improvement.

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 Associate degree programs offered by Sacramento City College include a minimum of 18 required units of focused study in at least one area of inquiry or major field. In addition ([IIA.359](#)), interdisciplinary degrees such as Social Sciences, Women's Studies, and Ethnic Studies also require a minimum of 18 units of focused study ([IIA.360](#)). The requirement of 18 units of focused study is detailed in LRCCD Board Policy ([IIA.361](#)), and is required by the California Community Colleges State Chancellor's Office (CCCCO), based on Title 5, Section 55063 of the California Code of Regulations ([IIA.362](#)). This section sets forth the state requirements for an associate degree as a minimum of 18 semester units in a single discipline or related discipline (part a) and minimum of 18 semester units in general education coursework (part b).

The thorough review process for degree approval, explained earlier in this section, ensures that all degrees offered by the College meet these requirements. To ensure quality and compliance in SCC's instructional programs, all Associate degrees offered by Sacramento City College undergo evaluation through instructional Program Review every six years ([IIA.363](#)).

Self Evaluation

Sacramento City 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.

Actionable Improvement Plan

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

Sacramento City College's Career-Technical Education (CTE) departments participate in regularly scheduled program review activities. Program review for Career-Technical Education includes a review of the course and program content, an analysis of labor market needs and data, as well as an analysis of the student learning outcomes and student progress toward accomplishing those outcomes (Examples can be found in the Program Review files, [IIA.364](#), e.g., [IIA.365](#), or [IIA.366](#)).

Career-Technical Education program advisory committees meet frequently to provide consultation and advice on skills and knowledge required for industry employment, curriculum development, faculty development, and state of the industry practices in the particular field. Partnerships with industries help set training and educational standards to student preparedness for employment ([IIA.367](#)).

Student Learning Outcomes (SLOs) and Program Learning Outcomes (ProLOs) are developed based on specialty accrediting or licensure/certification requirements and with input from industry partners. Competency assessment is ongoing throughout a student's program.

Sacramento City College students who successfully complete a program of study are prepared for external licensure and certification in programs such as Air Traffic Control, Aircraft Dispatcher, Aircraft Maintenance, Computer Information Science, Cosmetology and Nail Technology, Dental Assisting and Dental Hygiene, Registered and Vocational Nursing, Mechanical-Electrical Technology, Occupational Therapy Assistant, Physical Therapist Assistant, and Railroad Operations. Passing rates for these licensure exams are above average or higher ([IIA.368](#), p. 6).

Several CTE programs are governed and/or licensed by an accrediting or regulatory agency, such as the Federal Aviation Administration, California State Board of Cosmetology, Commission on Dental Accreditation of the American Dental Association, California Board of Registered Nursing, and California Board of Vocational Nursing and Psychiatric Technicians. These programs undergo regular audits by these agencies with site visits. These audits ensure that the programs are in compliance with regulatory and accrediting requirements, that curriculum content is applicable and meets industry standards for employment and licensure, and that student pass rates for each respective occupation are appropriate. Passing rates for these licensure exams are above average or higher. All programs currently have fully accredited or approval status with their respective accrediting or regulatory agency ([IIA.369](#)), ([IIA.370](#), pp. 6-8 esp.).

Self Evaluation

As part of the SCC Program Review process, all CTE programs complete a full Program Review every six years. In addition, as CTE areas develop their yearly Perkins plan, LMI data, program performance (employment and success rates) identification of barriers to access or success; and identification and adoption of strategies to improve student access and success are all reviewed. Although CTE programs have consistently informally reviewed their program data on a yearly basis, the College is developing a new process to more formally capture the yearly program evaluation completed for Perkins on a two-year cycle.

Actionable Improvement Plan

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 outcomes consistent with those in the institution's officially approved course outline.

Descriptive Summary

The Curriculum Committee processes information about degrees and certificates for clarity, accuracy, and compliance with the guidelines in the California Community Colleges Chancellor's Office (CCCCO) Program and Course Approval Handbook (PCAH). Every six years, all courses offered in any academic or certificate programs are reviewed first by discipline faculty and then by the Curriculum Committee for content, clarity, and accuracy.

The addition of Student Learning Outcomes to all courses has been incorporated as part of the process. To date, nearly 100 percent of courses and 100 percent of instructional programs have student learning outcomes incorporated into their curriculum and are part of the curriculum record. The Los Rios Community College District has a curriculum software management system (SOCRATES) to house course and program outlines and other related curriculum materials. Faculty have online access to this system through the Intranet-Socrates/Rosters/Grades link. Paper records prior to 2004 on all courses and programs are also kept in a master file in the Instructional Services Office. The content of the degree and certificate programs is published both in hard copy and electronic versions, and in alternative formats (large print, Braille, MP3, or e-text) by the College and is available to the students and the public at large ([IIA.371](#)).

Course SLOs as stated in the approved Course Outline of Record are included in course syllabi or information sheets that are submitted each semester by faculty for all their courses. Copies of these syllabi or information sheets are archived in the respective division deans' offices for three years. Faculty members are required to provide students with a copy of the

course syllabus or information sheet ([IIA.372](#), p. 43). This process is also verified within the context of peer evaluations scheduled for every faculty member. For fulltime faculty, this takes place each year during the tenure process and every three years thereafter. For Adjunct faculty, this takes place during their first semester, and every three years thereafter ([IIA.373](#), Section 8.4.1.7).

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. All three are available electronically and can be accessed from the College website. Hard copies of the catalog may be purchased at the College Store, and student guides are given to students by Student Services offices throughout the school year. The catalog, class schedule, and student guide are also available in all parts of the counseling program, including General Counseling, DSPS, EOPS, Athletics, RISE, CalWORKs, the International Student Center, and the Transfer Center.

Additional course and program information is provided to students by faculty members through course syllabi and student information sheets that specify student learning outcomes. The College accurately describes its degrees and certificates, including purpose, course requirements, and learning objectives, in its annual catalog and in documents maintained in SOCRATES.

Actionable Improvement Plan

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

Sacramento City College has increased support to students who intend to transfer to four-year colleges and universities. Along with the development of the new SCC website (counseling and transfer tabs) ([IIA.374](#)), which provides students 24-hour access to important transfer information, students are kept up to date via social media, such as Facebook ([IIA.375](#)) ([IIA.376](#)) and Twitter ([IIA.377](#)). Space is allocated in the counseling office for a Transfer Center ([IIA.378](#)) in RN 147. The center is staffed with a 50 percent counselor and supported by two classified staff. Early transfer planning is encouraged with all first time in College (FTIC) students who express an interest in transferring. 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: SCC 2014-2015 Catalog (*print and electronic*) general education requirements, including CSU transfer requirements and UC requirements; at ASSIST.ORG ([IIA.379](#)); on the SCC counseling website, at New Student (FTIC) Counselor Workshops; at the Transfer Center website; during classroom presentations through the Transfer Center and via Basic Skills Initiative programs, i.e., Counselors in the Classroom or the ESTEEM (Essential Support Teams in English, ESL and MATH) Program; and on individual handouts available from all counselors and at the counseling office, RN 147. As of 2010, in compliance with AB 1440, SCC began offering associate degrees for transfer (ADT degrees). At current count, 22 such degrees are available to SCC students ([IIA.380](#)).

In addition, individual departments across campus engage in group sessions to discuss transfer and career options within the discipline with FTIC students and refer students to the counseling office to begin early transfer planning. Attention is also given to colleges and universities seeking SCC transfer students. The SCC Transfer Center offers a series of mini transfer days throughout the year and hosts a large Transfer Day, welcoming more than 60 colleges and universities from in and out of state ([IIA.381](#)).

Ongoing Articulation Agreements are established and maintained with both in-state and out-of-state colleges and universities. New transfer courses are developed by faculty in the discipline and vetted through the Curriculum Committee. Articulation can begin during or after the process of approving curriculum. The College articulation officer facilitates articulation agreements for the College. The articulation officer:

- attends Curriculum Committee Meetings
- attends Technical Review Meetings
- communicates curriculum issues to Faculty Co-Chair, Administrative Co-Chair, and Curriculum Liaison
- assists Technical Review Team as needed
- submits outlines to OSCAR and ASSIST
- works with other colleges and universities on transferability
- coordinates articulation agreements ([IIA.382](#))

Articulation agreements are developed in response to mandates such the statewide C-ID and ADT degree requirements ([IIA.383](#)). They are also developed when faculty indicate in their curriculum outlines that they are requesting IGETC or CSU articulation. Additionally, transfer institutions will sometimes send the SCC articulation officer curriculum change notifications; in turn, the articulation officer will contact the department chair (as well as the division dean) so that person facilitate any necessary curriculum change to maintain articulation. The course outline of record includes a section called “Relationship to Transfer Institutions” in which a course’s approval for CSU, UC, and IGETC general education requirements is indicated. Articulation agreements with other California Community Colleges are available on its own website ([IIA.384](#)) while articulation with private and independent institutions is also coordinated and maintained by the articulation officer. SCC has an extensive list of institutions with which it maintains articulation agreements. These institutions and lists of articulated courses can be found at ([IIA.385](#)).

Self Evaluation

The College's processes of developing and articulating transferable courses and programs are well-established and sound. Students learn about the many options for transfer and the requirements for particular transfer institutions from a number of sources, including the Transfer Center, the College Catalog, Counseling and other Student Services personnel, and individual departments and faculty. The College recognizes the importance of both transfer and articulation by allocating resources to each: There is a dedicated Transfer Center within Counseling Services, with an FTE allocated for a Transfer Center Coordinator position. The FTE allocation for the Articulation Officer position is pieced together from the President's reassigned time FTE (usually .3 FTE) and from counseling FTE (usually .5 FTE). A number of years ago, the Curriculum Committee formed an Articulation Officer Task Force to re-write the articulation officer job description and the required and desired qualifications. At that time it was determined that the position should be open to all faculty. However, due to funding allocations, it has only been available to counselors (unless a faculty member outside of counseling chose to only receive the .3 FTE from the President's reassigned time.) These resources indicate that the College understands the importance of these processes and their connection to SCC's College Goal A, which focuses in part on a commitment to transfer ([IIA.386](#)).

Actionable Improvement Plan

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

Sacramento City College has processes to address the issues of program discontinuance and program modification. When either issue arises, there are a number of campus bodies that evaluate whether changes should be made and make arrangements so that students in these programs will be able to complete their educations with as little disruption as possible. The College catalog is reviewed annually by academic departments and other constituency groups so that accurate information about program revisions is available to students.

The current process to address program appraisal and discontinuance has been in place since 2006. Since then, this process has been revised three times, most recently in 2014. The process is reviewed as needed and every six years at minimum ([IIA.387](#)). A program may be recommended for discontinuance due to the following conditions: "Program Review and Analysis trends, changes in demand in the workforce, changes in requirements from transfer institutions, availability of human resources, budget concerns, or combining or consolidating with another program in the College or District" ([IIA.388](#), pp. 2-3).

A proposal to appraise or discontinue a program may be made by the Vice President of Instruction, the Division Deans, the Academic Senate, or the Vice President of Student Services as a result of Program Review or the factors listed above. In addition, a proposal may be initiated by an area division or individual department. Once a program has been proposed for appraisal or discontinuance, the process must be initiated within the first three weeks of a semester and must be concluded by the end of the same semester.

If all the affected faculty of a program and the administrators have determined there will be no adverse effect on students and they agree on the discontinuance, the Curriculum Committee will review the justification and supporting documentation for the request. If there are no concerns, the proposal for program discontinuance will go to the Academic Senate for approval. If the Curriculum Committee or the Academic Senate has concerns about the proposed program discontinuance, then the Academic Senate will initiate the Evaluation Committee Process.

In this process, an evaluation committee composed of faculty members and administrators reviews relevant documents such as Program Review reports and Unit Plans and considers both qualitative and quantitative factors before coming to a decision. Among the qualitative factors are the ability of students to complete their educational goals of obtaining a certificate or degree, transferring, or lifelong learning; the effect on students of modifying or discontinuing the program; and the impact on other programs, including transfer, if the program is modified or closed. If there are any, these must be identified. ([IIA.389](#), p. 4).

Any proposal for program discontinuance must have a plan for students to be able to complete their educational requirements. The efficacy of this plan is among the qualitative factors that are analyzed by the evaluation committee ([IIA.390](#)). If a program is discontinued, the enrolled students will receive advice from the division housing the affected program and from counseling faculty. Usually, required courses will continue to be offered until no longer needed, or, if those required courses are available at another Los Rios College, students will be notified that they may complete their coursework at another campus.

In fall 2013, the Motorcycle Maintenance Technician Program was dissolved after going through the Program Appraisal/Discontinuance Process. Two years before the program was eliminated, the division dean met with the students in the program to identify which courses should be scheduled so that students would be able to complete the program requirements. The College stopped scheduling the entry-level courses so that no new students could enroll. In addition to meeting with the students, the dean and the faculty also met with the program's advisory committee and shared information with local employers.

Information about a major program change is communicated through the College catalog, College website, counseling office, and division offices. Division faculty and counselors, in particular, play an important role in sharing information with students and helping them identify how they will be affected by the changes. 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 example of a major program change was the initiation of ENGWR 101 (College Writing) with a grade of “C” or better, or placement through the assessment process as a prerequisite for most History courses in fall 2013 ([IIA.391](#)). Following the appropriate prerequisite verification process, the necessary research was conducted to determine the appropriate level of English writing. During the process, the History Department communicated extensively with the English Department. Once the curriculum change was initiated, the department communicated the change to the Counseling Department. Students were informed of the change through classroom visits and information available through the Counseling Office. The department also inserted into the class schedule a link about the new prerequisite. That link is still attached to all history listings ([IIA.392](#)).

Other examples of major program changes impacting large numbers of students often occur within Allied Health programs, such as Nursing, Dental Hygiene, Occupational Therapy Assisting, and Physical Therapist Assistant. These changes may be initiated due to new regulatory or accreditation requirements. When program changes are made in these areas, the information is communicated to students at least one to two semesters before the application cycle in which the change will be implemented. The change is communicated to the College community through the Curriculum Committee and in presentations to the Counseling Department. Information regarding the change is posted on each program’s website, distributed through written information sheets, and discussed in program information meetings that are held at least one to two times during the semester ([IIA.393](#)).

Self Evaluation

The College has clear processes to address modifications to program requirements and the discontinuance of its programs. As part of the processes, program faculty, counselors, administrators, and support staff share the responsibility of making students aware of any significant program changes or program deletions. The College communicates the information in multiple ways: through the catalog, website, program information sheets, direct mailings, in-class announcements and classroom visits, advising sessions, and staffed information tables. These arrangements ensure that enrolled students receive the information and advice they need to complete their studies in a timely manner.

Actionable Improvement Plan

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 represented 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

The College represents itself through catalogs, statements, publications and electronic formats, including intended audiences and publication schedule, as follows:

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 (component of SCC's website)	Employees	Ongoing	Comprehensive resources for SCC employees	Online
College Catalog	Public	Annual	Courses, programs, majors, transfer information, and policies	Printed and online
Class Schedule	Public	Two times per year; Summer and Fall, and Spring; Online format updated daily	Class offerings – days, times, modality; admission and transfer information	Online
Faculty Handbook	Faculty, Employees	Annually	Resources; classroom and College policies, regulations, processes	Online and printed
Curriculum Handbook	Faculty, Employees	Periodically but is changing to “ongoing”	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 which is now 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
SacCityExpress.com	Students	Ongoing, updated daily	Written by SCC students, for students	Online news portal
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
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The College regularly reviews and updates its policies, procedures, practices, and publications (in all formats). Key administrators, faculty, and staff make revisions as needed—the Student Standard of Conduct, Faculty Handbook ([IIA.394](#)), Sacramento City College’s Strategic and Master Plans ([IIA.395](#)) and the College catalog ([IIA.396](#)).

The College Catalog is fully reviewed and updated annually under the direction of the Vice President of Instruction ([IIA.397](#)). The Class Schedule is updated twice a year beginning with a request for the submission of schedule planning sheets that reflect changes in course offerings. Department chairs, division deans, and administrative staff are responsible for ensuring the completeness and accuracy of the information in the schedules.

Sacramento City College provides information on student achievement to the public on the College’s website ([IIA.398](#)). At the footer of every page on the website and on the Student Success Scorecard, information is available regarding the profile of SCC students ([IIA.399](#)): persistence, percentage of degree and/or transfer students who achieved at least 30 units; percentage of degree and/or transfer students who completed a degree, certificate, or transfer related outcomes; percentage of credit students who started below transfer level in English, mathematics and/or ESL, and completed a college-level course in the same discipline; and percentage of students who completed several courses classified as career technical education in a single discipline, and completed a degree, certificate or transferred ([IIA.400](#)).

In the same box as the Student Success Scorecard, interested parties can find information about accreditation, a report on the College’s student success and achievement, gainful employment disclosures, and Sacramento Pathways to Success. These public documents are reviewed annually for accuracy, currency, and relevance.

Self Evaluation

The College represents itself clearly, accurately, and consistently to its prospective and current students, its personnel, and the community. Results from the College’s Employee Accreditation Standards Survey 2014 reveal that over 81 percent of the respondents indicated that they “strongly agree” or “agree” that “the information provided in College publications (e.g., catalog, class schedule, College web site) is current, clearly stated, and accurate.” ([IIA.401](#)). The College disseminates information to its constituency groups in a variety of print and electronic publications. The content, including institutional policies and procedures and information about programs and services, is reviewed in a comprehensive and systematic way to ensure accuracy. SCC’s core values and mission are consistently highlighted in publications to inform and remind the public of the College’s commitment to higher education for all who may benefit. In the College’s Student Accreditation Survey 2014, 92 percent of student respondents indicated they strongly agree or agree that they have “access

to current and accurate information about the College through College publications and the College website” ([IIA.402](#)).

Actionable Improvement Plan

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.

Descriptive Summary

Article 17 of the Los Rios Community College District (LRCCD) Collective Bargaining Agreement with the Los Rios College Federation of Teachers (LRCFT) says, “The LRCCD and LRCFT agree that academic freedom is essential for the fulfillment of the educational mission of the District and for the ability of faculty members to perform their professional duties.” It defines academic freedom as protection from censorship or restraint within the assigned curriculum and from being evaluated based on extraneous considerations such as religion or ethnicity, and details the professional autonomy due to faculty ([IIA.403](#)).

The SCC catalog contains a detailed description of Academic Freedom on page 440. Additionally, the Faculty Statement of Professional Ethics on page 439 of the catalog mentions academic freedom three times ([IIA.404](#)).

Article 11.2.1 of the Collective Bargaining Agreement makes it clear that academic freedom must be consistent with the free pursuit of knowledge, stating that faculty have a professional obligation to: Conduct a classroom environment that is conducive to student learning, growth, and the development in which students are free from discrimination, prejudice, and harassment and in which students are free to express relevant ideas and opinions ([IIA.405](#)).

Board policy 2441.1 specifies, “A student enrolling in one of the Los Rios Colleges may rightfully expect that students, faculty and administrators will maintain an environment in which there is freedom to learn. As members of the College community, students should be encouraged to develop the capacity for critical judgment; to engage in sustained and independent search for truth; and to exercise their rights to free inquiry and free speech in a responsible non-violent manner.” This policy is published on the District website ([IIA.406](#)).

Board policy 244.50 directs the College to clarify and publish specific standards of behavior considered essential for the College’s educational philosophies. Accordingly, the SCC website includes a Student Standard of Conduct that addresses academic honesty. This standard explains in detail the types of actions that constitute cheating, plagiarism, and other

acts of academic dishonesty, as well as their consequences ([IIA.407](#)). (Note: The Student Standard of Conduct is accessible by students from the SCC website at: [IIA.408](#)).

Self Evaluation

The Board publishes policies that include a statement of commitment to the right of the student to free speech and free inquiry. The collective bargaining agreement also includes such a statement as well as a commitment to academic freedom. Board policies do not contain specifics on student academic dishonesty, but rather direct the College to develop and publish such a policy.

Actionable Improvement Plan

None.

II.A.7.a. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Descriptive Summary

Board policy 2441 acknowledges that a variety of convictions and views will exist within the College community and directs the College to allow examination and discussion of these ([IIA.409](#)). Article 11.2.2 of the Collective Bargaining Agreement says that faculty members shall “Clearly differentiate to students the expression of a faculty member’s personal opinions or convictions from the objective presentation of theory, fact, or ideas” ([IIA.410](#)). This language is repeated in the Faculty Handbook ([IIA.411](#), p. 13). Further, it states, “As teachers, faculty members encourage the free pursuit of learning in their students. They hold before them the best scholarly standards of their discipline. They demonstrate respect for the student as an individual and adhere to their proper role as intellectual guides and counselors... In the exchange of criticism and ideas, they show due respect for the opinions of others” ([IIA.412](#), p. 12).

During department meetings faculty discuss the importance (and meaning) of presenting material objectively. Those conversations occur especially during Program Review when course outlines are being revised ([IIA.413](#)).

Self Evaluation

Faculty are required by contract to clearly differentiate to students the expression of a faculty member’s personal opinions or convictions from the objective presentation of theory, fact, or ideas. This is a professional responsibility, and professional responsibilities are measured during performance review at least once every three years. Faculty also discuss this outside the review process, especially when revising curriculum or creating grading rubrics.

Actionable Improvement Plan

None

II.A.7.b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.

Descriptive Summary

The SCC website includes a Student Standard of Conduct that addresses academic honesty. Cheating, plagiarism, and other acts of dishonesty are defined as follows:

Cheating is the act of obtaining or attempting to obtain credit for academic work through the use of dishonest, deceptive, or fraudulent means. Cheating includes the following:

- Copying from someone else's test.
- Submitting work that is not your own.
- Submitting work presented previously in another course, if contrary to the rules of either course.
- Altering or interfering with grading.
- Using material during an exam that is not allowed.
- Consulting with someone, other than the instructor, during an exam.
- Committing other acts that defraud or misrepresent.

Plagiarism is representing the work of someone else as your own and submitting it for any purpose. Plagiarism includes the following:

- Incorporating the ideas, works, sentences, paragraphs, or parts of another person's writings, without giving appropriate credit, and representing the product as your own work.
- Representing another's artistic/scholarly work as your own.
- Submitting a paper purchased from a research or term paper service.

Other Acts of Dishonesty:

- Purposely allowing another student to copy from you during a test.
- Giving your homework, term paper, or other academic work to another person to plagiarize.
- Having another student submit work in your name.
- Lying to an instructor to improve your grade.
- Altering a graded work after it has been returned and then resubmitting the work for regrading.
- Removing a test from the classroom.
- Stealing tests.

Consequences are listed as well, ranging from a failing grade on the test or paper to expulsion ([IIA.414](#)). (Note: The Student Standard of Conduct is accessible by students from

the SCC website at: [IIA.415](#)). The Student Standard of Conduct is also published in brochure form and handed out at various times ([IIA.416](#)).

Additionally, the base template for courses using the Desire2Learn course management software contains a Student Code of Conduct Link, which directs students to the Student Standard of Conduct. This information is also available for students in the annual Student Guide publication ([IIA.417](#)), pp. 60-66.

Policies on academic honesty are enforced via the Student Discipline Process, which is published as part of the Student Standard of Conduct. As applied to academic dishonesty, the steps required by the Student Discipline Process include a conversation between the faculty member and the student, with or without the dean. For a first incident of cheating or plagiarism, the incident is reported to the Discipline Officer as information only, with no further action required. Students may be directed to regular workshops are conducted by the Life Skills and Tutoring Staff to further inform students about Academic Integrity ([IIA.418](#)). For repeated incidents, the Discipline Officer will contact the student and schedule an investigative meeting. If the outcome of the investigative meeting warrants disciplinary action involving probation, suspension, or expulsion, the student may request an appeal within seven days. In this case a hearing panel is convened (as outlined in Board Regulation 2442, [IIA.419](#)), and the outcome of the hearing panel is sent by the chair of the hearing panel to the College President for final action within 10 days of the hearing panel conclusion. The College President notifies the student of final action within seven days of receipt of the decision of the hearing panel. (Steps in the Student Discipline Process, [IIA.420](#)).

Self Evaluation

The College has well-defined expectations for academic honesty, clearly explained and distributed in a number of formats. The mechanism for enforcing these expectations is clearly defined in the Student Discipline Process and is supported by Board-level policies. This process is published on the website in the Student Standard of Conduct.

Actionable Improvement Plan

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.

Descriptive Summary

Sacramento City College does not seek to instill specific beliefs or worldviews.

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STANDARD II.B: Student Support Services



II.B. Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student Support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

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

The mission of Sacramento City College is to be an open-access public community college serving a diverse student population by providing educational opportunities and support services leading to transfer, career advancement, basic skills development, degree and certificate attainment, and personal enrichment. The College is committed to continuous improvement through outcome-guided assessment, planning, and evaluation to promote student learning. Through these efforts the College contributes to the intellectual, cultural, and economic vitality of the community it serves ([IIB.1](#)).

To fulfill the College mission, SCC offers high-quality student services, which include outreach and recruitment, orientation, assessment, counseling, admissions and records, financial aid, student life, work study, as well as services to students with disabilities, veterans, and programs to support students of color. These student services provide a continuum of intervention and support from the student's point of College entry to exit. These services are offered wherever and however college instructional programs are delivered, including the Outreach Centers at Davis ([IIB.2](#)) and West Sacramento ([IIB.3](#)), as well as to students who access online instruction ([IIB.4](#)).

Services that support student learning and enhance achievement of the college's mission are offered to individuals who are considering attending Sacramento City College, new students who are either new to college or new to SCC, continuing students who are in the midst of their college experience, and students who are in the process of achieving their academic or career goals ([IIB.5](#)).

Programs and services that support individuals who are considering attending college, new to college or to SCC or in their first year, are organized and delivered by a number of student services departments but generally involve the processes associated with Outreach and Recruitment, Information and Orientation, Admissions, Assessment, and Counseling. These services are coordinated under the Student Success and Support Program plan ([IIB.6](#)). Additional resources for a successful student experience include admissions, financial aid, registration, and obtaining a student ID card. These resources and links to how to access

them are outlined on the Future Students page on the college website available to students at the main campus, Outreach Centers, and online ([IIB.7](#)).

Services related to a successful first-year experience have been grouped together under “Steps for Success,” which include orientation, assessment, and completion of an individual student educational plan (iSEP) ([IIB.8](#)). The emphasis that the College has placed on the Steps to Success progress is demonstrated by the finding that 76 percent of new students for fall 2014 completed the three steps of orientation, assessment, and developing an iSEP ([IIB.9](#)). Once a student has been integrated into the College community through the processes identified in the Steps for Success, the College continues its support of student learning by providing a range of services particularly for those students who need additional support in achieving their educational goals. Those services include counseling, financial aid, early assistance, probation and dismissal programs, Puente, Umoja, Veterans Programs, EOPS/CARE, Disability Services, RISE, CalWORKS, Child Development Center, Health Services, and Student Leadership and Development.

The **Outreach and Recruitment** program plays several key roles in the recruitment, matriculation, and first-year experience of new Sacramento City College students ([IIB.10](#)). Outreach personnel coordinate activities such as organizing high school visits, staffing College fairs, facilitating tours, attending community events and coordinating first-year experience programs and events ([IIB.11](#)). Outreach specialists hold orientations with high school counselors to ensure that high school counseling includes community college options ([IIB.12](#)) ([IIB.13](#)).

In light of the College mission to serve its diverse community, the Outreach and Recruitment staff attend a wide variety of community events, such as Martin Luther King celebrations and Festival de la Familia, to reach diverse cultural and linguistic groups. The College makes every effort to have bilingual and bicultural faculty and staff participate in outreach events that are critical to increase College-going rates of under-represented groups. Once a student has chosen SCC, the Outreach and Recruitment program has a variety of services available to support student learning. Such programs include:

- **Summer Success Academy**—The Summer Success Academy (SSA) is a summer bridge program that offers participants a seamless transitional experience from high school to college. SSA students take college courses, earn college credit, are exposed to various instructional programs and receive invaluable information related to student support services that can guide them throughout their college experience. Recruiters encourage first generation, economically disadvantaged, and under-prepared students to attend SSA. Students in the Summer Success Academy compared to students in the same target group who did not receive these services succeed and persist at a higher rate in college over several semesters ([IIB.14](#)) ([IIB.15](#)).
- **Freshman Welcome and Week of Wow**—In 2011, Outreach and Recruitment began collaborating with several campus departments to assist in improving preparation of incoming first-year students. Freshmen Welcome ([IIB.16](#)) and Week of Welcome

(WOW) ([IIB.17](#)) provide workshops and student engagement activities to educate students about the college culture. Freshman Welcome provides new students with information to assist them in navigating the College system, learn study skills and other student success skills. Week of Welcome occurs in both fall and spring semesters to promote the importance of students becoming involved in the campus community ([IIB.18](#)) ([IIB.19](#)) ([IIB.20](#)). WOW was developed based on studies that indicated a clear correlation between student success and student engagement (e.g. CCSSE, activities include Meet the Administrators, Freshmen Induction, Panther Day, Welcome Day, and Mid-day movie-activities ([IIB.21](#)).

Information designed to integrate the student into the college community and provide access and connections to services that promote student learning, throughout the student's first year experience is provided by several programs, including:

- **SOS (Students Obtaining Success)**—The college hosts several SOS (Students Obtaining Success) events during the semester ([IIB.22](#)) ([IIB.23](#)). They include welcome tables the first week of classes, which are staffed by administrators, faculty and staff, program and tutoring information, educational planning information (iSEP October), and preparation for enrollment for the following semester ([IIB.24](#)) ([IIB.25](#)).
- **411 For Success**—This website provides information on issues critical to student success including dates and deadlines, financial aid, study skills, and appropriate college behavior ([IIB.26](#)). The site uses a variety of methods, including videos and posts to engage students. Analytics indicate that from June–December 2014, there were over 12,000 visitors to the site. Because this site is online, it is available to students at the Outreach Centers as well as to online students ([IIB.27](#)) ([IIB.28](#)) ([IIB.29](#)).
- **Student Ambassadors**—Each semester 10 to 12 Student Ambassadors are hired, trained, and utilized for outreach events, work in many areas on campus and at the Outreach Centers, and provide mentorship and a sense of belonging and connection for first-time college students ([IIB.30](#)).

Orientation in the Los Rios Community College District is delivered in an online format. The orientation to Sacramento City College is available online through the college's Learning Management System D2L ([IIB.31](#)). The online orientation is mandatory for all new students. The online orientation provides important information for first-time students who are planning to attend a Los Rios college. Students are considered first-time students if they have never attended a college or university and are new to the Los Rios Community College District. The online orientation is the first step towards successful enrollment at Los Rios. The online orientation is accessible 24 hours a day, seven days per week. The online orientation provides an overview on topics such as academic expectations, financial assistance, student rights and responsibilities, and student support services. The orientation is an 8-module online orientation in the Learning Management System (LMS), Desire2Learn (D2L), which guides students along a pathway to academic success. Specifically, the online orientation helps students learn about: how to choose classes that fit their educational goals;

college support services and resources that will help them succeed in the classroom; and important details on the next steps to becoming a student and registering for classes. Within the first 12 days of going live, 754 students completed the eight modules and received a certificate of completion. By the third week, that number doubled to 1,551 students. The content of the videos for this effort can be found on the Los Rios District's YouTube Channel ([IIB.32](#)).

In addition to the online orientation, the Davis and West Sacramento Outreach Centers offer tours and a welcome orientation for students to acquaint them with the facilities, classroom locations and other amenities and services available to them as students. In the month of September the Student Leadership and Development department hosts Welcome Day activities for students enrolled in classes at the outreach center locations, Davis ([IIB.33](#)) and West Sacramento ([IIB.34](#)).

Assessment and placement services are provided by the Sacramento City College Assessment Center along with its two outreach centers—the Davis Center and the West Sacramento Center—test approximately 12,000 students per year for placement ([IIB.35](#)). The primary mandatory target student audience is “first time in College” (FTIC) students, as well as those who may have attended another College but have not completed English writing, English reading, math, or ESL prerequisite coursework ([IIB.36](#)) ([IIB.37](#)) ([IIB.38](#)) ([IIB.39](#)) ([IIB.40](#)).

Assessment and placement services are primarily delivered using computer technology (Accuplacer); however, paper/pencil tests are also available. The testing schedule is available online ([IIB.41](#)). Students primarily access the Assessment Center after they have completed their Los Rios application and online orientation, all of which are available throughout the year. Students may also return to the Assessment Center at different points in their academic career to retest due to expired placements or after skill-building activities ([IIB.42](#)).

To increase access and proper placement for students who attend two or more Los Rios District Colleges, all tests taken after 2011 are considered “portable” at all four colleges—American River, Cosumnes River, Folsom Lake, and Sacramento City—and have a Los Rios stamp/image on them. Portability has helped students who move from one College to another not retake unnecessary placements tests, which can serve as a barrier for some. The Assessment Center also employs “multiple measures” methodology to more accurately place students in basic skills or College level courses.

Currently, SCC is participating in the Common Assessment Initiative Project sponsored by the California Community College Chancellor's Office (CCCCO) as a pilot college to develop statewide assessment tests and standards ([IIB.43](#)). The Assessment Center collects and disseminates a great range of data on student participation and performance, allowing for continuous adjustments to the program ([IIB.44](#)) ([IIB.45](#)) ([IIB.46](#)).

Admissions and enrollment services are managed by the Admissions and Records (A&R) Office. While College applications and registration are available online through eServices, A&R provides needed support for students with questions about eServices at multiple areas

on the main campus—Rodda North and A&R/Financial Aid Lab in the Business Building Room 153, as well as the two outreach centers in Davis and West Sacramento ([IIB.47](#)) ([IIB.48](#)) ([IIB.49](#)) ([IIB.50](#)).

Admissions and Records administers the processes associated with graduation and works with the Counseling Department to help students move toward graduation and identify achievement of college educational goals ([IIB.51](#)).

General Counseling services provide comprehensive academic, career, and personal support to a diverse population of new and returning students, ensuring that the College mission is achieved in the areas of open access, transfer, career advancement, and personal enrichment ([IIB.52](#)). Counseling Services to students are provided in multiple areas and locations at the main campus and at the Davis and West Sacramento Centers ([IIB.53](#)).

A key component of students' work with counseling is the completion of student educational plans. The intent of the integrated Student Education Plan is to provide each student with a roadmap of courses and requirements that show the student how to achieve his/her educational goal. Every new student is required to meet with a counselor, either individually or in a group, to complete an individual student educational plan. The iSEP is electronic, giving access to the student and any counselor in the District who can work with the student at any Los Rios site. It can also be accessed in online counseling sessions. In addition to term-by-term planning of courses from the College catalog, the iSEP allows a counselor to interface with the student's Degree Audit report and to identify and select courses the student needs to meet specific requirements ([IIB.54](#)).

General Counseling also supports specialized programming and instructional department interface by assigning a counselor to serve as instructional department liaison ([IIB.55](#)) ([IIB.56](#)). Counselors are assigned to various College instructional departments and projects to provide counseling services in targeted academic initiatives, including the Sutter Health Center, Allied Health Department learning community, math support programs, and the local Met High School via the Panther Pipeline Program. Counselor liaisons are listed on each department website to facilitate access to their services. Counselors are also liaisons to local feeder high schools to assist with advanced education students and new College applicants ([IIB.57](#)) ([IIB.58](#)).

To respond to the rich diversity of the student community, counseling faculty provide support to different student populations including PUENTE (Latino Students), Umoja-SBA (African-American Students), RISE (students at risk of dismissal), veterans, athletes, and international students ([IIB.59](#)).

Counseling support is also readily available at both the Davis and West Sac centers. Full-time General Counseling services are provided five days per week. Spanish-speaking counselors are available to students who attend the West Sacramento Center. Presently, one to two full-time counselors provide services, along with adjunct counseling faculty, at the West Sacramento Center ([IIB.60](#)) ([IIB.61](#)).

Additionally, while not designated officially as a center, the Aeronautics program is offered at the McClellan outreach site, a former Air Force base. Counselors assist students in registering for classes and serve as intervention counselors to assist/advise minority female students experiencing issues in adjusting to school ([IIB.62](#)).

Three to four counselors are designated as crisis counselors, available to students and faculty who request assistance ([IIB.63](#)). General Counseling also provides counseling services for students who have been dismissed and for students appealing for financial aid sources after completing units that exceed federal time frames ([IIB.64](#)) ([IIB.65](#)) ([IIB.66](#)).

Currently, online counseling services are in the early phases of development. In summer 2014, online counseling was piloted to distance education students. Online counseling was expanded in fall 2014, and a web-link with instructions on how to schedule an appointment was posted to notify distance education students of this option ([IIB.67](#)).

In spring 2015, the Counseling Division continued to offer online counseling. These counseling sessions are coordinated through CCC Confer, a website available through the California Community Colleges Chancellor's Office, a service that addresses student privacy issues by acting as a private network. Both student and counselor log in during an agreed-upon appointment time, and the confer log-in is confidential and available to only the student and counselor. The counselor is able to offer the full complement of counseling support, including personal, academic, and transfer advice as well as the opportunity for document sharing ([IIB.68](#)).

Thousands of students each semester utilize General Counseling services. The mandates of the Student Success and Support Program have increased the numbers of students being served in General Counseling. In addition to increased numbers of students who require and request counseling services, the complexity of student needs—from academic and career services to more severe mental health issues—continues to grow ([IIB.69](#)) ([IIB.70](#)) ([IIB.71](#)) ([IIB.72](#)) ([IIB.73](#)).

The **Financial Aid Office (FAO)** plays a significant role in supporting open access and student learning and success through the timely delivery of financial support services ([IIB.74](#)). The FAO is authorized to administer Title IV funds by the U.S. Department of Education and the California Student Aid Commission, and to administer state-based funds by the California Community Colleges 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 ([IIB.75](#)), Cal-Grants, Board of Governors Grant (BOGG) Fee Waivers ([IIB.76](#)) and Chaffee Grants ([IIB.77](#)) ([IIB.78](#)) ([IIB.79](#)) ([IIB.80](#)).

The FAO processed over 65,000 financial awards for approximately 24,000 students during the 2013-2014 academic year, totaling more than \$51 million in federal and state aid ([IIB.81](#)). In response to the high demand for one-on-one financial aid computer assistance, the FAO provides consistent service and leadership in the Registration/Financial Aid Lab (Business Building 153) by having a full-time FA Clerk II present to assist students checking

their financial aid status on the “My City Aid” site. FAO offers extended hours Monday through Thursday 8:00 a.m.–6:00 p.m. and Friday 8:00 a.m.–4:00 p.m. The Financial Aid Lab has become a support hub where students can learn how to apply, update, and review the status of their financial aid awards on “My City Aid.” In addition, students can ask quick questions or get general information.

Financial Aid Office services have also increased at the West Sacramento Center since spring 2011 as well as at the Davis Center. The West Sacramento Center has a full-time Financial Aid Clerk II (60 percent)/Outreach Clerk (40 percent) to assist students. Services include helping students submit financial aid documents, completing the Board of Governors Fee Waiver, answering financial aid questions, and providing one-on-one assistance. Students can also complete online forms and check their financial aid status online using accessible computers located near the front counter. A Financial Aid Clerk II works at the Davis Center every Thursday. Appointments and drop-in services are available to students seeking financial aid assistance. Center staff are also trained to help students complete the Board of Governors Fee Waiver and Free Application for Federal Student Aid (FAFSA) online ([IIB.82](#)) ([IIB.83](#)).

The FAO has implemented a number of other innovations aimed at improving services to students, such as a financial aid office kiosk that went live in fall 2012 and is intended to reduce the wait time for students needing assistance. The kiosk, located directly outside the financial aid office in Rodda Hall North, houses a computer with a system that allows students to register for service ([IIB.84](#)) ([IIB.85](#)) ([IIB.86](#)). The system is linked to a number of plasma screens located across campus where students can check their “place on line” and return to the financial aid office when their name rises to the top of the queue. This intervention has decreased lines outside the office significantly as well as providing students with a sense of when they will be served.

Another change aimed at improving student service is the opportunity to meet directly with a Financial Aid Officer. In spring 2012, the FAO began offering 30-minute, one-on-one appointments with Financial Aid Officers to provide more personal support. During these sessions, students are able to receive detailed information about their files and ask questions. These one-on-one appointments are available Tuesday, Wednesday, and Thursday from 9:00 a.m. to 6:00 p.m. A Financial Aid Officer is also available via telephone to assist students unable to be on the main campus, such as online students at the Davis or West Sacramento Centers. All financial aid documents may be completed online, and students may access documents on the financial aid website or on their “My City Aid” accounts. These sites are user-friendly, easy to navigate, and clear to follow ([IIB.87](#)). Students may obtain information online in regard to their student accounts, information documents, grants, and loans. These services were developed to increase awareness, understanding, and timely access to financial aid resources for economically disadvantaged students—all critical interventions necessary for academic and student success ([IIB.88](#)).

The FAO conducts Financial Aid events on a regular basis for current students, incoming, and prospective students. The “Cash for College” workshop has been conducted annually in February since 2012-2013, prior to the FAFSA March deadline for incoming students

([IIB.89](#)) ([IIB.90](#)). More than 70 high school seniors attended the Cash for College workshop at SCC. In addition, the FAO assisted high school seniors in completing the FAFSA and California Dream Act Applications, and Cal Grant GPA verification forms for timely processing of their financial aid awards before the March 2 priority filing period ([IIB.91](#)). FAO staff also participate in outreach activities, such as Senior Saturday, Preview Night, High School Counselors Conference, selected high school outreach visits and community events (which include targeted outreach to cultural and linguistic specific groups). This outreach helps students and parents to understand the financial aid process and opportunities available to increase access to higher education ([IIB.92](#)).

In addition to the support and outreach offered to new incoming students, the FAO offers a variety of workshops to assist continuing SCC students complete their financial applications at the main campus and the two centers. FAO staff also conduct activities for current students, such as classroom presentations at the main campus and the Davis and West Sacramento Centers. The FAO works closely with the Counseling department to provide timely information about the impact of federal regulations on the availability of aid for students enrolled in particular degree and certificate programs ([IIB.93](#)) ([IIB.94](#)) ([IIB.95](#)). The FAO has made significant progress in managing its workload to enhance students' access to the appropriate support, as measured in tracking reports ([IIB.96](#)) ([IIB.97](#)).

Sacramento City College offers a range of programs to support student learning, including early intervention programs intended to support all students, as well as programs targeted toward improving success of students in at-risk groups.

SCC's Early Assistance Program is a web-based system referred to as SARS-ALRT ([IIB.98](#)). This system was established as a campus-wide effort to identify students experiencing personal or academic difficulty, preferably no later than the third week of the semester, and refer them for additional support. SARS-ALRT provides the College faculty and staff with a collaborative opportunity to identify a student's specific needs for assistance that affect the student's ability to remain and succeed in class. Once a student's needs are identified, the system maps those identified needs to specific College areas for follow-up support.

Data and regular review of the program show, however, that the program is not fully utilized by faculty, which students are uncertain about what to do with the referral to services, and that feedback from service provider to referring faculty member is not provided on a timely basis. With the emphasis on the need to support at-risk students, improvements to the College's early assistance system (SARS-ALRT) are being undertaken to improve understanding, use, and outcomes ([IIB.99](#)) ([IIB.100](#)) ([IIB.101](#)) ([IIB.102](#)).

The Probation and Dismissal Program (PDP) was instituted in 2011 by Counseling and Admissions and Records and involves a series of interventions at the Probation 1 and Probation 2 levels before dismissal. While tightened standards have increased the potential for students being placed into PDP status, the program has shown success in reducing the number of students reaching dismissal. For example, in spring 2011, some 1,359 students were in dismissal status, 1,759 were on probation 1 status, and 1,403 were on probation 2

status. In spring, 2014, those numbers were reduced to 973 students on dismissal status, 937 students on probation 1 status, and 635 students on probation 2 status. Of the students who attended the Probation and Dismissal workshop, the percentage of students who passed their classes increased from 42 percent before the workshop to 51 percent after the workshop ([IIB.103](#)) ([IIB.104](#)) ([IIB.105](#)).

The Puente Program at Sacramento City College was established in 1982 as one of the first pilot Puente programs in the California Community College system. The mission of the Puente project is to increase the number of Mexican-American/Latino students transferring to four-year colleges and universities. The Puente Project has three main components—Counseling, English instruction, and Mentoring. Students enroll in Puente English and Human Career Development as a cohort limited to 30. Students in Puente work closely with the Puente counselor, an English instructor, and a mentor to meet expectations for transfer to four-year colleges and universities. The Puente learning community has a .5 FTE counselor assigned to Puente coordination, orientation and follow-up activities. This project has proven outcomes of increasing the transfer rate of Latino students ([IIB.106](#)) ([IIB.107](#)) ([IIB.108](#))

Umoja-SBA was established at SCC in fall 2013 as a community of educators and learners committed to the academic success, personal growth and self-actualization of African ancestry and other students with an emphasis on first-year college students. Two full-time faculty counselors each have .25 counseling department reassigned time to co-facilitate Umoja activities on campus and in the local community. These counselors teach Human Career Development College Success courses HCD 110 (fall) and HCD 310 (spring) as part of the program. In spring 2014, 26 students participated in the Umoja Program, 22 of whom were first time in college students. The primary goal of Umoja-SBA is to increase the retention and success rates of African ancestry students by creating sacred spaces for learning, teaching, and character development ([IIB.109](#)).

Veterans Support is provided by the Veterans Affairs Office, which assists veterans and dependents of deceased or disabled veterans to apply for and utilize their federal and state educational benefits. The Veterans Resource Center (VRC) opened in fall 2012 to help veterans and their dependents with homework, VA benefits, and admissions. The center offers students with a variety of resources, such as a designated VA counselor to assist with the development of VA course planners, free printing services, computer access, and a quiet place to gather with other veterans on campus ([IIB.110](#)).

EOPS/CARE Programs are a key support for economically and educationally disadvantaged students. The mission of the Extended Opportunity Programs and Services (EOPS) is to provide “over and above and in addition to” support and resources to eligible students who are economically and educationally disadvantaged. EOPS is designed to provide opportunities in higher education for students who historically would not have attended college. The goal of the EOPS Program is to provide intensive and directive counseling and academic guidance in addition to an array of resources to support students to complete a vocational certificate, Associate Degree and/or transfer to four-year universities ([IIB.111](#)).

Recruitment efforts consist of outreach and in-reach activities strategically planned to recruit the pool of students reflective of the surrounding community. Specific attention is directed to identify community, social, and educational arenas where single parents, foster and former foster youth, African-American males, and Latino males may be recruited. This population has been identified as top-tier priority enrollees for EOPS ([IIB.112](#)). In addition, EOPS Spanish-speaking faculty increase program and College visibility by participating in community events hosted by the Mexican Consulate, Univision (Spanish TV station), and Sacramento State's Feria Educativa, as well as Festival de La Familia.

The EOPS Student Personnel Assistant (SPA) and other program staff attend outreach events at local feeder high schools and social service programs, such as independent living programs, Social Services, and Juvenile Hall (EOPS 2009-11 Program Review [IIB.113](#)). The EOPS program continues to recruit current students by visiting classes on the main campus and centers, as well as by specifically requesting time to present to all ESL classes, Basic Skills Math classes, English writing and reading classes, athletic team meetings, cultural-specific student clubs, and cultural-specific cohorts such as Puente and Umoja-SBA. Over the years EOPS has consistently enrolled students of color at a higher percentage rate than the College as a whole ([IIB.114](#)) ([IIB.115](#)) ([IIB.116](#)) ([IIB.117](#)) ([IIB.118](#)).

The need to extend EOPS services to the Davis and West Sacramento Centers is reviewed on an annual basis. EOPS staff cross reference the attendance of all Center students who attend 100 percent of their courses at the Centers. Although it has been determined that there is not sufficient data to support EOPS counseling presence at either of the outreach centers, arrangements and accommodations are made for those students to be served. EOPS staff work closely with general counselors assigned to the centers to meet all EOPS documentation requirements so students are given credit for completing one or more of their contacts at the center. In addition, EOPS staff attend all outreach, welcome days, and center celebration activities to promote and encourage EOPS enrollment. Outreach center deans are notified of the application periods, and outreach staff offer presentations about the benefits of EOPS to as many classes as they are given permission to attend. Basic skills classes and ESL classes are of particular interest as those courses typically have students enrolled with the highest potential for eligibility for EOPS ([IIB.119](#)).

To increase student success, retention and persistence, EOPS requires students to complete their basic skills competencies, enroll in EOPS-sponsored cohort classes, and are subject to periodic and consistent intervention and tracking to monitor their progress toward achieving their academic goals ([IIB.120](#)) ([IIB.121](#)) ([IIB.122](#)) ([IIB.123](#)) ([IIB.124](#)).

In addition to the EOPS programs available to eligible students, EOPS operates the CARE (Cooperative Agencies Resource for Education) program to provide additional services to students who are single parents, head-of-household, and receiving public assistance from CalWORKS or TANF ([IIB.125](#)) ([IIB.126](#)). Students who qualify for the CARE program receive all EOPS services and are eligible to receive additional services, including:

- Transportation stipend (gas card)
- Educational grants
- Meal assistance vouchers

- Single parent workshops
- Community resources referral
- Academic and vocational counseling
- Personal/crisis counseling

Disability Services and Programs for Students (DSPS) serves students with documented physical, learning, communication, developmental, psychological, acquired brain injury disabilities, and other impairments. Students who request additional support and resources provide verification of their disability and participate in an intake and assessment before they are offered access to reasonable accommodations. The outcome of this process determines the academic support services available with the goal of participating, to the greatest extent possible, in all aspects of College programs and activities. DSPS counselors support students with academic and personal counseling and career planning, in addition to disability management and accommodations. DSPS counselors are available who speak Russian, Spanish, Vietnamese, and American Sign Language ([IIB.127](#)).

In addition to direct work with students with disabilities, DSPS counselors and staff provide information to the campus community and students at large about the extent and availability of disability services. Visits to classrooms, events such as the annual Disability Awareness Day, and the Education and Employment of People with Disabilities Forum are advertised and well attended ([IIB.128](#)). Numerous flex activities regarding specific disabilities, accommodations and how to support DSPS students in the classroom are offered and some have been videotaped and are available 24/7 for instructors ([IIB.129](#)). DSPS brochures are distributed across the campus. Tutors in the Learning Resource Center receive training on tutoring students with disabilities ([IIB.130](#)). Instructors are notified of best practices if they have deaf/hard of hearing or blind/visually impaired students in their classes ([IIB.131](#)) ([IIB.132](#)).

DSPS counselors and the learning disability specialist are available to the Davis and West Sacramento Centers on an as-needed basis by appointment to do intakes, testing, and counseling. Assistive equipment is sent to the Centers, and students have the option to request previously approved accommodations online ([IIB.133](#)) ([IIB.134](#)).

DSPS supports all students with learning challenges in the areas of math and English. Learning disability specialists teach HCD classes as gateways to college-level and transfer math and English. They offer a learning strategies class with a lab presented specifically to students with disabilities to understand their learning styles and to learn about tools and strategies to help them be successful students ([IIB.135](#) pp. 251-252).

The “College 2 Career” (C2C) contract with the Department of Rehabilitation (DOR) (one of five pilot contracts in California) assists qualified students with intellectual disabilities by providing mentors who coach students on appropriate behavior and use of campus resources ([IIB.136](#)). The C2C students benefit from a case management model in which DOR and Regional Center counselors, parents, coaches, job placement staff, internship staff and the C2C coordinator meet every semester to keep students on track to achieve their goals. These students are fully integrated into internships and work experience prior to job placement

([IIB.137](#), Goal of C2C and Opportunities for C2C students tabs). WorkAbility III is another contract with the Department of Rehabilitation that provides job placements to students who are also clients of DOR ([IIB.138](#)).

A collaboration with the Occupational Therapy Assistant (OTA) program on campus provides OTA students fulfilling Field Work Level 1 requirements an opportunity to act as coaches to DSPTS students on the autism spectrum. The DSPTS coordinator teams with the OTA coordinator to provide supervision and meets with the OTA students weekly to provide direction and case management. The OTA students learn strategies and tools and gain practical experience working with adults on the autism spectrum. The DSPTS students on the spectrum gain support and tools to help them handle sensory overload, anxiety, and social skills.

A full computer lab and proctored testing center is available for students who need access to assistive technology and software or a specialized testing situation that provides a distraction-reduced environment and approved accommodations such as scribes ([IIB.139](#)). ADA-accessible computers are also available in all computer labs and classrooms and at the Davis and West Sacramento Centers. Proctored testing is available at the centers and is supported by the main campus proctoring center ([IIB.140](#)) ([IIB.141](#)).

An Alternate Media Specialist is available to translate textbooks into Braille, produce materials in enlarged fonts, or download books into an audio format as necessary. Tape recorders, Daisy Readers, Smart pens, Assistive Listening devices and other assistive equipment are available for checkout to students who need such accommodations. Access to technology in all curriculum and classrooms for students who are blind and visually impaired is an area that requires attention and improvement ([IIB.142](#)) ([IIB.143](#)).

DSPTS services are comprehensive, and the demands are great. Services are reviewed and assessed on a regular basis, using student comment cards, SLOs and regular review of statutory requirements ([IIB.144](#) Services tab) ([IIB.145](#)) ([IIB.146](#)) ([IIB.147](#)) ([IIB.148](#)).

The accessibility of learning management systems and tools is an ongoing challenge in supporting students with disabilities. Discussions and collaborative efforts have occurred between DSPTS staff, instructors, publishers, tutors, and students in attempts to address the deficiencies in fully accessing Desire2Learn (D2L), My Math Lab, and websites that instructors assign and utilize as well as textbooks that have homework and quizzes on CDs ([IIB.149](#)) ([IIB.150](#)).

The Respect, Integrity and Self-Determination through Education (RISE) program is designed to inspire and assist students placed on academic dismissal. It has become a student service support program open to all students with an emphasis on helping first-generation students of color by helping those students feel connected, valued, respected, at ease, and confident. RISE offers a physical space where students share victories, defeats, opinions, and talents. It provides counseling, academic guidance, educational plan development, tutoring, access to a lending library and computers. RISE students are encouraged to participate in university visits, service learning projects, and mentoring activities at nearby high schools

and middle schools. RISE helps thousands of students earn their way off academic probation and on their way to prestigious universities across the country ([IIB.151](#)). RISE has developed SLOs and established a review and assessment process ([IIB.152](#)).

The California Work Opportunity and Responsibility to Kids (CalWORKs) program is an interagency program that provides comprehensive services to promote long-term self-sufficiency through education, vocational training, and employment ([IIB.153](#)). Specifically, CalWORKs provides coordinated College student services to ensure students' progress toward accomplishing their county-approved education and career plans. Services include coordination and advocacy between student and county case workers to ensure compliance; advising, case management, and referral services to develop and maintain a strong foundation for College success; academic, career, and personal counseling to complete a CalWORKs-approved student educational plan; job development and job placement to develop and strengthen employment skills and meet county-required core/non-core hours. SCC CalWORKs staff and county social services staff meet to increase collaboration and coordination on behalf of students ([IIB.154](#)) ([IIB.155](#)) ([IIB.156](#)) ([IIB.157](#)) ([IIB.158](#)).

Resources offered to CalWORKs students include educational supply vouchers, textbooks and materials, transportation support, and child care referrals and advocacy. Sacramento County Department of Human Assistance Human Services Specialists located in the CalWORKs College Program office provide services to students. The office assists in administering the College's emergency fund assistance program ([IIB.159](#)) ([IIB.160](#)).

The CalWORKs program collaborates with the SCC Outreach Program to target prospective CalWORKs students at continuation schools and teen parents programs in high schools. In addition, CalWORKs facilitates classroom outreach presentations and provides information tables at College events, such as the Career Day, Welcome Day, Club Day, College and University Day, the West Sacramento Center Student Appreciation Day, Preview Night for 11th and 12th grade students, and at cultural events. CalWORKs also provides presentations at EOPS/CARE workshops. CalWORKs collaborates with the Davis Center and West Sacramento Center for outreach to those communities, as well as to the county Department of Social Services and the Department of Employment and Social Services, Food Banks, SETA, One-Stop Centers, WIC, Child Action, Healthy Families, Community Centers, Sacramento Area Emergency Housing, pregnancy clinics, libraries, the Sacramento City Unified School District, and many more community agencies and organizations ([IIB.161](#)).

CalWORKs provides academic counseling by counselors trained in CalWORKs requirements on the main campus and at the West Sacramento Center and the Davis Center. To reduce duplicative efforts, EOPS and EOPS/CARE students are served by the EOPS counselors trained in CalWORKs requirements. Full CalWORKs services, including CalWORKs counseling and access to the County liaison, are available at the West Sacramento Center the first Monday and the first Thursday of each month. The level of services increased at the Davis Center in spring 2015. Special arrangements can also be made for students who require meeting with CalWORKs staff on days when staff are not regularly scheduled. Offering College CalWORKs support is critical to increase the College success,

retention, and persistence of parents on assistance to move them from welfare to work. Program tracking and assessment are ongoing ([IIB.162](#)) ([IIB.163](#)) ([IIB.164](#)).

The Child Development Center (CDC) is funded through grants from the State Department of Education. Families whose children are enrolled at the CDC must meet the conditions of these grants, which give priority to low-income families, including CalWORKs students. The Center is designed to serve current student-parents enrolled at SCC and as a learning laboratory for SCC students studying Child Development and Early Childhood Education. The Center is open Monday through Thursday 7:00 a.m. to 5:00 p.m. and Friday 7:00 a.m. to 4:30 p.m. to meet the needs of parents. Reduced fees are available for qualifying families ([IIB.165](#)).

The Child Development Center is reviewed regularly for the state of California and as a part of regular Unit Plan and Program Review processes ([IIB.166](#)) ([IIB.167](#)) ([IIB.168](#)).

Health Services helps students achieve academic goals by encouraging a balance of health and well-being. Health care is provided directly by Registered Nurses, a Health Aid and indirectly through educational materials and referrals to community resources. The Health Center is located in the General Counseling Area and offers an array of services to students, such as first aid, health/illness counseling, health education, health screenings, reproductive services and information regarding insurance support. The center serves all students and is open Monday through Friday ([IIB.169](#)). The Health Center website has up-to-date information regarding programs, such as Smoking Cessation Assistance, referrals to community resources, and updates on current community health-related issues. The Health Center regularly reviews effectiveness with a variety of surveys ([IIB.170](#)).

The Student Leadership and Development Program (SLD) at Sacramento City College encourages students to create and take advantage of opportunities for involvement that will enhance their academic studies and contribute to their life goals ([IIB.171](#)). SLD encourages students to get involved on campus by joining one of many diverse clubs to having a voice in the Student Association. Student leaders conduct presentations at a number of classes and the Outreach Centers to share with their peers the benefits of participating in co-curricular activities. SLD regularly collaborates with other programs on campus and in the District to provide a variety of activities.

SLD hosts and co-facilitates a number of events, including Welcome Day, Constitution Day, Club Days, student elections, and People's Day. SLD also facilitates a comprehensive training program for student leaders. SLD regularly revises and utilizes a SLO report. SLD has a dedicated office on campus staffed by a faculty coordinator, a specialist, a temporary classified staff, and student assistants. The SLD website has links to the Student Association, student clubs, and information on events and activities. The site also has the requirements on how a club may be chartered and how students may join the Student Association. The Student Leadership and Development Program is designed to provide and complement learning in and out of the classroom ([IIB.172](#)) ([IIB.173](#)) ([IIB.174](#)).

In addition to these long-standing programs that support student learning and extend the mission of serving the community, Sacramento City College has launched a number of new programs based on the identification of student learning and community needs. These programs include Sacramento Pathways to Success, ESTEEM, Jump Start, Panther Pipeline the Math Assessment/Acceleration Pilot, and Pathways to Academic Learning and Success. The descriptions are as follows:

Sacramento Pathways to Success is a partnership with the Sacramento City Unified School District and California State University, Sacramento, designed to assist students from K-12 to college to career ([IIB.175](#)). The intent of the Pathways to Success Partnership is to provide students, their parents, and families with a seamless local educational pathway from college to career. The Sacramento City Unified School District, Sacramento City College, and California State University, Sacramento, have partnered in this pre-K through grade 16 collaborative that aims to meet the following goals for all students in the Sacramento City Unified School District:

1. boost graduation rates of students from Sacramento City USD high schools, Sacramento City College, and Sacramento State;
2. improve retention and persistence rates for students in Sacramento City USD high schools, at Sacramento City College, and at Sacramento State; and
3. involve community partners in the support and improvement of college- and career-readiness programs to better prepare students for success in college and careers.

Pathways to Success was officially launched in April 2013 and has begun to align resources and support systems, data sharing, curricular collaborations, and community engagement. In this first year the Pathways to Success goals center on college- and career-readiness for all, as well as establishing collaborative efforts to help students.

Pathways to Academic Learning and Success (PALS) consists of Learning Communities designed to assist students with essential skills building ([IIB.176](#)). PALS program students form strong educational bonds with their classmates while receiving enhanced instruction from instructors who work to overlap course content. Students enroll in linked learning classes in Human Career Development and Math 100. From this project came the PALS club, which provides students with the opportunity to maintain their connections, form new connections with past and new students, perform community service, and receive assistance with classwork ([IIB.177](#)).

The Essential Support Teams for English, ESL and Math (ESTEEM) pilot began in fall 2014 in collaboration with the Basic Skills Initiative at SCC. The pilot program connects basic skills math students with members of the campus community to help the students succeed. A counselor, tutor, and classified staff member meet with math classes weekly to provide supplemental instruction and discuss timely information about support programs, services, and deadlines ([IIB.178](#)) ([IIB.179](#)) ([IIB.180](#)) ([IIB.181](#)) ([IIB.182](#)) ([IIB.183](#)) ([IIB.184](#)) ([IIB.185](#)) ([IIB.186](#)) ([IIB.187](#)).

The Jump Start Pilot Project is a partnership between the Science and Allied Health Division, Mathematics, Statistics and Engineering Division, Assessment Office, and Learning Resource Tutoring Center. It has created a collaborative effort to provide

accelerated, diagnostic-specific, brush-up opportunities to students beginning in fall 2014. The Jump Start Pilot project was developed in summer 2014 to assist students who tested into remedial math and English refresh their skills, re-assess, and place in College-level courses ([IIB.188](#)). Students were provided with diagnostic testing using Accuplacer Diagnostics and received access to a customized learning path in My Foundations Lab. Students had access to the web-based program, in addition to up to six hours of tutoring a week, for ten weeks. Jump Start is collecting data and conducting a regular review of effectiveness.

Through the **Panther Pipeline** program, Sacramento City College partners with the Sacramento Met High School to promote an early-college high school model and a college-going culture ([IIB.189](#)). The goals of the program are to increase the high school graduation and college completion rates for students in Sacramento. The counselor assigned to the Panther Pipeline program instructs a Human Career Development Course (HCD 310) designed to help students navigate the College environment. The Counseling Department provides a transition counselor one day per week to monitor student progress and assist with student support services needs at the College.

The Math Assessment/Acceleration Pilot was implemented in spring 2014 for the fall 2014 semester where the Assessment Center identified students whose math placements were lower than expected based on their self-reported high school math course completion. These students were then offered several Saturday math brush-up sessions and the opportunity to reassess. Of the 39 students who participated in the brush-up activity, ten reassessed and six of those placed one to two math placements higher than in their initial testing. New First Time in College (FTIC) students will again have the opportunity to participate in this activity during spring 2015.

In addition to the services delivered to students to assist in achieving their educational goals, the College also provides critical services to ensure that students can move forward and achieve their goals outside of the institution. These services include online transcripts, degree audit, graduation, career, and transfer. To facilitate students obtaining transcripts, SCC initiated online transcript services in 2012 ([IIB.190](#)). Degree audit services, administered by the Admissions and Records office, assist students in determining what classes are required to complete a degree or certificate.

The Career Center offers students the opportunity to explore, discover, and gain exposure to the world of work. Services include assistance with career exploration, workshops on various topics such as resume writing, interview basics, dressing for success, etc., as well as access to computers, printing, and portfolio development ([IIB.191](#)). Students may meet with Career Center Staff for individual assistance regarding resumé and cover letter development, interview help, and career assessments and exploration. In addition, the Career Center has information on student employment off and on campus ([IIB.192](#)).

Since 2007, the College has benefitted from a collaborative program with the counselor education graduate program at CSU Sacramento, through which graduate interns have worked with SCC students to provide career development service as a part of the intern's

field studies requirement, receiving counseling supervision from certified career counselor on staff at SCC

Annually in the spring, the Career Center Staff plans a Career Fair for students to connect and network with different job industries and meet with potential employers from their field of interest. The Career Center helps students make the connection between the skills and knowledge learned in class to the world of work ([IIB.193](#)).

The Transfer Center supports and facilitates the dissemination of transfer information about colleges and universities, promotes student contacts with university admissions representatives, and works in partnership with several programs to help underrepresented students successfully transfer to four-year colleges and universities ([IIB.194](#)) ([IIB.195](#)). The Transfer Center has a computer lab available to students to research potential universities, attend webinars hosted by universities, investigate scholarships, take virtual tours of universities, and print transcripts. The Transfer Center also provides office space for four-year university representatives to meet with students on a one-on-one basis and answer specific admission questions. Representatives are able to review the students' transcripts to assess their status for transfer and admission in a confidential manner. Local university representatives from UC Davis and California State University, Sacramento, are on campus weekly, and others are on campus on a monthly basis, depending on the university. Students are encouraged to make appointments but are able to drop in for quick questions as time permits. Other resources available at the Center include access to university catalogs, transfer fairs, and events attended by public and private universities. Every year, SCC hosts a College fair in which Historically Black Colleges and Universities (HBCUs) visit the campus. Staff also set up workshops for students on scholarship opportunities, University of California personal statements, UC and California State University Application Process, and "What Comes Next" topics. Staff also arrange for college tours for students to see first-hand the colleges they are interested in attending. All events and activities are published on the Transfer Center Website so all students, regardless of location, may participate ([IIB.196](#)) ([IIB.197](#)).

Self Evaluation

Sacramento City College provides a continuum of student services that responds to the diverse makeup of its student body and service community and which supports the College mission. Sacramento City College utilizes various mechanisms to assure that the quality of its student support services are continuously evaluated and support student learning as evidenced by the establishment of learning objectives, incorporating information from various College shared governance committees into service planning and delivery, and by engaging in campus-wide dialogue on topics related to access, retention, persistence and equity. SCC supports the collaboration of various campus units, other educational institutions, and the community to develop innovative programming that increases access to higher education. Information from area rep meetings, enrollment management meetings, Unit Plans, Program Reviews, and internal department analyses confirm that student services departments engage in assessing the quality of services that are delivered and make improvements based on those results ([IIB.198](#)) ([IIB.199](#)) ([IIB.200](#)) ([IIB.201](#)). This work is

supported by participatory decision-making committees, including the Matriculation Committee ([IIB.202](#)) and the Student Equity Committee ([IIB.203](#)).

As a further indication of student satisfaction with access to college information and services, the College has evaluated the needs of students at the main campus, West Sacramento, and Davis Centers, and online students to develop and deliver appropriate student services regardless of location or modality. Information from student surveys delivered in fall 2014 indicates a high degree of satisfaction with the availability of information about the College and access to student support services.

From the Student Accreditation Survey 2014 ([IIB.204](#)), over 80 percent of respondents “Agree” or “Strongly agree” with items related to their access to College information and services.

Item	Percent Agree + Strongly Agree
a. I have access to current and accurate information about the college through college publications and the College website. [Standard II]	92%
b. I have access to any needed student services (counseling, orientation, etc.) [Standard II]	90%
c. I have access to any needed learning support services (tutoring, computer labs, etc.) [Standard II]	91%

The Student Accreditation Survey 2014 ([IIB.205](#)) shows that the same high degree of satisfaction exists among students who have taken DE classes and students who have not. Over 80 percent of respondents who had taken DE classes, as well as those who had not taken DE classes, agreed or strongly agreed with items related to their access to college information and services. There were only small differences in the responses of student respondents who had or had not taken classes via Distance Education (DE) modalities.

Percent Agree + Strongly Agree		
Item	Has taken DE classes	Has not taken DE classes
a. I have access to current and accurate information about the College through College publications and the college website. [Standard II]	94%	91%
b. I have access to any needed student services (counseling, orientation, etc.) [Standard II]	91%	89%
c. I have access to any needed learning support services (tutoring, computer labs, etc.) [Standard II]	89%	90%

The high degree of satisfaction with access to student services is evident among students who have taken classes at outreach centers as well. Over 80 percent of respondents who had taken classes at outreach sites, as well as those who had not taken classes at outreach sites, agreed or strongly agreed with items related to their access to College information and services. The responses of student respondents who had or had not taken classes at the outreach sites were very similar.

Percent Agree + Strongly Agree		
Item	Has taken classes at an outreach site	Has not taken classes at an outreach site
a. I have access to current and accurate information about the College through College publications and the college website. [Standard II]	94%	91%
b. I have access to any needed student services (counseling, orientation, etc.) [Standard II]	89%	90%
c. I have access to any needed learning support services (tutoring, computer labs, etc.) [Standard II]	93%	91%

Additional student survey data from a study conducted in 2014 on factors that promote or hinder student progress toward goal completion indicate that students agree that access to student services helps their progress. Specific results indicate that scheduling time with a counselor, counseling advice, knowledge about support services, and financial aid were all associated with helping a student progress toward his/her educational goals ([IIB.206](#) p.7).

Additionally, the College and District have demonstrated their commitment to high-quality student services by continuing to fund student services programs that experienced a decrease in categorical funds at levels comparable to those prior to the economic downturn of 2009 by using district reserves. These programs included DSPS, EOPS, CalWORKS, and Matriculation ([IIB.207](#) p.17) ([IIB.208](#) p.15).

In fall 2014 the Employee Accreditation Standards Survey Report 2014 was administered to faculty and staff with a question about whether the College assures the quality of student services. The responses in regard to this standard subsection are as follows:

Q23: SCC assures the quality of student support services and demonstrates that these services support student learning regardless of location or means of delivery.

Q23	2014
“Strongly Agree” or “Agree”	61.54%
“Disagree” or “Strongly Disagree”	20.28%
“Don’t Know”	18.18%

While the majority of College staff agree that the College provides high-quality student services programs, that percentage is down somewhat from the same survey administered in 2008. The 2008 survey results indicated that over 70 percent of respondents agreed with the statement. This decrease in agreement may be a function of the persistent economic challenges of the 2009 downturn, which impacted hiring and travel.

The Community College Survey of Student Engagement (CCSSE) provides extensive information about the way students view college services. For example, the 2014 results show that respondents to whom the services were applicable were generally somewhat or very satisfied with a variety of student services including academic advising/planning, financial aid advising, student organizations, and services to students with disabilities. Respondents also indicated that many student services were important to them ([IIB.209](#) pp. 25-26).

Actionable Improvement Plan

None.

II.B.2 The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

Sacramento City College publishes both online and hard copy versions of the College catalog on a yearly basis, with addenda published as needed ([IIB.210](#)). The Instruction Office, which is responsible for maintaining the catalog, contacts all offices responsible for catalog accuracy to determine if there are additions, modifications, or deletions in each area. The different offices are assigned specific sections to review to ensure that the entire catalog is updated with new information on a yearly basis ([IIB.211](#)).

Because of student catalog rights, multiple years of College catalogs are maintained on the College website. The information required to support student success is available in the 2014-15 College catalog on the following pages:

II.B.2.a. General Information

- Official Name, Address(es), Telephone Number(s), and Website Address of the Institution — p. i ([IIB.212](#))
- Educational Mission — p. 1 ([IIB.213](#))
- Course, Program and Degree Offerings pp. 31–34 Sacramento City College, 2014–15 Catalog Addendum, June 2014 ([IIB.214](#))
- Academic Calendar and Program Length — p. iv ([IIB.215](#))
- Academic Freedom Statement — p. 440 ([IIB.216](#))

- Available Student Financial Aid — p. 21 ([IIB.217](#))
- Available Learning Resources — p. 23 ([IIB.218](#))
- Names and Degrees of Administrators and Faculty — page v; Administrators — pp. 432-43 ([IIB.219](#))
 - Faculty pp. 441–451 ([IIB.220](#))
 - Faculty and Administrator Addendum — p. 11 ([IIB.221](#))
- Names of Governing Board Members — p. i ([IIB.222](#))

II.B.2.b. Requirements

- Admissions — p. 13
Re-admission — p. 15; Application — p. 15; Orientation — p. 15 ([IIB.223](#))
- Student Fees and Other Financial Obligations — pp. 13–15
 - Enrollment Fee — p. 13; Non-Resident Fee — p. 15; International Fee — p. 14 ([IIB.224](#))
- Degree, Certificates, Graduation and Transfer
 - Degree & Certificates — pp. 31–35 ([IIB.225](#))
- Catalog Rights — p. 13 ([IIB.226](#))
- Transfer
AA/AS Graduation — pp. 419–423
California State University — pp. 424, 426-427; University of California — pp. 425, 428–429 ([IIB.227](#))

II.B.2.c. Major Policies Affecting Students

The major policies affecting students can be found in a number of locations and in a variety of media.

- Academic Regulations, including Academic Honesty Academic Regulations —
Catalog pp. 7–9, 11 ([IIB.228](#))
Website: ([IIB.229](#))
Student Guide (2014–15): ([IIB.230](#))
- Nondiscrimination — 2014–15 Catalog: ([IIB.231](#))
Student Guide 2014–15: ([IIB.232](#))
- Acceptance of Transfer Credits — 2014–15 Catalog pp. 36, 413, 417–418 ([IIB.233](#))
Website: ([IIB.234](#))

- Grievance and Complaint Procedures Information on Discrimination complaints — 2014–15 Catalog pp. 3, 10 ([IIB.235](#)) ([IIB.236](#))
Website: ([IIB.237](#))
Information on Grievance processes: ([IIB.238](#)) ([IIB.239](#)) ([IIB.240](#))
- Sexual Harassment — 2014–15 Catalog pp. 2, 25, 439 ([IIB.241](#))
Website: ([IIB.242](#))
- Sexual Harassment Officer — 2014–15 Catalog p. 3 ([IIB.243](#))
Website: ([IIB.244](#))
- Reporting Sexual Assault — pp. 25–26 ([IIB.245](#))
2014-15 Student Guide: ([IIB.246](#))
Website: ([IIB.247](#)) ([IIB.248](#))
- Refund of Fees — 2014–15 Catalog pp. 14–15 ([IIB.249](#))
Parking Refunds — Catalog p. 27 ([IIB.250](#))
Website: ([IIB.251](#))

The Instruction Office distributes hard copies of the catalog throughout the College to division offices, counselors, and curriculum committee, outreach centers, programs with specialty accreditation and the District Office. Additional copies are distributed by request to the Public Information Office and handled by central receiving. Students can purchase a copy of the current catalog from the College Store.

II.B.2.d Locations or Publications Where Other Policies May Be Found

Descriptive Summary

Sacramento City College maintains information about important policies and regulations on a number of topics in a variety of publications. These publications are available in different types of media as well. Examples include:

- Faculty Handbook ([IIB.252](#)) ([IIB.253](#))
- Student Guide ([IIB.254](#)) ([IIB.255](#))
- Student Standard of Conduct ([IIB.256](#))
- Nondiscrimination Information on Sexual Harassment complaints ([IIB.257](#))
- Information on Title IX procedures ([IIB.258](#))

In addition, links to the Sexual Harassment Officer and Title IX officer are incorporated into the web page template that is used for all College web pages.

- Information on Grievance processes ([IIB.259](#))
- College website linking to Los Rios Policies and Regulations ([IIB.260](#))
- College website linking to College Procedures and Guidelines ([IIB.261](#))

- Refund of Fees ([IIB.262](#)); office/students ([IIB.263](#))
- College website providing faculty and staff information on Americans with Disabilities Act ([IIB.264](#))
- College website providing students with information on disabilities services ([IIB.265](#))
- Information on Probation and Dismissal processes ([IIB.266](#))
- Information about Health and Safety Policies and Crime Prevention ([IIB.267](#))
- Financial Aid ([IIB.268](#)) ([IIB.269](#))
- Registration information ([IIB.270](#))
- Reinstatement of Priority Registration Form ([IIB.271](#))
- Consumer information ([IIB.272](#))
- Gainful Employment information ([IIB.273](#))
- Salary Surfer ([IIB.274](#))
- Student Success Scorecard ([IIB.275](#))

Additionally, the College website has a student “Forms, Documents, Schedules, & Handbooks” database that contains information about College policies and procedures that can be searched by topic, title, or category ([IIB.276](#)).

Each academic year SCC Student Guides and Academic Calendars, also known as Student Planners, are published and distributed during freshman orientation and SOS activities. This valuable resource provides information about the College, time management, how to enroll in classes through eServices, FAQ’s, course sequence information, department information, lists campus resources, explains terminology, and provides information to support student success at SCC. It includes a yearlong academic calendar that lists important due dates and deadlines for such things as last day to drop, due dates for petitions, and enrollment dates. The Student Guide and Academic Calendar also have information on the Student Standard of Conduct, Sexual Harassment policies, Student Rights and Responsibilities, and Student Grievance Procedures, including whom to contact when issues arise. This publication reiterates and supports the information first-time students receive during their online orientation ([IIB.277](#)).

The Student Standard of Conduct also available as a pamphlet. The Financial Aid office makes available a wallet-size pamphlet with information on financial aid programs as well as the rules and regulations that impact student financial aid and the Financial Aid program’s Student Learning Outcomes ([IIB.278](#)).

Individual College units create flyers and brochures that highlight their different programs and services, including the location of tutoring services and computer labs, assessment test schedules, listing of divisions and departments with contact information and campus maps. Many of these hard copy publications are available to students at the Students Obtaining Success (SOS) tables that are set up around campus and at the Outreach centers during the first week of the fall and spring semesters ([IIB.279](#)).

The publication “Community Resources” contains single sheets that can be distributed with information on where to get help in housing, health, child care, drug and alcohol counseling,

education and employment services, among others. This publication is updated regularly to ensure that the information is accurate and helpful ([IIB.280](#)).

Self Evaluation

The College catalog in both its online and hard copy versions provides current, complete, clear, and concise information. The catalog has a comprehensive Table of Contents and index that makes it easy to use and is well-structured. The availability of archived catalogs going back to 2003-3004 makes it easy to research catalog rights. The College demonstrates a commitment to the continued accuracy of catalog information. The publication is broadly distributed on campus and is available in multiple formats to students. In addition to a commitment to the quality of the catalog and its availability, there is a variety of publications, both web-based and in hard copy, that contain information vital to student success. The hard copy files of student complaints, as well as the database of those, are maintained in the office of the Associate Vice President of Instruction, who serves as the Discrimination Officer, the Sexual Harassment Officer, and the Title IX Officer for the College.

The results of the Student Accreditation Survey 2014 show that over 90 percent of the respondents indicate that they have access to current and accurate information about the college. This is true for both respondents overall, for Distance Education student respondents, and for student respondents who have taken classes at the outreach sites ([IIB.281](#)).

Item	Percent Agree + Strongly Agree
d. I have access to current and accurate information about the College through College publications and the College website. [Standard II]	92%

Percent Agree + Strongly Agree		
Item	Has taken DE classes	Has not taken DE classes
d. I have access to current and accurate information about the College through College publications and the College website. [Standard II]	94%	91%

Percent Agree + Strongly Agree		
Item	Has taken classes at an outreach site	Has not taken classes at an outreach site
d. I have access to current and accurate information about the College through College publications and the College website. [Standard II]	94%	91%

Actionable Improvement Plan

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.

Descriptive Summary

The College determines student support needs from a baseline of institutional records of student use of services and from a range of surveys that use a mix of national, regional, and local data for context. The Community College Survey of Student Engagement (CCSSE) provides significant actionable data as do College surveys and the Student Feedback Cards. The Institutional Effectiveness Reports include reports on the characteristics of SCC first-year students, student achievement, and their perceptions of the College. Data are regularly reviewed at monthly and bi-monthly meetings for staff and leadership in student services and at the Senior Leadership Team meetings. Survey results and key findings ([IIB.282](#)) can be found in the Student Feedback Card Report ([IIB.283](#)), Enrollment Management Action Team minutes ([IIB.284](#)), Student Services Area Representatives meeting minutes ([IIB.285](#)), SLT minutes (e.g., October 13, 2014 Draft Student Equity Plan ([IIB.286](#)), as well as in the Matriculation and First-Year Student Institutional Effectiveness Report ([IIB.287](#)), Student Achievement Institutional Effectiveness Report ([IIB.288](#)), and Student Voices Institutional Effectiveness Report ([IIB.289](#)).

Ongoing assessment of services offered at the Outreach Centers utilizes information from students, center personnel, and service providers. The criteria used in determining whether and how to offer services include the nature of the service (core to student success such as access to financial aid services), numbers of students impacted (i.e., whether students require access to a particular program, such as EOPS), and student demand. These changing requirements are then reflected in the Unit Plans filed by each Center ([IIB.290](#)). For example, the numbers of reserve textbooks that are available at the Outreach Centers has increased based on student need. The designation of a dedicated LRC facility at the new Davis Center was based on anticipated student demand ([IIB.291](#) reserve books tab)([IIB.292](#)) ([IIB.293](#)).

Evaluation of the quality of student services at the Outreach Centers is also an extension of the methods that individual departments use to evaluate service quality, including student feedback cards ([IIB.294](#)).

Planning for services is also accounted for in the Centers' Unit Plans, which are submitted annually and have an assessment component for evaluating achievement of prior year objectives ([IIB.295](#)).

Based on the range of available data, the College addresses students' needs well, and all areas are engaged in continuous review and improvement cycles (Unit Plan Accomplishment Reports, Counseling & Student Success and Financial Aid & Student Services, [IIB.296](#)).

Distance Education services are a part of the planning and implementation responsibilities of all of the departments (see II.B.3.a, below); those resources are coordinated through the Center for Online and Virtual Education (COVE). Services for Online Students ([IIB.297](#)), Online/Distance Education ([IIB.298](#)), Distance Education ([IIB.299](#)). The Distance Education Program Plan, developed by the faculty and staff in COVE, describes the College's status and plans regarding student success in distance education ([IIB.300](#)). The Academic Senate DE Subcommittee also operates as a center for discussing the College's general distance education needs, and it acts as a conduit to District-wide planning and activities, although the committee primarily serves instruction ([IIB.301](#)).

The College assesses students' online support needs through surveys and faculty feedback. Both the District and the College have done student surveys, and those survey results are integrated into the distance education program planning. The Academic Senate DE Subcommittee regularly reviews surveys and looks to support new initiatives in response. DE Student Satisfaction Survey, SCC results ([IIB.302](#)), District-wide results ([IIB.303](#)), SCC Distance Education Student Satisfaction Survey ([IIB.304](#)), and DE Subcommittee minutes ([IIB.305](#)).

Self Evaluation

Sacramento City College provides a full range of student support services to students attending all locations as well as to students accessing the College online. The services provided to students are enumerated on the College's main website as well as those maintained by the Outreach Centers and Instructional Computing/Distance Education departments ([IIB.306](#)) ([IIB.307](#)) ([IIB.308](#)) ([IIB.309](#)). Service needs and quality are assessed on an ongoing basis using College processes such as Unit and Program Planning, surveys, feedback cards, and interaction with College personnel ([IIB.310](#)) ([IIB.311](#)). Survey results and student feedback cards indicate a high degree of satisfaction with both online and outreach center services ([IIB.312](#)) ([IIB.313](#)).

CCSSE data provide information about the percentage of respondents who use specific services, their satisfaction with those services, and their sense of the importance of the services ([IIB.314](#) pp. 25-26).

Actionable Improvement Plan

None.

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.

Descriptive Summary

Providing equitable access to information, critical campus functions, services and resources regardless of service location or means of delivery is a fundamental goal of Sacramento City College. Students using College services and resources at multiple locations and through multiple modalities are surveyed about their needs regularly, and comment cards are collected to assess the delivery of services on both the main campus and at outreach centers ([IIB.315](#)) ([IIB.316](#)).

Students need similar services, regardless of location or mode of delivery to support course completion and success. Students enrolled in courses at the main campus, the College centers, and in online or hybrid courses can log on and complete required tasks necessary for enrollment and student success as well as access sites that will provide them with information and resources to help them achieve their educational goals.

Many of the student support services provided at Sacramento City College are developed, administered, and maintained at the District level. These services include course schedules, application ([IIB.317](#)), registration (grouped under eServices) ([IIB.318](#)), and access to the College's learning management system D2L ([IIB.319](#)).

The College ensures that student support services are readily accessible for all students: daytime, evening, weekend, and online ([IIB.320](#)). There is physical and electronic access to a broad range of instructional, student support, and administrative services and resources both on campus and from remote locations ([IIB.321](#)) ([IIB.322](#)). Learning support services provided at both the main campus and the Outreach Centers include Admissions and Records, College bookstore, cashier, Counseling, Financial Aid, Health, Career, Transfer, CalWORKs, DSPS, Cultural Awareness, Learning Center and Tutorial Services, computer labs, Library, Student Activities, SOS and Welcome activities, and eServices.

- Davis ([IIB.323](#))
- West Sacramento ([IIB.324](#))

During peak enrollment periods, services are extended to include evening and Saturday hours ([IIB.325](#)).

During the 2013-14 academic year, the District implemented the Steps to Success web page, which serves as the entry point for all new students ([IIB.326](#)). The website details five steps that students must complete to be successful as they enter college. Several steps are provided in an online environment allowing students to meet these requirements remotely: apply, complete orientation, and register for classes. At this time, assessment tests are offered at the colleges and centers, but not online. However, students need not come to the SCC campus to take an assessment test; they may take an assessment test at any of the four Los Rios colleges and use the result at SCC. SCC is also a pilot college for the statewide common assessment exam.

Students are able to complete an Educational Plan with a counselor during an online meeting using CCC Confer. Special sessions geared to incoming high school students are also scheduled at high schools ([IIB.327](#)).

The table below summarizes the front end services, instructional support services, and student services provided, regardless of location or service delivery method.

Support services with alternative delivery methods

- Catalog/Class Schedule online and print ([IIB.328](#)) ([IIB.329](#))
- “Steps to Success” ([IIB.330](#))
- eServices: Degree Audit, Transcripts, Grades, Enrollments, Fee Payment, Address Change, Hold, Parking, 1098 T, Refund requests ([IIB.331](#))
- Online Orientation in D2L ([IIB.332](#))
- Assessment Placements in eServices ([IIB.333](#))
- Education Plan (iSEP) in eServices ([IIB.334](#))
- Board of Governors Fee Waiver Application through online application ([IIB.335](#))
- Textbook ordering through online bookstore ([IIB.336](#))
- Occupational Interest Survey at District website ([IIB.337](#))
- eServices help ([IIB.338](#))
- Cyber Source—secure acceptance of web/mobile payments ([IIB.339](#)) (this site requires secure login credentials)
- D2L LMS for online courses ([IIB.340](#))
- Early Alert notifications via email ([IIB.341](#))
- Library Databases ([IIB.342](#))
- Gmail ([IIB.343](#))
- Degree Audit ([IIB.344](#))
- Project Assist ([IIB.345](#))
- Counseling ([IIB.346](#))
- Votenet: web-based student voting ([IIB.347](#))
- Credentials: web-based transcript ordering ([IIB.348](#))
- Higher One: electronic disbursement of financial aid ([IIB.349](#))
- Netpartner: allows student web-based access to financial aid 24/7 ([IIB.350](#)) (this site requires secure login credentials)
- Online forms: Appeals, Concurrent Enrollment ([IIB.351](#))
- Lincs: Job/internship postings ([IIB.352](#))
- SARS—Online scheduling for advising sessions ([IIB.353](#))

The College website serves as a portal to services and resources for all students, regardless of service location or delivery method. Students can access information regarding the academic calendar, College catalog, student guide, class schedule, and final exam schedule ([IIB.354](#)).

This core site is essential for students to have the necessary educational information to understand their rights and responsibilities, academic standards, course offerings, and orientation as well as information about fees, financial aid, and payment schedules. In

addition to academic, student services, and business services information, the main campus website highlights the College calendar, which promotes campus events sponsored by various departments, student services and student groups on campus, and provides access to Facebook and Twitter accounts that also provide College information as well as a place for students to interact. The campus website is regularly updated to ensure that students and community members have access to reliable and timely information.

The College website has been redesigned to highlight information that prospective, first-time, and continuing students will need to be successful at SCC. The Future Students page includes sections on Steps to Success, Coming from High School, How to Enroll As a... (special populations-oriented), Your First Semester, and Student Success Measures. There are direct links to online orientation, application and registration systems, and the College catalog. Additionally, there is a database of forms, handbooks, and documents that support student success and a calendar of dates, deadlines, and events. A Future Students Essential feature provides direct links to critical information, including the Academic Calendar, Assessment Schedule, Class Schedule, Financial Aid, and New Student Counseling Schedule for educational planning and follow-up services ([IIB.355](#)).

The Current Students page on the College website has sections on Getting the Right Class, Paying for College, Academic Support Programs, Student Support Programs, Campus Services, Career Success Services, Getting Involved, and Graduation ([IIB.356](#)). Additionally, there is a Current Students Essential page that has direct links to critical resources, such as distance learning and eServices. The website also has a section on Academics that links to divisions and departments as well as gainful employment data ([IIB.357](#)).

Services that are tailored to the needs of SCC students regardless of location or access mode include the 411 for Success site (student success information tailored to the needs of students and focused on the most likely student concerns each week throughout the semester [IIB.358](#)), My City Aid (for financial aid [IIB.359](#)), and online counseling access to general counseling ([IIB.360](#)).

The 411 for Success website is a tool that is used to provide equitable access to all SCC students and increase student success. This website is designed to inform students about how to navigate the College. The site is not intended to replace resources already available, such as the College catalog and College website, but rather serves as a repository of information related to the College experience. The primary audience of the 411 for Success website is the first-year college student ([IIB.361](#)) ([IIB.362](#)).

Admissions and Records, the College public information officer (PIO), and other staff and faculty promote the 411 for Success so students can take advantage of its information. Admissions and Records sends out an email to all new students alerting them of the website, the Public Information Officer posts 411 content in College publications and campus Facebook page, and all faculty have access handouts relating to the material on the 411 for Success website. The website does not require a login or password, so any student can access it. Also, a student can follow the website at any time without necessarily having to start with the first week. As a new weekly post is added, the previous posts are archived and can be

viewed again. The website is maintained by a counselor and is updated one to three times a week ([IIB.363](#)).

Easily accessible, 24-hour, seven-day-a-week financial aid information is critical to student retention and success. Every Sacramento City College student has this readily available through both the financial aid website and the “My City Aid” website ([IIB.364](#)). This financial aid website provides online resources ranging from basic and general information. The “My City Aid” website provides access to detailed individual student financial aid status information ([IIB.365](#)). The “My City Aid” website allows the student to check online the status of his/her SCC financial aid application, the list of requirements he/she has yet to submit to complete the application, the awards he/she may be eligible for, and student loan information and standing. Information found on this website links to the Federal Financial Aid database. In addition to online support, the Financial Aid (FA) office has two locations on the main campus—in Rodda North and the A&R and FA Lab in the Business building to increase easier access to one-on-one support. FA also has a visible presence at each of the outreach centers to offer access to FA support for students. All financial aid forms are also online ([IIB.366](#)) ([IIB.367](#)).

The Counseling Department also began offering online counseling to distance education students. In summer 2014, online students were able to meet with select counselors in an online format coordinated through CCC Confer (a website that is available through the California Community Colleges State Chancellor’s Office ([IIB.368](#))). The CCC Confer login is confidential and only available to be viewed by the student and counselor participants. Both student and counselor log in during an agreed upon time to participate in the counseling session. In this format, counselors offer the full complement of counseling services, and the student and counselor are able to share documents.

In order to facilitate access to student and instructional services available to online students, the Instructional Development/Distance Education department has created webpages for online learners. The page “Services for Online Students” ([IIB.369](#)) links to critical College services with an online presence, including:

- Alternate Media—This site helps increase accessibility for students in need of alternative media options. At this site students may ask for their books and class materials to be translated into a format that is accessible for them ([IIB.370](#)).
- Help Desk/Desire2Learn (D2L)—The Help Desk assists students with understanding the tools and features in Desire2Learn. D2L is a web-based learning management system designed to create a rich online learning environment for students. The online Help Desk walks the students through D2L, has links to Frequently Asked Questions (FAQ) on Online Classes, Web Enhanced Classes and offers students the opportunity to take a D2L Free Sample Class. These tutorials are meant to assist with developing a deeper understanding of what is expected when enrolling in an online or hybrid based class. In addition, student may receive “live” assistance on D2L, Gmail, and eServices issues at the help desk 7:00 a.m. to 6:00 p.m. Monday through Thursday and 7 a.m. to 5:00 p.m. Friday ([IIB.371](#)).

- D2L also serves as a gateway for students to interface with their instructor and other students in their online class. This site has a Tool Bar Section to help students navigate through the course content, the instructor record, grade keeping processes and communication tools. D2L gives students the opportunity to go online and check their standing at any given point in the semester ([IIB.372](#)).
- Library Services—Students may go online to find textbooks or other materials needed for courses and reserve them online. This includes electronic reserves (e-reserves). In addition, students are able to receive assistance regarding citation guides and resources as PDF versions ([IIB.373](#)).
- Writing Center—The Writing Center provides access to online tutoring. Students interested in participating must have access to a webcam and a microphone on their computer. Once properly equipped, students must make an appointment, enable their video chat on their Los Rios Gmail account, upload documents and share with a tutor, then connect with a tutor. This offers students the opportunity to have a visual connection with a tutor when receiving tutoring. In addition, the Writing Center offers online workshops. A comprehensive list of workshops can be found on its website with topics including Getting Started on a Writing Assignment, Timed Writing, and Essay Structure ([IIB.374](#)).
- E-mail—All SCC students are provided with a Los Rios Gmail account, which provides two-way communication between students, instructors and College personnel ([IIB.375](#)).
- Google Apps—Los Rios Google Apps (including Google Drive) are available to all SCC students, which includes 30GB of online storage, free to all students ([IIB.376](#)).
- Documents for Students—This multi-user, campus-wide, searchable database contains forms, schedules, handbooks and other documents of general interest for students. Search results list each item by title, category, description, date, and document type (PDF, Word, Excel, or Online) ([IIB.377](#)).
- Los Rios eServices allows all students to have access to a number of critical student College activities, such as registering for classes, adding and dropping classes, updating student information, viewing their grades, viewing and printing unofficial transcripts, viewing their schedules, paying their fees, and searching for open classes ([IIB.378](#)).
- In addition to the functional aspects of eServices, students can also log on to check their completion of the Steps to Success process. There students can view their personal progress through each of these steps, and for those services that the student has not yet completed, there are links and directions on actions the student should take to complete the steps. Students can also click on the Degree Audit / Academic

Advisement module to track their progress toward degree/certificate completion based on requirements for their designated educational goals.

- Textbook ordering based on the textbook information is published in the class schedule ([IIB.379](#)) ([IIB.380](#)) ([IIB.381](#)).
- The Cove—The Center for Online and Virtual Education (COVE) webpage encourages students to view videos to help them set realistic expectations about the requirements of learning in an online environment ([IIB.382](#)).

To assess the need for and effectiveness of services delivered to online students, surveys are administered on a yearly basis through District Institutional Research ([IIB.383](#)). Survey responses indicate a strong degree of support for student services available to online students but also a high degree of support for using on-campus services.

Additionally, the Distance Education/Instructional Development department creates a program plan every year that outlines objectives and activities in support of online learners and then assesses outcomes from prior year activities ([IIB.384](#)) ([IIB.385](#)).

Sacramento City College has a strong regional presence with outreach centers in Davis and in West Sacramento. The centers provide equitable access to resources and services for students who attend courses on their respective campuses. Each center has a dedicated website with information specific to services at the center in addition to services and resources described or provided to all students ([IIB.386](#)) ([IIB.387](#)).

The Davis Center offers a number of student services. The Learning Resource Center (LRC) has allocated space at the Center and provides students with a comfortable atmosphere in which to study or relax. The Davis LRC also offers printing and copying services, access to computers, reserve books, and tutoring. Other campus services on site at the Davis Center include assessment testing, book purchasing, career information, counseling, financial aid support, health services, and transfer information. In addition to onsite support and information, the Davis Center has a Facebook and Twitter page so students can access center information through social media. The Davis Center website contains a page that describes the student services that are available ([IIB.388](#)).

The West Sacramento Center offers a wide array of support for students. These services and resources include library materials, book ordering through the College bookstore, computer lab, student study area, library services, tutoring and writing center support general counseling, assessment testing, career services, DSPS testing and accommodations, CalWORKs services, Financial Aid guidance, health services, and registration and eServices. There is a student resources page on the West Sacramento homepage that lists student resources, including location and time offered as applicable ([IIB.389](#)). There is a link from that page to student services page that describes student services available in West Sacramento in greater detail ([IIB.390](#)). Interlibrary loan services are available at both outreach centers ([IIB.391](#)) ([IIB.392](#)) ([IIB.393](#)).

Students taking classes at the McClellan outreach location may also use services and resources at the main SCC campus. Students completing Aeronautics AS Degrees (Air Traffic Control, Aircraft Dispatcher, Airframe, Combined Airframe and Powerplant, Flight Technology, Nondestructive Testing, and Powerplant) take General Education courses on the main campus and have access to the full array of services provided there. Students completing certificates at the McClellan facility do not have to travel to the main campus for coursework, nor do they need to go there to access services. Students at McClellan have a 40 percent counselor assigned specifically to their program who visits the facility and works with students on Education Plans and other counseling needs. The College provides Beacon Tutors to assist students in Aeronautics classes. A variety of services is available online, including application, registration, orientation, and student access to their files.

Self Evaluation

Sacramento City College provides a full range of student support services to students attending the Davis and West Sacramento Centers, as well as to students accessing the College online. The services provided to students are enumerated on websites maintained by the outreach centers and Instructional Computing/Distance Education departments. [\(IIB.394\)](#) [\(IIB.395\)](#) [\(IIB.396\)](#). Service needs and quality are assessed on an ongoing basis using College processes, such as Unit and Program Planning, surveys, feedback cards, and interaction with College personnel. [\(IIB.397\)](#) [\(IIB.398\)](#). Survey results and student feedback cards indicate a high degree of satisfaction with both online and outreach center services [\(IIB.399\)](#) [\(IIB.400\)](#).

Actionable Improvement Plan

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 its students.

Descriptive Summary

Sacramento City College is committed to maintaining an environment that emphasizes personal and civic responsibility as well as intellectual, aesthetic, and personal development. This commitment is stated in Student Services Student Learning Outcomes, confirmed by evaluation instruments such as the Community College Survey of Student Engagement (CCSSE), and demonstrated in the programmatic efforts of SCC programs and services [\(IIB.401\)](#) [\(IIB.402\)](#) [\(IIB.403\)](#).

The CCSSE asks students about their experiences at the College. CCSSE reports are distributed to the College community as well as being available on the website for statistical evidence of student engagement ([IIB.404](#)). The results from the 2014 administration of the survey indicate that SCC has strengths in several areas related to Standard II.B.3.b:

CCSSE 2014: Areas of strength for SCC related to Standard II.B.3.b	
Full survey results available online (IIB.405)	
Item 4: In your experience at this college during the current school year, about how often have you done each of the following?	Often + Very often
Worked harder than you thought you could to meet an instructor's standards or expectations	51%
Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	54%
Had serious conversations with students of a different race or ethnicity other than your own	57%
Item 9: How much does this college emphasize each of the following?	Quite a bit + Very much
Encouraging you to spend significant amounts of time studying	77%
Encouraging contact among students of different economic, social, and racial or ethnic backgrounds.	59%
Item 12: How much has your experience at this college contributed to your knowledge, skills and personal development in the following areas?	Quite a bit + Very much
Writing clearly and effectively	64%
Thinking critically and analytically	72%
Working effectively with others	61%
Learning effectively on your own	69%
Understanding yourself	60%
Understanding people of other racial and ethnic backgrounds	56%
Developing a personal code of values and ethics	51%

Program Reviews conducted by each Student Services unit outline the Student Services Program Learning Outcomes addressed by the unit as well as assessment methods and program activities developed as the result of those assessments ([IIB.406](#)). A number of units cite SLOs in their program reviews that link to personal and civic responsibility, as well as intellectual, aesthetic, and personal development, including Assessment (p. 30), Athletics (p. 45), CalWorks (p. 58) and others.

Looking at the programs, services, and activities that the College offers as a whole, the commitment to personal and civic responsibility, as well as intellectual, aesthetic, and personal development is comprehensively demonstrated in a number of areas, including:

- The poster “It Matters,” which expresses the values associated with listening, connecting, encouraging, remembering, learning, and gratitude hangs in different offices around the College to remind both students and faculty and staff of the values that underlie the learning process.

- Annual Constitution Day (2011, 2012, 2013, 2014) as advertised in College publication *electricITY*, an annual activity cosponsored by Student and Leadership Development and the Honors Society (PTK) ([IIB.407](#)).
- Student Leadership and Development sponsors activities to encourage student participation in the November general election. ([IIB.408](#)) ([IIB.409](#)) ([IIB.410](#)).
- The Beta Eta Psi chapter of Phi Theta Kappa Honor Society at Sacramento City College has approximately 2,000 members, with about 100 active members and nearly 350 eligible members identified yearly. Eligible students (3.5 GPA and 12 units completed at SCC) are identified each semester and receive several emails, a letter from the College President, and announcements/flyers in classrooms and on campus encouraging membership. EOPS funds membership dues for their members, and the chapter also pays for about 10 new members each year who cannot afford the dues. The chapter is active on campus and in the community, with the NV/CA Regional Phi Theta Kappa, and at the national level. Last year, one member won a Jack Kent Cook Scholarship worth \$30,000 per year for three years. In 2013, the Phi Theta Kappa chapter won a national Distinguished Administrator Award for College Advancement Director Mary Leland and her support of PTK. Six Honors Students were selected to present at the UC Berkeley Bay Honors Symposium, with one of those students publishing her research in the conference publication. Other PTK-sponsored activities that foster personal and civic responsibility as well as personal development focused on the campus as a whole include:
 - EarthWeek—planning and coordinating of multi-day, on-campus event.
 - Creation of a Sustainability Club on campus
 - Canned food drive ([IIB.411](#)) ([IIB.412](#))
- Student Leadership and Development (SLD) works closely with the Student Associated Council (Student Senate) on Constitution development and instituted electronic voting for student elections in 2011. Online voting became available to students in 2014. SLD also provides training to students in parliamentary procedures. Los Rios policies and regulations have been modified to support changes in student leadership and governance ([IIB.413](#)) ([IIB.414](#)).

Students are an integral part of the participatory governance of the College with student representation on all standing committees and the SAC president as a member of the College’s Executive Council, ensuring that student leadership has knowledge of and a vote on important College issues ([IIB.415](#)). Beginning in academic year 2012-13, an art class was “commissioned” by the College to produce art that is displayed across campus.

- The Kondos Gallery hosts exhibits and shows year round that address the aesthetic development of students, including the art show “Maskerade” ([IIB.416](#)) ([IIB.417](#)).
- City Theater produces shows throughout the year (including Shakespeare in the Park) ([IIB.418](#)).
- The Music department holds concerts throughout the year ([IIB.419](#)).

SCC offers Service Learning in which students can link a specific course to community service. Through Service Learning students have the opportunity to gain a deeper understanding of course concepts, engage in meaningful service benefiting the community, and have a chance to apply classroom learning to real-world problems ([IIB.420](#)).

The Cultural Awareness Center coordinates approximately 80 programs during the school year. These programs promote personal development, civic responsibility, and intercultural education that reflect College, community, and global diversity. The CAC programs focus on advocacy (community gathering so students can meet staff/faculty/administration who are a reflection of who they are), inquiry (encouraging students to listen with an open mind and to ask questions for more clarity), and inclusion (by promoting and encouraging students to broaden their friendship group to be more diverse, which helps in their future development of working in a diverse world as well as an opportunity to discuss current events that reflect College and human values) ([IIB.421](#)).

Student Leadership and Development (SLD) sponsors more than 43 student clubs ([IIB.422](#)) that not only inspire the personal development of their members but also provide programs and activities to the College community in the areas of personal and civic responsibility, as well as intellectual, aesthetic, and personal development. Examples include Alianza ([IIB.423](#)), Animal Behavior and Conservation Alliance, Graphic Communication ([IIB.424](#)), Dance and Cheer ([IIB.425](#)), and Pacific Islanders Club ([IIB.426](#)) ([IIB.427](#)). In addition, SLD oversees student elections, which promote civic participation and responsibility as well as recruits students for the College's disciplinary appeals board ([IIB.428](#)).

The SCC Student Standard of Conduct ([IIB.429](#)) outlines student rights and responsibilities as well as appropriate behavior based on District policies and regulations, Title 5, and the Education Code. LRCCD Board Policies and Regulations: P-2000 Student ([IIB.430](#)) P-2400 Student Rights and Responsibilities ([IIB.431](#)).

In addition to the published Student Standard of Conduct, issues of civility and appropriate behavior were the focus of administrative action and support in this letter from the Vice President of Student Services ([IIB.432](#)). Members of the Crisis Intervention Team are available to provide support to students, faculty, and staff needing assistance to understand how the Student Standard of Conduct should inform and influence student behavior and attitudes ([IIB.433](#)).

The International Studies Program emphasizes diversity in a global context by promoting engagement in important international social and political issues, many with a social justice orientation ([IIB.434](#)).

- ISP brings diverse international guest speakers to SCC to speak and run workshops on specific global issues.
- ISP is engaged in an active and ongoing program promoting the hosting of foreign delegations that visit and interact with SCC faculty and students through organized events.

- ISP offers an academic major as an option for SCC students. (Source: Riad Bahhur interviewed 3/26/14).

“SCC’s 411 for Success” website was launched in July 2011 to help new students know what to expect in College and to understand what is expected of them ([IIB.435](#)).

- Throughout the fall and spring semesters, the 411 provides a new post every week (16 posts for the semester) that emphasizes and puts into practice College values related to personal responsibility and development, such as:
 - improving study skills
 - how to behave in the classroom
 - civility
 - creating a college life
 - motivation
 - meeting with a counselor
 - accessing student support services.

The Disability Services and Programs (DSPS) offers the College to Career (C2C) program and the partnership with the Occupational Therapy Assistant program. Both models include education coaches who are trained by the C2C and DSPS coordinators and meet at least weekly with assigned DSPS students to assist with organization, time management, or behavior challenges due to autism and other areas as necessary. The coaches may meet with faculty and/or parents, if necessary, to assist the student in understanding assignments and instructor expectations ([IIB.436](#)).

Umoja ([IIB.437](#)) and Puente ([IIB.438](#)) foster the personal development of program participants through both their ethos and methods of communication and instruction. The mission statements of both organizations highlight the focus on personal responsibility—Umoja encourages creativity, leadership development, and community building; PUENTE helps students return to their community as leaders and mentors to future generations.

The question of how Sacramento City College evaluates its efforts in meeting its responsibility to provide an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all its students, is addressed in a number of ways. In addition to the SLO assessment activities generated by academic programs, the Program Review for Student Services specifies data gathering and analysis for the different student learning outcomes emphasized by each program ([IIB.439](#)).

Gallery shows and Cultural Awareness Center programs use feedback cards. Student clubs monitor attendance and recruitment. Academic programs associated with learning communities and service learning use student evaluation processes. The College website uses analytics to measure which sites students visit as well as site feedback mechanisms to provide opportunities for comment and improvement.

Self Evaluation

Sacramento City College demonstrates a strong emphasis on civic and personal responsibility as well as in fostering the intellectual, aesthetic, and personal development of its students. This commitment is built into the Student Services SLOs, is present in the many activities that take place across campus, and are evaluated regularly for effectiveness. Data collected through feedback cards and website analytics, as well as survey data collected through such broad instruments as CCSSE, demonstrate that students are incorporating the lessons taught by College activities and, in turn, the College areas that sponsor these activities use the feedback for further improvement.

In the Employee Accreditation Standards Survey Report 2008 and 2014 responses in regard to this standard subsection are as follows:

Q24: The College provides a learning environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

Q24	2014	2008
“Strongly Agree” or “Agree”	75.54%	81.8%
“Disagree” or “Strongly Disagree”	13.99%	8.2%
“Don’t Know”	11.19%	10.0%

The 2014 summary findings from the Community College Survey of Student Engagement (CCSSE) also support the conclusion that the college demonstrates a strong emphasis on civic and personal responsibility as well as in fostering the intellectual, aesthetic, and personal development of its students. SCC students exceed the large College cohort in the area of Academic Challenge, including “Analyzing the basic elements of an idea, experience or theory (74.6 percent “Quite a bit or very much” for SCC vs. 69.7 percent for 2014 CCSSE cohort) and “Making judgments about the value or soundness of information, arguments, or methods (58.7 percent “Quite a bit or very much” for SCC vs. 54.3 percent for CCSSE cohort) ([IIB.440](#)).

Actionable Improvement Plan

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 of the advising function.

Descriptive Summary

Sacramento City College Counseling Services provide comprehensive academic, career, and personal support to a diverse population of new and returning students based on the College

mission of ensuring open access, transfer, career advancement and personal enrichment. The District calculates counseling coverage needs and stipulates a 900:1 student-to-counselor ratio ([IIB.441](#)).

Counseling Services are available at the main campus in the Counseling and Student Success Division and at the Davis and West Sacramento Centers. Counselors are also embedded in programs relating to the success of diverse student populations, including EOPS, DSPS, Rise, Puente, Workability, the Hope Center, Athletics, Veterans, and Umoja. Counselors are also integrated into College learning communities. A fulltime complement of General Counseling services is provided five days a week at the Davis and West Sacramento centers. Both Spanish- and Russian-speaking counselors are available at the West Sacramento Center. The 2013-14 West Sacramento Unit Plan included a request for a full-time counselor, which is being fulfilled with the weekly rotation of Main Campus fulltime counselors along with adjunct counselors equal to one full time equivalent (FTE) ([IIB.442](#)).

Distance education students are fully supported by counseling services. In summer 2014, online students were able to meet with select counselors in an online format. The counseling sessions are coordinated through CCC Confer (a website that is available through the California Community Colleges State Chancellor's Office). The confer login is confidential and only available to be viewed by the student and counselor participants. Both student and counselor log in during an agreed-upon time. Through this format, counselors offer the full complement of counseling services, and the student and counselor are able to share documents.

Regardless of location or format, counselors assist students with clarifying and planning their academic goals with up-to-date information related to general education, certificate, degree, and transfer information. They work with students to develop educational plans to meet curriculum requirements for identified educational goals, as well as to identify appropriate general education patterns based on the students' aspirations and goals. They help students identify their strengths, skill-building areas, and interests to identify potential major areas of study. For students who have not determined their educational goals, counselors recommend that students use interest and personality inventories for self-reflection and direction ([IIB.443](#)).

Counselors also advise students to enroll in a variety of general education courses while they explore choosing a major. Counselors promote a comprehensive educational plan to expose students to courses that will enhance and develop their creativity, critical thinking and self-understanding ([IIB.444](#)). For students who plan to continue to a four-year institution, counselors advise students on transfer and articulation requirements so they may be positioned to be successful for acceptance at their university of choice ([IIB.445](#)). Counselors work collaboratively with various university representatives to ensure that the exchange of information from institutions is clear, concise, accurate, and up to date. A specific focus on transfer is maintained at the College Transfer Center ([IIB.446](#)).

Counselors also facilitate the investigation of career options with students. They address students' personal values, aptitudes, interests and life experiences when discussing possible

career opportunities. They recommend that students try community service learning, volunteering, and conducting an “information interview” to further investigate career options ([IIB.447](#)). A specific focus on careers is maintained at the College Career Center ([IIB.448](#)).

Counselors also recognize that students can be faced with many challenges outside of college that may and often will impact on their ability to perform academically. Going to school and dealing with obstacles that sometimes get in the way can be a stressful experience. For that reason, counselors provide confidential, short-term personal counseling and make appropriate referrals as needed when a student requires more in-depth therapeutic intervention ([IIB.449](#)).

In fall 2013, Sacramento City College instituted a mandatory “Steps to Success” process that guides students through the processes of orientation, assessment, and counseling/educational planning before registering for classes. After completing Orientation and Assessment, students are required to participate in a New Student Counseling Workshop (NSCW) ([IIB.450](#)).

During the NSCW, Sacramento City College staff provide an overview of how to use the College’s eServices account. Counselors explain counseling services and provide basic information on choosing academic classes to reach students’ educational goals. Counselors make course recommendations for a one-semester education plan that fits with students’ assessment results and educational goal(s). During this initial contact with and guidance of a counselor, a first semester individual student educational plan (iSEP) is developed. After this initial contact, students are urged to meet with a counselor each semester to ensure that their iSEPs remain up to date ([IIB.451](#)).

To increase access to counseling support by students of color and other specialized communities, the SCC Counseling department supports and assigns counseling FTE time as part of counselors’ loads to work with programs focusing on students of color and specialized communities ([IIB.452](#)). The Puente Project has a .5 FTE dedicated to Puente coordination, orientation and follow up activities in order to increase the number of Mexican-American/Latino students transferring to four-year colleges and universities. Puente has been a part of the counseling support for students since 1982. In fall 2013, Umoja was formally established. Two FTE faculty counselors have .25 release time to co-facilitate Umoja activities on campus and in the local community. The primary goal of Umoja is to increase the retention and success rates of African ancestry students by creating sacred spaces for learning, teaching and character development. Twenty-six students in spring 2014 participated in the Umoja Program, 22 of whom were first-time-in-college students ([IIB.453](#)).

Counseling services are also assigned to a wide spectrum of other student groups based upon an identification of their specific needs and identities. The Veterans Resource Center was established in 2012 to help veterans and their dependents with homework, VA benefits, and admissions ([IIB.454](#)).

A general counselor is assigned to the center to assist with the development of VA course planners and assist veterans with college transition. DSPS counselors serve veterans with

identified special needs and accommodations. A 1.0 FTE athletic counselor assists prospective, current and former student athletes in identifying their educational, vocational, career and personal goals. This support is provided and is aligned with the California Community College Athletic Association athletic eligibility rules, as well as NCAA and NAIA transfer rules ([IIB.455](#)).

The RISE program has 2.0 FTE counselors dedicated to provide a full spectrum of counseling and other ancillary supports to students of color, students who are struggling academically, and others who feel disenfranchised from the college experience ([IIB.456](#)).

The 1.0 FTE International Student Counselor coordinates the services at the International Student Center. This counselor assists international students with enrollment needs, academic counseling, and U.S. transition ([IIB.457](#)). The 1.0 FTE long-term temp counselor in Workability III offers counseling, career development and job placement services to students with disabilities who are clients of the Department of Rehabilitation ([IIB.458](#)).

In addition to the support provided by counselors working in the College's counseling center, counseling is provided to students participating in several categorical programs such as EOPS, DSPTS, and CalWORKs ([IIB.459](#)) ([IIB.460](#)) ([IIB.461](#)).

Students in these programs receive the full range of counseling interventions as well as other special supports and resources available to them as a categorical program participant. To reduce duplicative efforts, lower the confusion of student participants, and develop one iSEP course pathway, an agreement was established between EOPS, DSPTS, and CalWORKs to identify EOPS as the lead program overseeing the educational planning of all co-served students. EOPS faculty counselors are responsible for assisting a student from one or more of the noted categorical programs with his/her iSEP development, monitoring, and updating. One EOPS counselor absorbs all EOPS/CalWORKs students and has been trained on CalWORKs requirements. The iSEP developed by the EOPS Counselor includes all stipulations needed to meet the standards of a CalWORKs educational plan. DSPTS continues to serve as the primary regarding the accommodations due to a student's verified disability. DSPTS and EOPS work closely to ensure that the student's unit load and course selection is appropriate and will support his/her completion and success. This collaborative approach of having EOPS serve as a coordinating body has worked successfully to reduce the confusion students experience navigating various student support programs and educational plans or programs with different requirements. This collaborative approach is well publicized so students know the division of responsibility.

In addition to counseling services addressing academic, transfer, and career issues, there has also been a demonstrated need for counseling services related to mental health issues. The College has been engaged in ongoing discussions about how to provide support to students facing a myriad of severe mental health issues. To respond to this need, the Crisis Intervention Team (CIT) was developed in 2009-10. The CIT is a multi-disciplinary group that includes the Vice-President of Student Services, the Counseling Dean, College Discipline Officer, the Equity Officer, Campus Police, nurses, counselors, and the DSPTS Faculty Coordinator ([IIB.462](#)).

The purpose of this group is to develop processes and policies to assist students and provide proactive interventions and resources for students who are dealing with mental health and behavioral challenges. The CIT also consults about the needs of individual students whose behavior has caused the college's disciplinary process to be invoked or whose behavior has raised concerns about the student's safety and ability to function successfully in the college environment. The team's approach is to move away from a disciplinary response to inappropriate behavior and assist the student with interventions that would be sensitive to his/her mental health needs. To assist students with a range of personal issues that can interfere with college success, the CIT worked with CalWORKS and Counseling to create the Community Resource Guide that lists community resources available to students in such areas as mental health, health, housing, transportation, and employment. The Guide is both online and in paper and has been distributed annually to students, staff, faculty and administrators as a case management tool ([IIB.463](#)).

In addition, policies and procedures have been developed to be more responsive to the student's special needs. The CIT has developed resource handbooks for faculty, staff, and students on appropriate responses to violations of the student standard of conduct, sexual harassment, and mental health issues ([IIB.464](#)).

Although the CIT has been utilized to address the most severe cases, most students who are not so "problematic" continue to present themselves or are referred by instructional faculty to General Counseling for support and follow-up. Counselors employ listening skills, empathy and positive regard, accepting each person's personal journey. Counselors respond to the reporting and legal rules when caring for a person in crisis and attempt at every opportunity to engage the student to more long-term resources or services as soon as possible. Counselors are well versed in community resources and are skilled in mobilizing on-campus and off-campus resources ([IIB.465](#)).

Counselors have also participated in continuous dialogue and training on how to increase skills and interventions. To address the unique needs of veterans in this area, counselors have attended the California Community Colleges Student Mental Health Program, *Welcome Home Veterans on Campus* training. The training addresses the specific readjustment and mental health needs of student veterans. The major objectives of the training were to increase awareness about military culture, the transition challenges veterans face when leaving the military, and the particular stressors faced by student veterans, including the signs and symptoms of post-traumatic stress disorder (PTSD), traumatic brain injury (TBI), and suicide so that faculty and staff can better understand how these conditions might impact student success in the classroom and on campus ([IIB.466](#)).

The presence of counseling faculty in special projects and College functions has increased exponentially over the last several years. General counselors have served as faculty liaisons for community learning projects, as department liaisons within SCC, and in the community with the collaborative efforts with local feeder high schools ([IIB.467](#)).

The SCC Pathways to Academic Learning and Success (PALS) learning community is a basic skills-linked learning opportunity for students who meet the assessment criteria for this program. The PALS Learning Communities are designed to assist students with Essential Skills level classes. A counselor is assigned to serve on this team and reinforce strategies for success by serving as the instructor for the Human Career Development course ([IIB.468](#)) ([IIB.469](#)).

Counselors visit basic skills classrooms to share timely information about support programs, services and deadlines through periodic visits. This visible presence is an opportunity for counselors to relay and reinforce the importance of educational planning, accessing support services, and demonstrate the work that instruction and student services are doing to raise their overall success.

Bilingual counselors are available to support students in general counseling, in focused programs such as EOPS, and at the West Sacramento Outreach Center, which has a strong Hispanic student population ([IIB.470](#)) ([IIB.471](#)) ([IIB.472](#)).

Counselors serve as counseling department liaisons to area divisions to facilitate the ease of information exchange, receive up-to-date changes to instructional department requirements and course offerings, as well as to have access to students to make important student services announcements and promote the importance of educational planning and counseling guidance. Counselors attend the instructional departmental meetings and weigh in on how changes or new developments may affect students. The department liaison from counseling returns to the division to inform and update counselors regarding information shared and, when appropriate, serves to start the dialogue on how to strategize and prepare for changes that will impact students. This exchange increases communication between instruction and counseling so that counselors are better equipped to serve students.

Counselors also serve as instructors for Human Career Development (HCD) courses designed to build skills that lead to academic and life success ([IIB.473](#)). All counseling faculty must meet minimum qualifications per Educational Code, Title 5. In many projects, cohort learning, and initiatives, counselors teach one or more of the HCD courses to enhance the instructional component of the project. For example, to ensure a more successful transition from high school to college, SCC and Sacramento Met High School started the “Panther Pipeline” partnership in 2007 to promote an early high school to college culture. A part-time “transition” counselor is assigned to work on this collaboration and teaches the HCD 310—College Success Course, which is designed to help students navigate the college environment.

In addition to programming described above, counselors serve on committees throughout the College to add insight into student retention and persistence. The Admissions and Record Petition Committee, whose membership includes the Admissions and Records Supervisor and two counselors (a third will be added in spring 2015), reviews petitions related to readmission, excess unit approval, and repeating courses. This committee meets once a week and reviews hundreds of petitions per semester related to the issues above. The committee discusses each petition, applies District policy standards, and considers any “special”

considerations before rendering a decision. Counselors also served on the Financial Aid Student Academic Progress (FA SAP) Committee. This committee is composed of four financial aid officers and four counselors who meet at least weekly to review FA SAP petitions that deal with the academic and progress standards and excessive units issues that impact students' ability to receive financial aid. Over the course of a year, this committee can review more than 2,000 petitions.

Qualifications and Ongoing Training

The processes for hiring, evaluating, and training counseling faculty and staff are found in LRCCD policies and regulations, union contracts, and Title V regulations. SCC counselors are hired using LRCCD policies and regulations governing faculty hiring processes, Los Rios Community College Federation of Teachers (LRCFT) contractual processes, and standards of practice and minimum qualifications of Title 5. Counselors participate in the Counseling Faculty Performance Review process following LRCCFT contractual stipulations. As faculty members, counselors must meet standards in the areas of counseling skills, participation in professional growth and development, College-wide participation/leadership, and College-wide participation and positive relationships. In this process the faculty member submits a self-study relating to the outlined areas. As a counselor works toward tenure, he/she is reviewed on an annual basis to determine advancement toward permanent tenure status. After tenure is reached, the peer review process, otherwise known as the Peer Evaluation Committee (PEC) process, occurs every three years. This process is collegial and is meant to encourage faculty members' continued growth in their discipline and engagement with their profession ([IIB.474](#)).

Every semester counselors, along with other faculty on campus, participate and complete their "flex" activity obligation under California AB1725 and AB2558 and the LRCFT contract. The purpose of Flex Days is to provide time to participate in faculty development activities that are related to "staff, student, and instructional improvement." ([IIB.475](#)) ([IIB.476](#)) ([IIB.477](#)) ([IIB.478](#)).

Counselors also attend various continuing education and training opportunities to enhance their skills and keep them current. Counselors regularly attend and participate in a wide variety of professional development experiences, such as the CSU and UC Transfer Conferences ([IIB.479](#)) ([IIB.480](#)), articulation and transfer training through professional associations, conferences/trainings associated with various categorical student support programs sponsored by statewide associations, such as CAPED ([IIB.481](#)) (DSPS), CCCEOPSA (EOPS) ([IIB.482](#)) and CCCCalWORKs Association (CalWORKs) ([IIB.483](#)). At all of these conferences participants receive information on the latest best practice models and professional practices.

In addition, many counselors attend various conferences for specialized student communities, such as PUENTE ([IIB.484](#)), Umoja ([IIB.485](#)), Foster and Former Foster Youth, and Veterans. These conferences are sponsored by statewide organizations as well as the California Community College Chancellor's Office ([IIB.486](#)). These annual trainings offer the opportunity for counselors serving these communities to learn about new and innovative

ways to serve their respective students, to discuss outcomes and best practice models, and to provide technical assistance.

Counseling faculty hold regular meetings twice a month that cover pertinent updates regarding resources, academic/instructional department updates, A&R changes, FA updates, division initiative updates, program changes and updates College and District updates, transfer requirements, graduation requirements, SLOs, workload, policies and procedures, and any changes occurring at the University and CSU levels. Guest speakers from instructional departments, College service areas and representatives from the UC, CSU and private college institutions attend meetings. These meetings are open to all faculty and adjunct faculty.

Counseling also facilitates three trainings per year for adjunct counselors that focus on keeping adjuncts up to date on changes related to counseling, articulation, iSEP development, student needs, and overall counseling professional development. Trainings are also based on topics requested by adjuncts or observations made by fulltime counselors related to areas of growth and professional development. Counselors serving in categorical programs also receive additional training apart from General Counseling training to provide information regarding the service population, program expectations and standards, procedures and documentation requirements for categorical compliance.

In addition to the structured meetings, the Counseling Department Articulation Officer routinely sends out information electronically to all counselors related to changes to articulation. With the many changes occurring at the state level, as well as constant changes to course acceptance to other institutions, this critical area is maintained with the highest amount of priority and detail. The Articulation Officer keeps counselors informed about new curriculum and/or updates to existing curriculum to ensure that courses accepted or transferred by SCC will meet all general education patterns for competency, certificate, graduation, and transfer. The Articulation Officer generally has a total of about .8 FTE to perform these duties (.3 FTE from the President's reassigned time and .5 FTE from the counseling department). Articulation accuracy is critical and impacts students' ability to achieve their educational goals ([IIB.487](#)).

The SCC Counseling Department maintains an internal website developed solely for counseling faculty, which houses an extensive amount of information for counselors to reference, as well as access/licenses for a number of websites that assist with accurate student guidance and advising. These websites and the information gleaned from them include:

- the Sacramento City College website ([IIB.488](#)): College activities, deadlines, access to forms and procedures;
- Assist.org ([IIB.489](#)): transfer articulation website;
- SCC Counseling Intranet: campus counselor information specific to counseling functions, Transfer Counselor Website ([IIB.490](#)) ([IIB.491](#)) ([IIB.492](#));
- California Community College Chancellor's Office: contains all information and references ([IIB.493](#));
- College Source Online: access to college catalogs throughout the state with access to backdated versions ([IIB.494](#)), and

- general college/university websites.

These resources provide essential information for counselors to conduct academic counseling, advising, and guidance activities with the highest degree of proficiency. Counselors' ease and knowledge in accessing these essential tools is documented during their workstation evaluation observation.

In addition to Counseling faculty, the Counseling division, as well as the categorically funded programs that provide services to specific student populations, maintains a significant number of classified staff who are hired and evaluated following the Los Rios Community College District (LRCCD) board policies and administrative regulations ([IIB.495](#)), the Los Rios Classified Employee Association (LRCEA) contract ([IIB.496](#)), and the Los Rios Supervisors Association contract ([IIB.497](#)) ([IIB.498](#)).

Self Evaluation

Counseling services, whether provided through the Counseling department or through the categorical programs with counseling components, employ a number of evaluation processes. All student services units utilize the College processes associated with planning/resource allocation and Program Review. In the Unit Planning process, Counseling identifies unit objectives, associates objectives with outcome measures and resource requirements, and evaluates achievement of prior year objectives. The use of student learning outcome data is integrated into the Unit Plan accomplishments reports ([IIB.499](#)). The Program Review cycle, which is conducted every three years, identifies the program mission, evaluates past performance, identifies student learning outcomes, and maps those outcomes to student services program outcomes ([IIB.500](#) pp. 124-126).

The Counseling department and other student services programs also use student feedback cards to obtain student input on programs and services ([IIB.501](#)).

SLO assessment measures are developed and results are included in the Program Review. Results are associated with resource needs, including staffing and professional development. On an ongoing basis, SLOs are tracked after New Student Counselor Workshops and after counseling sessions. SLOs are administered at all New Student Counselor Workshops to evaluate both the students' understanding and the efficiency in which the information is delivered and disseminated. After counseling sessions, surveys are provided to students who are able to indicate their level of satisfaction with the services and provide comments.

Assessment results of student learning outcomes are used to refine and improve areas of student understanding regarding academic components and processes necessary to enhance student development and success.

Fulltime Counseling faculty are reviewed every three years, in accordance with the Los Rios Colleges Federation of Teachers (LRCFT) contract. The Student Review of Counselors is the data collection tool used by students to provide their assessment of services received from the

counselor. Adjunct Counseling faculty are similarly reviewed. Additionally, the peer review process is conducted using the Workstation Evaluation Form ([IIB.502](#)).

Classified staff are also evaluated using contractually negotiated evaluation processes ([IIB.503](#)).

Distance education surveys measure the degree of satisfaction with access to counseling services ([IIB.504](#)) ([IIB.505](#)). Survey results indicated that fewer than 14 percent of respondents believed that they should not be required to come to campus to access academic counseling services or student education planning services.

Sacramento City College designs, maintains, and evaluates counseling and academic advising services that support student development and success. A range of counseling services is available and accessible to students on the main campus, College centers, and online. Counseling services support both new and continuing students as well as students who qualify for support under the College's many categorical and student-focused support programs. Counseling faculty fully utilize technology to share information with each other and with students. Counseling faculty are recruited in accordance with Title V requirements and are evaluated using criteria and procedures embedded in the LRCFT contract. Significant information sharing and internal training occurs among counselors to ensure that information is accurate, timely, and useful. Evaluation of counseling services follows College processes. Data are used to improve services ([IIB.506](#)).

Actionable Improvement Plan

None.

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 very diverse college in a very diverse city. In fall 2014, no single ethnic group represented more than 29 percent of the student body. The diversity of SCC students has been changing slowly since 2010 with an increase in the percentage of Hispanic students. As of 2012, when Hispanic students exceeded 25% of the student body, SCC met the threshold to become a designated Hispanic-Serving Institution (HSI) and eligible to apply for a federal HSI grant.

At Sacramento City College, understanding and appreciation of diversity is embedded in the College mission and vision. A commitment to student equity is clear in many campus programs and documents, most especially in the 2014 Student Equity Plan, which states:

Finally, it is clear that the effort to lift up our most at-risk student cannot be left to a few within our community. Student equity will be achieved by accepting it as a

central value of our College culture and as our responsibility, whatever our institutional role. The fundamental goal of the Student Equity Plan is to revitalize and rededicate our entire community to student equity Yes, we can! Si se puede! Ndiyo tunaweza! Oui, nous pouvons! Is féidir linn! Yes, peb ua tau! ([IIB.507](#)).

Diversity is broadly defined and promoted through programs, practices and services, some of which include:

- Celebrations on the quad, such as Welcome Day and People’s Day, which offer performances and activities that highlight the College’s commitment to diversity ([IIB.508](#))([IIB.509](#)).
- Student clubs that are highly reflective of the diverse nature of the student body, such as Alianza, Brown Issues, Indigenous People’s Club, Korean Culture Club, and others ([IIB.510](#)).
- Learning Resource Center activities, including exhibits that display student work in courses with diversity embedded in the curriculum ([IIB.511](#))([IIB.512](#))([IIB.513](#)).
- The publications *electricITY* and *City Chronicles*, which focus on a range of activities to broaden student understanding and appreciation of diversity, including lectures from SCC faculty about carrying on family traditions, performances from different cultural groups during College hour, and celebrations that highlight cultural traditions, such as Dia de Los Muertos ([IIB.514](#))([IIB.515](#))([IIB.516](#))([IIB.517](#)).
- The College print newspaper, the *Express*, and its online component ([IIB.518](#)), which cover the diverse cultures of the College, including Hispanic Heritage month and the “Beyond the Dream” conference held at the College in September 2014. Each print issue of the *Express* features Q&As with a range of students from differing backgrounds, asking such questions as “Why you are here and where are you going?” with a focus on educational goals.
- The College’s 411 site, which serves as an introduction to College life and incorporates videos and other visuals that demonstrate the diverse nature of SCC’s student body ([IIB.519](#)).
- The Student Equity and Diversity LGBTQ subcommittee, which strives to create a safe, welcoming, and empowering environment. The subcommittee has representation from Campus Police, Athletics, Counseling, and Student Services. In addition, it has support from the Foundation Office to develop a fund that supports programming for the campus community. Currently, the LGBTQ is in the process of revamping Safe Space trainings and put forth a campus issue form to address the need for gender-neutral bathrooms. The subcommittee offered an LGBTQ workshop on gender issues in fall 2010-11 ([IIB.520](#)).
- The Cultural Awareness Center, which develops and delivers a range of programming that addresses all aspects of diversity. The CAC co-sponsored the anti-bullying workshop “Walk in My Shoes” with Lincoln Scott (a DSL student). Over 300 people attended ([IIB.521](#)). The CAC coordinates major exhibits in the Learning Resource Center Third Floor Special Events Room, such as the traveling Anne Frank Exhibit from The Anne Frank Museum in New York, and a guest speaker who is a Holocaust survivor; the exhibit of artist Milton Bowers, “Welcome To My Global Hood,” which

included students' work from the Summer Success Academy, and an exhibit by artist Janice Nakashima, "Far From Home—Internment Camps around the World." It hosted a full-day workshop on domestic violence co-sponsored with student Tamara Knox, "Surviving Against the Odds—Taking My Power Back!" ([IIB.522](#)).

- The International Studies Program (ISP) emphasizes diversity in a global context by promoting engagement in important international social and political issues, many with a social justice orientation. The ISP brings diverse international guest speakers to SCC to speak and run workshops on specific global issues. ISP is engaged in an active and ongoing program promoting the hosting of foreign delegations that visit and interact with SCC faculty and students through organized events. ISP offers an academic major as an option for SCC students. The ISP coordinator distributes information on issues of diversity to the College community for integration into instruction and services ([IIB.523](#)).
- Human Career Development (HCD) Courses support diversity and student equity. HCD 110—"Building Foundations for College Success" and 310 "College Success" courses are cultural / ethnic specific for African American, Southeast Asian, and Latino/a Students ([IIB.524](#)) ([IIB.525](#)). Human Career Development 312 Course "Guidance for U.S. Newcomers" focuses on assisting and helping SCC's International student population ([IIB.526](#)).
- Cultural celebrations for students completing their educational goals: Latino, African American, and Asian Pacific Islanders ([IIB.527](#) p. 20) ([IIB.528](#)) ([IIB.529](#)).
- Learning communities such as PUENTE and Umoja. Both Puente and Umoja are open to students of all backgrounds but utilize culturally based learning experiences to foster student learning and success ([IIB.530](#)) ([IIB.531](#)).
- Information on the Dream Act (AB540) for students who are undocumented but are seeking the California Nonresident Tuition Exemption ([IIB.532](#)).
- SCC has a presence on social media: e.g. Cultural Awareness Center has a page on Facebook and the Davis Center is on Twitter ([IIB.533](#)) ([IIB.534](#)).

In addition to the wide range of programs that demonstrate the College's commitment to diversity, evidence from the Community College Survey of Student Engagement (CCSSE), administered from 2008 through 2014, measures how SCC students themselves rate their experiences with diverse populations ([IIB.535](#)). One survey question asks whether the College is "Encouraging contact among students from different economic, social, and racial or ethnic backgrounds." The results indicate that SCC students score high on this measure, have been increasing in the degree to which they respond positively to this question over time, and are more likely to answer this question positively than are members of the CCSSE cohort. Specifically,

- Growth in the mean score on this question from 2.47 (on a scale of 1-4) in 2008 to 2.7 in 2014.
- Growth in the mean response when compared with the entire CCSSE cohort or the cohort of extra-large colleges (SCC mean of 2.47 vs. 2.52 for all CCSSE colleges in 2008 to a mean score of 2.7 in 2014 compared with 2.59 of all CCSSE respondents in 2014 and a mean of 2.61 among extra-large colleges).

Assessment of the effectiveness of programs and services that promote student understanding of diversity is integrated into the College’s different evaluation procedures. Programs rooted in instruction, such as PUENTE and Umoja, utilize course evaluation processes. Programs that provide direct services to students, such as the offerings from the Cultural Awareness Center or DSPS workshops, have workshop evaluation forms. Broader scale evaluations of how well students respond to issues of diversity are measured by CCSSE data, which consistently indicate that SCC students exceed the national average as well as the average of Colleges of comparable size in the extent to which students report relating to students whose backgrounds differ from their own. The CCSSE evidence is also used in measuring achievement of the College’s GELO on cultural competency ([IIB.536](#)).

Self Evaluation

Appreciation of the value of diversity is built into the fabric of Sacramento City College from the pictures on its website and publications to course content, Student Learning Outcomes, and College programs and activities. The College’s diverse student body is supported by a variety of programs and services ([IIB.537](#)) ([IIB.538](#)) ([IIB.539](#)) ([IIB.540](#)). All students have the opportunity to appreciate the role and importance of diversity in their educational and personal lives ([IIB.541](#)) ([IIB.542](#)) ([IIB.543](#)).

Survey data, as well as the popularity of and participation in programs that highlight diversity, demonstrate the extent to which the College lives its commitment to this value ([IIB.544](#)) ([IIB.545](#)).

CCSSE 2014: Areas of strength for SCC related to Standard II.B.3.d	
Full survey results available online (IIB.546)	
Item 4: In your experience at this college during the current school year, about how often have you done each of the following?	Often + Very often
Had serious conversations with students of a different race or ethnicity other than your own	57%
Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values	49%
Item 9: How much does this college emphasize each of the following?	Quite a bit + Very much
Encouraging contact among students of different economic, social, and racial or ethnic backgrounds.	59%
Item 12: How much has your experience at this college contributed to your knowledge, skills and personal development in the following areas?	Quite a bit + Very much
Understanding people of other racial and ethnic backgrounds	56%

Actionable Improvement Plan

None.

II.B.3.e The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

The admissions and placement instruments utilized at Sacramento City College are based on LRCCD Board policy, Title V, and the Education Code. 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 ([IIB.547](#)) ([IIB.548](#)).

The College admits students according to Board Policy ([IIB.549](#)) based on California Education Code (76000). Any California resident possessing a high school diploma or equivalent will be admitted to the College, and any non-resident may be admitted. Students over 18 years of age who do not have a high school diploma or equivalent may be admitted to the College if capable of profiting from the instruction offered. High school students may be admitted for a limited program upon recommendation of the high school principal and with parental consent (Education Code 76001). The Board regulation governing admissions and enrollment is updated on a regular basis, with the latest update occurring on 4/28/14 to take account of Title 5 changes relating to enrollment priorities ([IIB.550](#)).

The College uses CCCApply as its application tool. CCCApply is the application sponsored by the CCCCCO and provides a portal for application to many colleges across the state. The application complies with legal and practical reporting requirements in gathering information on student demographics. Since contracting with CCCApply, the application has been modified to capture recently relevant data such as veteran and foster youth information. The application is primarily available online, the College provides for Internet access and assistance in the Registration and Financial Aid Lab, but a paper version is available upon request from Admissions and Records ([IIB.551](#)).

In the case of placement policies, Sacramento City College follows Title 5 § 55003 (b) (4), which requires review of prerequisites “at least once each six years.” When full approval for assessment instruments is granted by CCCCCO, it is effective for six years. The placement process review, including both content and bias review, used to satisfy a prerequisite is also reviewed at least every six years. Disproportionate impact review is required every three years, even if CCCCCO submission of studies is not required. Studies are kept on file for inspection by entities such as visiting teams from accrediting or oversight agencies (e.g., ACCJC and SSSP); contact the PRIE Office for access to those files.

Testing instruments are assessed for bias during initial approval process and then revisited every six years as a part of validation. When an instrument is on the Chancellor’s Office Approved list, the test vendor is responsible for all validation studies, with the exception of cut score validation, which is done by the College. In the case of the ESL Assessment, which is given at all four Colleges in the District, the setting and validation of cut scores and multiple measure weights is done by each College. Initial cut scores for Accuplacer English and math were set by faculty in 1998 when SCC began using Accuplacer. The only change has been the addition of the English Essay in 2004, which was integrated into the English placement rubric.

Currently, SCC is participating in the Common Assessment Initiative Project sponsored by the California Community College Chancellor’s Office (CCCCO) as a pilot college to develop statewide assessment tests and standards ([IIB.552](#)). Initial cut scores for Accuplacer ESL were set by faculty in 1998 and included an ESL Essay as part of the placement rubric. In July 2011 SCC began using COMPASS and the ESL Essay for ESL placement in keeping with the District Portability Agreement. SCC began by using ARC’s ESL Compass cut scores and is currently in the process of ESL cut score validation. Past cut score validation research is on file in the PRIE Department ([IIB.553](#)). The following chart indicates the schedule and program notes associated with test score validation processes.

SCC Placement Assessment Validation Studies Timeline

Subject	Year(s) Study Conducted /Completed	Year Next Study Planned/Due	CCCCO Validation Submission Required (Y/N)	Notes:
ESLW	2009	due to CCCCCO 2015	Yes—for ESL Essay component	Consequential validity study data collection F2014- S2015
ENGRD	2011	2017	No—using assessment and graduation competency instruments with statewide approval	Consequential validity study data collection 2016
ENGWR	2010-2011	2016 - due to CCCCCO 2018	Yes—for Essay Component	Consequential validity study data collection 2017
MATH	2010-2011	2016	No—using assessment and graduation competency instruments with statewide approval	Consequential validity study data collection F2015 (may need to survey smaller-enrollment courses sooner)
CHEM (CHEM 400)	2012	due to CCCCCO 2018	Yes—locally managed instrument (unless enough Colleges using 2006 test version get statewide approval in future)	Consequential validity study data collection F2015 to F2017

In the Employee Accreditation Standards Survey Report 2008 and 2014, responses in regard to this standard subsection are shown below. A majority of those respondents who indicated knowledge of the item agreed or strongly agreed that the assessment and placement process is effective. However, the percentage was lower than in the 2008 survey. Perceptions of the effectiveness of placement assessment will be re-evaluated following the move to a common statewide assessment.

Q26: The College’s assessment and placement process is effective.

Q26	2014	2008
“Strongly Agree” or “Agree”	43.67%	55.7%
“Disagree” or “Strongly Disagree”	29.57%	16.6%
“Don’t Know”	36.76%	27.8%

([IIB.554](#)) ([IIB.555](#)).

SLO assessment conducted by the Assessment Center indicates that that 99 percent of students taking the assessment tests understood, at least partially, the reason for taking their assessments (reported in the Assessment Program Review ([IIB.556](#))).

Self Evaluation

Sacramento City College admissions and placement policies and practices that are rooted in regularly evaluated LRCCD Board Policies and Regulations and California Community College Chancellor Office reviews. SCC regularly establishes the effectiveness of placement instruments via rigorous validation studies. SCC ensures that issues of effectiveness, consistency, and potential for bias are addressed.

Program improvements in the areas of assessment and admissions are also addressed in Program Reviews ([IIB.557](#)).

Action Improvement Plan

None.

II.B.3.f The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Descriptive Summary

Maintenance and security of student records is a high priority at both the College and District levels. The Los Rios Community College District has policies and regulations that govern the classification, storage, and release of student records. The Administrative Computer Use

Policy P-8871 addresses information security requirements regarding “protection of the District's data, applications, networks, and computer systems from misuse and unauthorized access, alteration, or destruction.” ([IIB.558](#)) Regulations on implementing P-8871 are found in R-8871 ([IIB.559](#)).

In administrative regulation R-8381 ([IIB.560](#)), which enumerates the procedures for implementing P-8381 ([IIB.561](#)) on records classification, retention, and storage, student records are defined in one of three classes: Class 1 — Permanent; Class 2 — Optional; or Class 3 — Disposable, based on section 59022 of Title 5 of the California Code of Regulations and other applicable state and federal statutes.

Class 1 student records are the records of enrollment and scholarship for each student. Such records of enrollment and scholarship may include but need not be limited to:

- Name of student
- Date of birth
- Place of birth
- Name and address of a parent having custody or a guardian, if the student is a minor
- Entering and leaving date for each academic year and for any summer session or other extra session
- Subjects taken during each year, half year, summer session or quarter
- If grades or credits are given, the grades and number of credits toward graduation allowed for work taken
- All records pertaining to any accident or injury involving a student for which a claim for damages has been filed as required by law, including any policy of liability insurance relating thereto, except that these records cease to be Class 1-Permanent records, one year after the claim has been settled or after the applicable statute of limitations has run.

Class 2 student records are defined as any record worthy of further preservation but not classified as Class 1. (Title 5, § 59024.) Class 3 student records are defined as records, other than Continuing Records, not classified as Class 1 or Class 2.

Regulation R-8381 also defines retention periods for each class of records as well as manner of destruction. It addresses the circumstances under which electronic images are made of student records ([IIB.562](#)).

Policy P-2215 is a student policy regarding transcript of records. The provisions of this policy address how the College fulfills student requests for sending transcripts, including student notification, collection of fees, and right to review/challenge contents ([IIB.563](#)).

Regulation R-2265 addresses the confidentiality of student records under the Family Educational Rights and Privacy Act of 1974 (FERPA) as well as the Education Code and Title 5 ([IIB.564](#)). This regulation provides definitions and guidance on how to obtain, manage, maintain, and disseminate student records. In particular, the regulation addresses

how student rights and responsibilities are communicated, including the requirement that this information be included in student publications.

Additional LRCCD policies and regulations related to student academic records include P-7871 and R-7871, which address instructional computer use and student academic records maintenance and security ([IIB.565](#)) ([IIB.566](#)).

In addition to the District's board policies and administrative regulations, the District added an internal auditor position with information security responsibilities. The District also created an Information Security (ISO) group composed of College and District Information Security Officers, as well as District auditing, information technology, and financial services staff who make recommendations on information security practices. The ISO group administers District policies and regulations that are related to information security and develops information security training and documentation ([IIB.567](#)).

All full-time classified and management employees are required to complete the computerized information security training. Temporary classified employees and student workers who access sensitive data are expected to complete the training when requested by their supervisors. The training is also available for faculty coordinators handling sensitive data. All employees can access the training online. The training is good for three years from the date of completion ([IIB.568](#)).

As required in LRCCD Board Regulation R-2265, information on student records access is contained in the College catalog ([IIB.569](#)) as well as the Student Guide ([IIB.570](#) p. 63).

The Los Rios Community College District Office (DO) maintains the following systems that contain electronic records of student information:

- The Oracle/PeopleSoft Campus Solutions system includes application data, enrollment data, transcript data, charges, payment data, and other data concerning services delivered for all Los Rios students. The PeopleSoft system includes audit and other mechanisms that preserve the history of core records and changes that occur over time.
- The D2L learning management system includes electronic student course data for courses and students that offer online, hybrid, and web-enhanced instruction. In the fall 2014 semester, this included 4,240 course sections; 123,133 student enrollments; and 58,007 unique students for the LRCCD district. The extent of the D2L data depends on faculty choice for use of various functions, but may include grades/gradebook, assignments submitted, quiz/test results, online discussions, class list, online content, calendars, rubrics, competencies, attendance, checklists, surveys, self-assessments, and other data.
- The PowerFAIDS Financial Aid system includes Free Application for Federal Students Aid (FAFSA) application data, student aid information, units, and other data concerning student financial aid. PowerFaid's databases are encrypted.
- The OnBase document imaging system is used to store student records documentation. District Office maintains the indexing and the Colleges maintain the storage of the scanned images.

- The Online Grading System (OGS) includes class rosters, grades, and other data for faculty to manage enrollment. Information in this database is uploaded daily to the District's student information management server (PeopleSoft).
- The Relational Database Management (RDS) database includes a subset of data from the PeopleSoft system. Information in this database is used to create reports for the organization and provide data to other systems.
- CalWORKs online database system includes student records information, county information and CalWORKs program eligibility information necessary for CalWORKs program administration.
- Disability Services & Programs (DSPS) online database system includes student records information, types of disabilities, and other information necessary for DSPS program administration.

The District Office implements procedures to ensure the security and the integrity of student records stored on systems maintained by the District office. In accordance with federal guidelines, Social Security numbers are seldom used for record-keeping or tax filing purposes and are masked in PeopleSoft to all but a few staff who are granted specific permission to access SSN data. With respect to access and release of Student Records:

- Administrative access (i.e., change data) to the systems above can only be accessed within the internal network, or remotely via a secured VPN. VPN access is only granted to those approved by their College's administrators.
- Access to systems is granted on a role-based security to ensure that employees have access only to data necessary to their jobs. Access is only granted to those approved by the College's administrator ([IIB.571](#)).
- Student information is not released to students by non-student services District Office staff (i.e., IT, Business Services, Human Resources, etc.).
- Student information (on rare occasion) is released by the Associate Vice Chancellor of Student Services, Director of Financial Aid Systems and CalWORKS staff at the District Office. Information is released only after verifying the student identity by confirming the following information: DOB, ID, last four digits of SSN.

For the following systems, student records may be deleted:

- D2L—Course and student data may be deleted from the database after three years.
- For the following systems, student records are not deleted by District Office staff, unless requested by authorized College's administrator.
 - PeopleSoft Campus Solutions
 - PowerFacts
 - Onbase
 - OGS
 - RDM
 - CalWORKs
 - DSPS
- Vendors with access to systems that house student records are required to sign a LRCCD Service Agreement that addresses the secure handling of student data ([IIB.572](#)).

Backup procedures that emphasize security have been implemented to protect student records. Student records are housed in one of two Data Centers (District Office and Folsom) with replication (backup) of each system and database to the opposite site. Secure backups of all data are stored on disk at a third college site, American River College. The use of backup tapes and the contracted tape storage vendor was discontinued as of March 1, 2015. Only three authorized District Office IT personnel have access to the backup storage.

The primary Data Center at the District Office is staffed by Operations 24 hours a day, Monday through Friday, and a log is kept for any non-employee visitors. Access to the data center is limited to authorized personnel, and rooms are locked day and night. The Folsom data center is locked 24 hours a day. Access to the data center is limited to authorized personnel with keys to enter the data center. The American River College Data Center is locked 24 hours a day. Access to the data center is limited to authorized personnel with access via the card lock system.

Network security is of paramount importance in protecting student records. Los Rios uses multiple layers of security controls as a defensive, in-depth approach to student records systems/databases within the Los Rios's network. All colleges, the District Office, and most outreach centers have local firewalls to prevent unsolicited and malicious traffic from infecting the District's network. All sites are protected by a border firewall as well. The District also has an intrusion prevention system (IPS) in place to identify malicious activities from the Internet and potentially block these activities.

District policy allows students to inspect their records and transcripts, petition to amend a record, or allow someone else to access their records/transcripts. Students can access their records, including their unofficial transcript, online via eServices, the District's online enrollment system.

In 2013, the District outsourced online official transcript ordering through Credentials Solutions, which provides online ordering, electronic extraction and delivery through a secure network. Feedback received from students indicates the need for the efficient turnaround time provided by this service.

With respect to College procedures on records maintenance and retention, several departments, including Admissions and Records, Financial Aid, Assessment, EOP&S, DSPS, and CalWORKs house student files and records. Each department follows FERPA guidelines. In general, pursuant to Title 5, sections 54606–546008 and 59020–59029, records are classified as permanent (Class 1), optional (Class 2), or disposable (Class 3). Class 1 documents are stored permanently in Onbase after scanning, and original paper records are reclassified as Class 3. Class 2 records are also retained indefinitely unless reclassified as Class 3. Class 3 records are stored for three years in the College's warehouse and then destroyed. Paper records that have not yet been scanned are stored in locked containers in College offices, where they are accessible only by staff. Department-specific policies related to student records exist as well. The Admissions and Records office maintained microfilm records to record past student data, which are secured by lock and key in the College's Admissions & Records office. This system was replaced in 2015.

The Financial Aid office is required by the Department of Education to keep student records for three years, not including the current award year. Documents are scanned electronically, and the originals are shredded within three months. Additionally, student assistants and temporary staff complete an employee acknowledgement and confidentiality agreement when they begin working in the office. Paper records are kept in a filing cabinet in staff folders.

The Assessment Center maintains paper/pencil test records in a cabinet in the assessment lab, which is constantly monitored by a classified staff member and locked during non-business hours. The Assessment Center periodically sends securely taped boxes of records to campus storage with a three-year shred date clearly written on the box.

CalWORKs is required to have an Authorization of Release of Information on file for each student in order to exchange information with county personnel regarding the student. The hardcopy of the authorization is placed in the student's CalWORKs case file. Case files are secured in a locked file cabinet. A copy is also given to the county to which the student/client belongs. When the student becomes inactive, case files are scanned and saved to OnBase. Then the hard copies are picked up by operations for shredding.

The Los Rios CalWORKs Programs have a CalWORKs database that was developed and managed at the District Office. The College CalWORKs Program staff enter some of the data, which includes county confidential information and some College CalWORKs information on the student/client.

The DSPS program has a confidentiality statement and release of information statement to be signed by students (and a release signed by the student if he or she wants parents included in information exchanges, or if he or she wants parents to be able to contact the College without the student present). DSPS keeps paper records in individual student files for all current students. These records are locked up at night after service hours and unlocked in the day. The records are stored in file cabinets away from the lobby and out of sight of students. The records may only be accessed by counselors and front desk staff. The front desk staff bring records to the counselor as needed. All files for students no longer attend the College after one year are scanned into Onbase and shredded. Learning Disability files are never shredded in accordance with CCCC practice.

MediCat is used by the Health Office to track student health records. The system is secure and access is limited to College nurses and Health Office clerk. The Health Office follows FERPA guidelines.

In the case of student complaints/grievances, the hard-copy files of student complaints, as well as the data base on same, are maintained in the office of the Associate Vice President of Instruction, who serves as the Discrimination Officer, the Sexual Harassment Officer, and the Title IX Officer for the College.

Self Evaluation

Sacramento City College and the Los Rios Community College District share a commitment to the maintenance and security of student records as well as a commitment to provide information to students under safeguards defined by the Education Code, Title V, and federal government under FERPA. Board policy and regulation and College practices and procedures are defined in all major sections of LRCCD policies and regulations (Administrative, Instructional, and Student). Students are provided with notification of how to access, petition to edit, or request their records. The College requires student signature and identifying data before records are released. Records are not released by telephone request.

The College and District have workgroups that are tasked with addressing issues of information security and access. The Information Security Officer workgroup develops security plans with continuous training concerning best practices, current threats, and other information security issues.

Actionable Improvement Plan

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 used the results of these evaluations as the basis for improvement.

Descriptive Summary

Evaluation of student support services is integrated into both College planning/assessment and program review processes and into the workflow of individual student services units. College goals and student learning outcomes are key factors in planning and evaluation processes ([IIB.573](#)).

Planning processes: Looking at the College planning processes, review, evaluation and restructuring occurs at the level of institutional plans, in the program planning process and in the Unit Planning process.

Institutional Plans are written in College service areas in which services are delivered and used College-wide. The Student Services Master Plan, the Student Support and Success to student services ([IIB.574](#)). The Student Success and Support Plan (SSSP) ([IIB.575](#)) and Student Equity Plans ([IIB.576](#)) are relatively new institutional plans, moving the evaluation of student services forward.

At Sacramento City College, Program Plans support programs that cross college departments or divisions, but are not as broad as the Institutional Plans. They include objectives and measures of merit/outcomes. They are resourced as individual plans by the institution and

reviewed annually. Program Plans are typically funded from “above the line” funding sources. The areas of student services that write program plans are Articulation and the Veteran’s Resource Center:

- Articulation Program Plan 14-15 ([IIB.577](#))
- Veteran’s Resource Center Program Plan 14-15 ([IIB.578](#))

The Program Plans relate unit objectives to College goals, outline internal and external factors that impact unit objectives, provide a multiyear view of factors affecting unit services, and then outline the extent to which prior year objectives with identified expected outcomes have been met. The Program Plan then identifies the next year’s objectives and expected outcomes, many times refining an objective that was in a prior year plan based on current data and the results of activities taking place in the prior year. The Program Plan then links these objectives to activities and resources (financial and personnel) that are needed to achieve the next year’s outcomes.

The College’s Unit Planning process also incorporates the cycle of identifying unit objectives that meet College goals, defining outcome measures that would be used to assess effectiveness, and linking these objectives to resource needs. Unit Plan Accomplishment reports are filed for each unit that submits Unit Plans ([IIB.579](#)).

These reports outline unit objectives, outcome measures, assessment of whether the objective was met (and how), whether Student Learning Outcome data was used in the assessment, and what College goals were referenced. The 23 student service areas grouped into three divisions that filed Unit Plan accomplishment reports for the 2013-14 planning year are:

- VPSS Office: Assessment, Cultural Awareness Center, and Student Leadership and Development
- Counseling: Athletics, Career and Job Services, Cooperative Work Experience, Counseling, Health Services, Human Career Development, International Student Center, Puente, Transfer Center, Veteran’s Resource Center
- Financial Aid and Student Success: Admissions and Records, CalWORKS, College 2 Career, DSPS, EOPS, Financial Aid, Information and Orientation, Outreach/Recruitment, Rise, Workability

Since many student services objectives describe core unit services and are multiyear in nature, a review over time of Unit Plans can be used to construct how a service unit modifies its objectives over time and as elements are achieved as well as how SLO data is used ([IIB.580](#)) ([IIB.581](#))

Program Review: A second approach that is taken by Student Services to evaluate services on a multi-year basis uses Program Review ([IIB.582](#)).

The structure of the Student Services Program Review process builds in the core elements of developing programs based on identified student needs and Student Learning Outcomes, collecting data on whether those needs are being met, and then modifying programs based on identified Student Learning Outcomes. The major Program Review sections are: (1) Identification of Strategic Program Issues and (2) Data Collection, Analysis and Summary.

Much of the data collection and assessment of outcome measures occurs in the Data Collection, Analysis and Summary section of the report. In this section, program mission is defined, past performance is assessed, data sources are identified, advisory board recommendations are listed, Student Learning Outcomes are identified, and program resources and collaborative opportunities are identified. Data provided include the number and type of services provided as well as structured outlines of Program Priorities, Objectives, and Outcome Measures over the planned years.

Looking ahead to more focused SLO assessment, a prototype for SLO Assessment Reports for Student Services has been developed and tested in the Student Leadership and Development office ([IIB.583](#)). This prototype utilizes a format that defines “side by side” Student Learning Outcomes in both planning and reporting stages by SLO. An additional column identifies the plans for follow-up changes based on the data outlined in the reporting stage.

In addition to these institutionally defined evaluation activities that are embedded in the College’s planning, Program Review, and Student Learning Outcomes assessment processes ([IIB.584](#))([IIB.585](#)), individual student services units employ a variety of methods for measuring Student Learning Outcomes. Some of these methods include surveys, self-assessments, advisor/instructor assessments, feedback cards, assignments, exams, journals, etc. In particular, many units use Student Feedback Cards ([IIB.586](#)), which create a “culture of evidence” in each area of Student Services and may determine if student needs were met to help shape the directions and goals for the coming year. This data are incorporated at every opportunity for analysis, such as the comprehensive Program Review, annual progress reports, and quarterly achievements ([IIB.587](#)).

Evaluation of student services is also contained as part of evaluation reports in other areas of the College, such as distance education via survey data. In the Distance Education Student Satisfaction Survey administered annually, there are questions about student assessment of the need for access for specified student services ([IIB.588](#)).

Another College-wide survey that addresses interest in and satisfaction with student services is the Community College Survey of Student Engagement (CCSSE), which has been administered in 2008, 2010, 2012, and 2014 ([IIB.589](#)).

The 2014 CCSSE benchmark reports measure the degree to which students use learner support services as well as the degree to which the services assist students in meeting their needs (pp. 17–18) ([IIB.590](#)).

The 2012 CCSSE Frequencies report demonstrates use and satisfaction with a range of student services (pp. 9–12) ([IIB.591](#)).

The results of the CCSSE reports are shared with student services staff, and the longitudinal nature of the data provides the opportunity for a broad view of how students use and perceive the value of College services ([IIB.592](#)).

Other opportunities for evaluation of the effectiveness of student services are incorporated into the categorical grants and plans that are used to provide and support student services programs, including Matriculation funds (to be incorporated into SSSP), DSPS, EOPS, and Financial Aid. In the case of Matriculation funding, Student Services has developed a Student Services Planning Form that is used to identify, plan, implement, support, and fund projects that support first-time college students (target population of Matriculation funding). At the end of the period in which funding is provided, the recipients are asked to report progress toward activity objectives and demonstrate how funds were expended. In the case of multiyear projects, these evaluation results are used as the basis for continuing activities ([IIB.593](#)) ([IIB.594](#)).

Individual programs, such as the Outreach and Recruitment build evaluation activities into their processes as well ([IIB.595](#)). An analysis of five years of data from the Student Success Academy participants on the key indicators of course success and persistence is used to demonstrate program effectiveness ([IIB.596](#)).

On a twice yearly basis, the LRCCD Chancellor asks for achievements reports that demonstrate how the College has responded to district goals. These reports are also reviewed with the Board of Trustees ([IIB.597](#)).

Evaluation activities are built into plans that are being submitted to the California Community College Chancellor's Office (CCCCO) in the areas of Student Success (SSSP) ([IIB.598](#)) ([IIB.599](#)) and Student Equity ([IIB.600](#)). In each of these plans the College is being asked to set multiyear goals, develop strategies, and define outcomes that will be used to support student services. As a condition of continued support for these plans, SCC is tasked with defining outcome measures and measuring the effectiveness of defined strategies. The grant application that was submitted in 2014 to the Department of Agriculture for Hispanic Serving Institutions is another example of an opportunity to review and evaluate the services provided to SCC students.

Self Evaluation

Student support services are evaluated on an ongoing basis through regularly occurring College processes (such as program and unit planning) and through specific evaluation mechanisms (program review). Identification of Student Learning Outcomes and SLO data is integral to these processes. Mechanisms such as student feedback cards provide information from the student community on an ongoing basis and are evaluated at both the unit and administrative levels. Attention to evaluation of student services and student learning outcomes is also incorporated into larger research and planning efforts such as Distance Education satisfaction surveys, CCSSE, and institutional initiatives such as SSSP and Student Equity Plans. Development of a focused Student Learning Outcome assessment tool is underway and will provide important information in an easy to use format. The longitudinal nature of data collection and analysis provides evidence that the results of student service assessment is impacting the nature of services provided to students to support success and achievement of Student Learning Outcomes.

In the Employee Accreditation Standards Survey Report 2008 and 2014 responses in regard to this standard subsection are shown below. A large majority of respondents who indicated knowledge of the item (those not marking “don’t know”) agreed or strongly agreed that SCC evaluates student support service to ensure their adequacy.

Q27: SCC evaluates student support services to assure their adequacy in meeting identified student needs and uses the results as the basis for improvement.

Q27	2014	2008
“Strongly Agree” or “Agree”	48.26%	50.5%
“Disagree” or “Strongly Disagree”	17.49%	8.1%
“Don’t Know”	34.97%	41.5%

Responses from the Student Accreditation Survey 2014 and 2008 follow to a similar question shows that the large majority of the respondents feel students with different needs are receiving appropriate programs and services.

Q2f/Q10: SCC provides appropriate educational programs and learning support services to students with different needs.

Q2f/Q10	2014 (Q2f)	2008 (Q10)
“Strongly Agree” or “Agree”	78.0%	83.0%
“Disagree” or “Strongly Disagree”	8.0%	3.0%
“Don’t Know”	14.0%	14.0%

[\(IIB.601\)](#) [\(IIB.602\)](#)

Actionable Improvement Plan

None.

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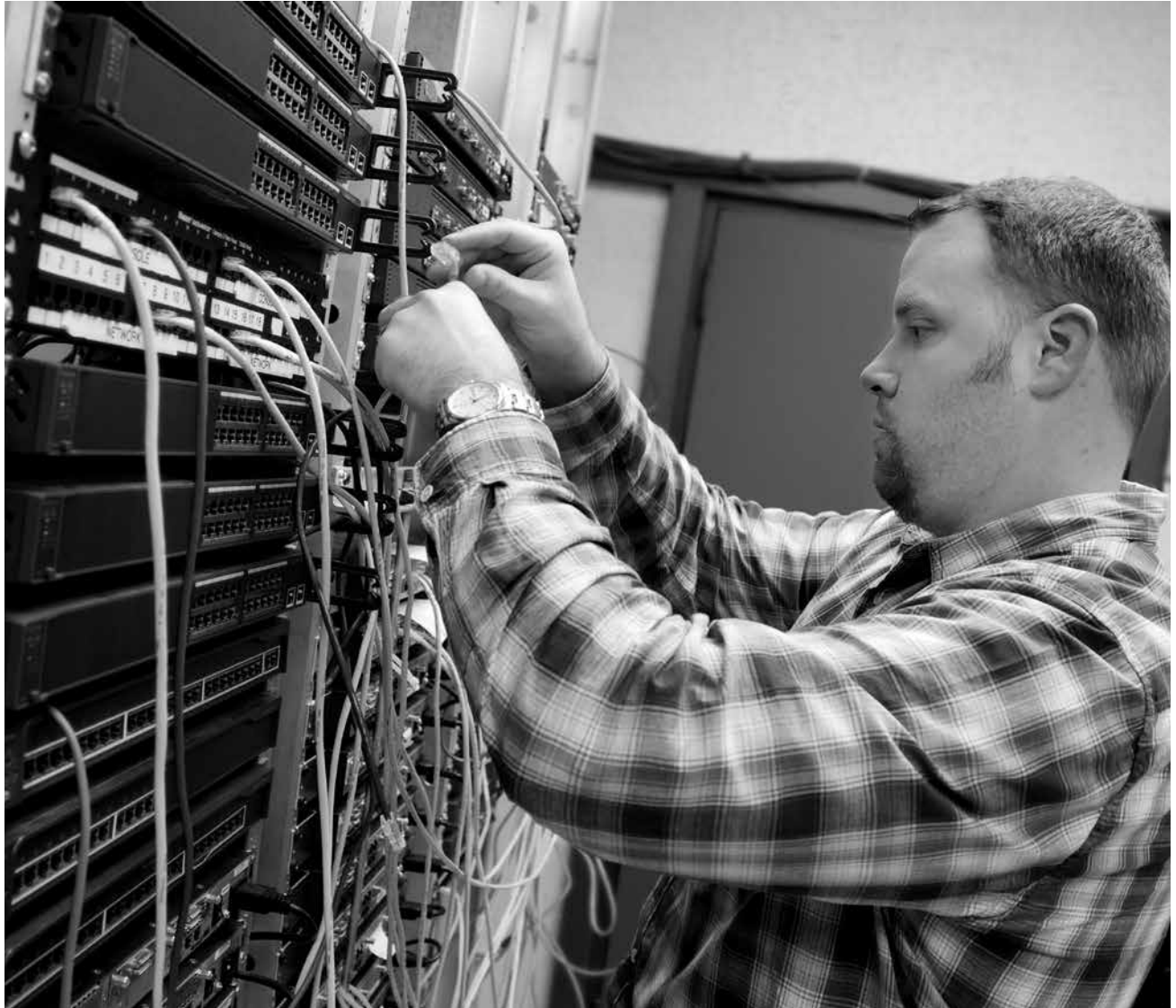
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STANDARD II.C: Library and Learning Support Services



Standard II.C. Library and Learning Support 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 library staff and holdings provide direct support to instruction through access to books, electronic materials and media. Learning support services provide ancillary support to instruction through tutoring, learning skills instruction and facilitating information competency. The institution maintains and expands these services and resources as funding permits. The institution also maximizes its services to students through District-wide, local and regional collaborations. Library and support services enhance the educational mission of the institution through an ongoing process of deliberative, collaborative and data driven decision making.

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 develops and maintains a number of collections serving the needs of the College community, including the following:

- circulating print collection of approximately 65,000 items, located on the third floor of the Learning Resource Center ([IIC.1](#))
- print periodicals with about 200 current subscriptions, located on the second floor of the LRC
- reserve materials, consisting mainly of 1,800 copies of current textbooks, located behind the circulation desk on the second floor of the LRC ([IIC.2](#))
- Special Collections, located on the third floor of the LRC, which maintains unique and historically significant items ([IIC.3](#))
- Instructional Media, located on the first floor of the LRC, which maintains over 7,000 circulating and reserve media items ([IIC.4](#))

In addition to the print and media collections, the library collaborates with other Los Rios College libraries to select subscriptions to online databases and other electronic resources that support students' academic needs.

The library employs a variety of strategies and resources to select and maintain a collection that supports academic programs and student learning and success at the College. The library closely follows the standards for California Community Colleges prescribed in Title 5 of the California Code of Regulations (CCR) and adheres to a posted Collection Development Policy ([IIC.5](#)). Librarians actively skim reviewing journals (e.g., *Choice*, *Booklist*, *Library Journal*) to find materials that are geared toward the course curriculum and appropriate for basic skills, transfer, and career and technical programs. In the last year, the library has

attained online subscriptions to *Choice* and *Booklist* that allow librarians to run set searches for new titles in order to select and maintain the collections more efficiently ([IIC.6](#)).

Each tenured librarian and certain longtime adjunct librarians are assigned particular departments and programs and select materials for those areas; assigned librarians are viewable in the “faculty” section of the library website ([IIC.7](#)). This page also features a form that faculty can fill out to suggest individual items for purchase.

During the curriculum approval process, librarians are notified of new courses and programs moving through the process. At this time, the librarians examine the library inventory to assess the adequacy of the existing materials and determine any gaps that may exist. Faculty members who propose new courses are notified of existing resources and new materials that will be ordered to support the new courses or programs. For example, texts were ordered for POLS 350, Environmental Politics ([IIC.8](#)) ([IIC.9](#)) ([IIC.10](#)). Moreover, the librarians regularly monitor the College’s curriculum management system, SOCRATES for curriculum revision proposals and review the potential library materials to be added to the collection. A librarian serves on the Curriculum Committee to ensure appropriate library support of existing and newly proposed courses and programs ([IIC.11](#)). In addition, a librarian is required to enter a digital signature and optional comment on the Course or Program Outline of Record on any curriculum that is new to the College or District (Course Outline POLS 350, p. 7, ([IIC.12](#))). This digital signature is, at a minimum, acknowledgment from the library of awareness of a new course or program.

As librarians work with students throughout the semester, they collect anecdotal evidence of areas of potential weakness in the collection and maintain a gap list to track areas that may need to be expanded ([IIC.13](#)). Routinely, librarians analyze inter-library loan requests and other usage reports, such as age of collection reports and circulation statistics, to determine how well the collection is meeting the needs of students ([IIC.14](#)) ([IIC.15](#)).

New acquisitions to the library collection are announced on the website. Once a semester, the library publishes a database of books acquired in the previous six months that can be searched or browsed by call number, and once a week it updates its most recent acquisitions ([IIC.16](#)). Librarians welcome and solicit input from the College community to maximize their knowledge of College needs.

The library also periodically examines the collection for materials no longer needed. Classroom faculty members, as well as other College staff are regularly invited to participate in weeding activities to ensure that the collection remains current in their areas ([IIC.17](#)), ([IIC.18](#)). With the rise of online periodical databases, use of the print periodical collection has declined. The Library has sought to discontinue costly, low-use subscriptions by evaluating them case-by-case when they come up for renewal. A process is in place that provides for consultation with area faculty before decisions are made ([IIC.19](#)).

The budget for book and media acquisitions is determined after the Library submits its annual Library Book & Media Collection Program Plan. This document includes historical

information on per-FTES spending, size and age of the collection, demand for materials, and recent developments such as growth in ebook acquisition. During the recent economic downturn, per-FTES spending dropped considerably, from \$10 in 2007-08 to a low of \$6 in 2010-11. Since that time, spending has begun to rebound and was over \$8 per FTE in 2014-15. (Library Book & Media Collection Program Plan, [IIC.20](#)).

Reserve Collection

The Library maintains a robust collection of course-related materials available to students for two-hour, one-day or one-week loan. In 2013-14, 70 percent of all books checked out were from the reserve collection (Circulation Statistics 2013-2014 –[IIC.21](#)). Library staff members proactively examine high-enrollment course sections and order textbooks for the reserve collection, as well as collect information on missing and needed textbooks. Instructors are also encouraged to donate or loan copies of their textbooks to reserve collections and can submit the information of what textbooks are used in their course through an online form ([IIC.22](#)). The library has carried out a series of revisions in the way reserve items are cataloged and retrieved, and a search form simplifying access to these materials has been made available via the College website ([IIC.23](#)) ([IIC.24](#))

Special Collections

Support for the College archives is maintained via the annual Archives Program Plan (Archives Program Plan, [IIC.25](#)). The College employs an adjunct librarian at 0.300 FTE to serve as archivist. The current archivist has been employed since fall 2012 and ensures access to and preservation of the collections. In spring 2013, the California Preservation Project conducted a needs assessment of the archives that made recommendations related to environmental conditions, security, and support ([IIC.26](#)). The library is currently engaged in the process of scanning its student newspapers and historic photographs to make these materials more accessible.

Instructional Media

The media collection includes materials in a broad range of formats as well as a number of small equipment items that can circulate. This collection is maintained and developed by a media librarian who utilizes selection criteria outlined in the Collection Development Policy. Instructors are invited to suggest titles for selection using an online form, or to contact the media librarian ([IIC.27](#)). Instructors are occasionally notified via email when titles in their field are acquired, and an online list, updated weekly, announces new acquisitions ([IIC.28](#)) ([IIC.29](#)). Circulation statistics are compiled regularly ([IIC.30](#)).

Online Collections

The Library, together with the other Los Rios libraries, selects and maintains subscriptions to over 50 online databases that supply searchable collections of periodical, ebook, and audiovisual content ([IIC.31](#)). While the exact number of full-text periodical titles indexed by these services is difficult to extract, vendor reports put the number at well over 50,000 ([IIC.32](#)). Funding for the bulk of these subscriptions was until the 2009-10 fiscal year supplied by the Telecommunications and Technology Infrastructure Program (TTIP). When TTIP database funding was discontinued, the District augmented its share of the funding to cover the balance. Subsequently, the Chancellor's Office contracted with EBSCO Publishing

to provide a core suite of online databases to the California Community Colleges at no local cost. Since that time, the Los Rios Libraries have been able to augment database subscriptions to better meet the needs of instructional programs that increasingly require students to draw upon reliable online research sources. In addition to interdisciplinary periodical databases, current offerings include resources aimed at particular disciplines, such as Artstor, an image database used intensively in Art History courses, and CINAHL Plus, which supports Sacramento City College's Allied Health programs. The library also ensures that links to its subscribed content appear in freely accessible indexes such as Google Scholar and PubMed ([IIC.33](#)).

The library's ebook collections have grown considerably since the previous report. In the period of 2005-11, the library acquired approximately 19,000 ebooks through annual cooperative purchases coordinated by the Community College Library Consortium (CCLC). In 2012, the library began subscribing to an ebook collection from EBSCO that provides over 130,000 ebooks. Together with other Los Rios libraries, the library has also made a number of encyclopedia and other reference ebook purchases. Ebook usage has risen considerably over time, to a high of over 10,000 uses in 2013-14 ([IIC.34](#)).

The library also uses survey tools to determine whether student learning needs are being met. The main implement for long-term analysis is the annual Partnership for Excellence Survey, which has been administered to students for 12 years. Results of this survey indicate a high level of satisfaction from students. For example, in the spring 2013 survey, over 80 percent of respondents indicated that they used or checked out books from the reserve collection, and over 90 percent of students said that books from this collection are "very important" or "somewhat important" ([IIC.35](#)) ([IIC.36](#)). These results are similar to responses from a survey of faculty that was conducted in 2011. Some 79 percent of faculty respondents reported that they assigned materials from the reserve collection to students and 98.3 percent reported that materials from the reserve collection are "important," "very important," or "essential" ([IIC.37](#)).

Learning Skills and Tutoring Center

The Learning Skills and Tutoring Center (LSTC), as well as all other learning support labs on campus, is governed by Title 5 of the Education Code for tutoring centers and policies. ([IIC.38](#)). The center provides general tutoring in a variety of subjects, including Math, Philosophy, and various foreign languages, among others. Specific subjects and tutor availability are posted to the LSTC's website ([IIC.39](#)) ([IIC.40](#)). Students are able to sign up in advance for a tutoring session, and walk-in tutoring services are also available. ([IIC.41](#))

Student tutors are required to take a 1-unit tutor training course, either LTAT 310 (Introduction to Peer Tutoring) or LTAT 311 (Introduction to Group Peer Tutoring). These courses introduce students to methods of effective tutoring and regularly go through student learning outcome assessment and program review ([IIC.42](#)) (Learning Tutoring & Academic Technology Program Review 2013-14, [IIC.43](#)). Although the various tutoring and learning support labs on campus hire their own tutors, time sheets and other paperwork for all tutoring services are processed through the LSTC.

The LSTC gathers data on student usage of the center through a computerized check-in system and reports the information in the annual Program Plan. (Tutoring Program Plan, [IIC.44](#)). This information, as well as results from student surveys, is used to determine whether the learning needs of students are being met. Surveys of students are conducted regularly. Respondents indicate satisfaction with tutoring services in the LSTC, including the convenience of tutoring facility hours and the availability of tutors for the particular subjects needed. ([IIC.45](#)) ([IIC.46](#)).

The LSTC also coordinates the Beacon Pal Learning Groups Program, a multi-disciplinary program that provides supplementary tutoring to a cohort of students enrolled in the same section of a particular class. The program supports interactive and collaborative learning during the tutoring sessions. The tutor typically has taken the same class with the instructor in a prior semester, must have earned a “B” or better, and is trained through a 1-unit group peer tutoring training class. On a weekly basis, Beacon tutors meet with the instructor for one hour, prepare materials for the tutoring sessions for one hour, spend one hour in the classroom, and spend two hours tutoring students outside of the classroom. (Tutoring Program Plan, [IIC.47](#)).

Instructors request to participate in the program through an online application form, available at the LSTC’s website ([IIC.48](#)). Surveys of students and faculty participating in the program are used to measure how successfully student achievement is being enhanced. The majority of students report that participation in the tutoring group improved their performance in the class, and faculty participants also indicated that tutors were effective in increasing student learning. ([IIC.49](#)) ([IIC.50](#))

Staff members in the LSTC offer a variety of study skills workshops that are open to all students ([IIC.51](#)). A calendar of workshops is posted to the LSTC website and e-mailed to all College employees throughout the semester. Suggestions for additional workshop topics are solicited at the same time. Students who attend the workshops are asked to evaluate workshop effectiveness, indicate how they heard about the workshop, and suggest other topics that would be helpful in a future workshop. The majority of respondents perceive the workshops as having a high level of helpfulness. Information from the workshop evaluations are used by the LSTC staff to assess student learning, to identify which workshops students find the most helpful and to better market the workshops ([IIC.52](#)).

Writing Center

The Writing Center’s mission is to help students become more effective, confident, and independent writers by providing students with writing assistance in all disciplines. Writing assistance/tutoring is provided to students on a walk-in basis or via appointments. Faculty members are notified via an intake form when their students receive tutoring in the Writing Center, including notes regarding the student’s progress in specific areas covered ([IIC.53](#)). The Writing Center is staffed with a coordinator, an instructional assistant (IA), faculty tutors from the English and ESL departments, and student tutors. The Writing Center supports students at the Davis and West Sacramento centers, as well as the main campus, and a pilot is established for offering online tutoring.

As with all tutors, student tutors in the Writing Center are required to take a 1-unit tutor training course specific to writing, LTAT 312 (Introduction to Individual Peer Writing Tutoring). In the course, students are taught to become peer writing tutors and learn methods and strategies specifically for effective writing tutoring. Requiring student tutors to successfully complete the course helps ensure that student learning is enhanced ([IIC.54](#)).

The Writing Center uses various methods to determine whether the learning needs of students are being met. Student usage of the center is tracked and reported in the annual Program Plan. (Writing Center program plan, [IIC.55](#)). Students receiving writing tutoring are surveyed every semester over a two-week period and asked, among other things, whether tutors explained or taught how to fix problems, rather than correcting them for students. Respondents indicate a high level of satisfaction with Writing Center services ([IIC.56](#)). Results of the surveys and usage statistics are reviewed and discussed regularly through the Writing Center Advisory Committee, and changes are made to services when appropriate ([IIC.57](#)).

The Writing Center Advisory Committee is composed of Writing Center staff and deans and faculty from relevant areas on campus, such as the English and ESL departments. This helps ensure that the center is relying on the appropriate expertise of faculty.

The Writing Center also offers a variety of topic workshops every month. The schedule of workshops is posted on the Writing Center website and e-mailed to all College employees periodically throughout the semester. ([IIC.58](#)) Students attending the workshops are asked to fill out an evaluation form, and a large majority of respondents rate the overall helpfulness and effectiveness of the workshops as excellent or good. (Writing Center Workshop Stats 2012-14, [IIC.59](#))

Other Learning Support Labs

Other academic learning support labs are created by divisions or departments based on perceived need, faculty identified curricular needs, student demand, facility availability, and other available resources. These labs are designed to meet student needs in specific disciplines or departments. A list of the learning support labs on campus is available on the SCC website and includes descriptions of the tutoring services offered in each lab. ([IIC.60](#)) Faculty members also refer students to tutoring services available in learning support labs via their course syllabi or other methods. (Dong ACCT 101 Syllabus Fall 2014, [IIC.61](#) and Krofchok CISP 301 Syllabus Fall 2014, [IIC.62](#))

Size and scope of the various learning support labs varies, depending on the specific needs of students and the resources available in the particular departments each lab supports. For example, one of the learning support labs is the Math Lab, located in RHS 162. The lab offers drop-in tutoring in Math, Physics, Chemistry, Statistics, and a variety of other math-related courses ([IIC.63](#)). This Math Lab has small tables for group work and seats for 53 students, including two that are designated for students needing physical accommodations. It provides 12 student computers, including one for students needing physical accommodations, and numerous outlets for student laptops, as well as wireless network/Internet capability. The lab also houses a library of current textbooks, solutions manuals, and CD/DVD media for

students to use in the lab. The lab also has a small supply of calculators, rulers, and headsets for students to use.

Another example is the Business and Computer Information Science Division Open Lab, located in BUS 151. This lab offers drop-in tutoring for Computer Information Science Department courses. While students from the Business Department are welcome to use the lab's computer resources to complete coursework, they are referred to the Business Student Center (a smaller space with fewer computer workstations located in BUS 224) for tutoring needs in Accounting, Business, or Economics courses ([IIC.64](#)). The Open Lab has 60 computer workstations for student use, including two for students needing physical accommodations. Furthermore, there are several outlets for student laptops, wireless network/Internet capability, and a pay-per-page printer. The lab houses a small library of current (Bus/CIS) textbooks, a number of removable hard drives for students in Security or Networking courses, and headsets for students to use in the lab. A portion of the lab can double as classroom space, should the need arise.

Significant programs are maintained based on curriculum (e.g., CIS, Photography, Advanced Technology, and Science and Allied Health), student qualifications (e.g., athletics and MESA), student academic progress needs (e.g., RISE), student disabilities (e.g., DSPS), and location (e.g., Davis and West Sacramento centers). ([IIC.65](#))

A computerized check-in process allows student usage of learning support labs to be tracked. The tracking information is regularly reviewed and included in the annual program planning process. (Tutoring Program Plan, [IIC.66](#)). The data helps identify courses in which students use lab resources, as well as peak times of usage, so that the lab is adequately and appropriately staffed. Surveys are also used to ascertain the needs of students using the learning support labs. Survey frequency and type varies from lab to lab, since the labs support different populations of students and have different levels of staffing. Results of surveys are reported in the program plan and indicate that students feel that the services received in the labs contribute to the achievement of their goals and learning outcomes. (Tutoring Program Plan, [IIC.67](#)).

Since 2009, a common Survey of Tutoring Areas was developed in conjunction with the Tutoring Workgroup and the Planning, Research, and Institutional Effectiveness (PRIE) Office. Every three semesters, the survey is distributed in learning support labs across campus, ensuring that the labs have a regular method of determining whether the perceived needs of students are being met. Most respondents agree that tutoring teaches them how to solve problems independently, encourages them to actively participate in their learning, and helps them with completing their educational goals. Tutoring surveys reflect site-specific services, including the Davis and West Sacramento centers as well as tutoring in locations across the main campus. (Effectiveness of Tutoring—Student Survey Results 2012, [IIC.68](#) and Effectiveness of Tutoring—Student Survey Results 2014, [IIC.69](#))

Self Evaluation

The College meets the standard. Participation in the annual Unit Planning process by Learning Resources faculty and staff ensures that resource requests are linked to College goals and indicate expected results of actions. (LRC Unit Plan 2013-14, [IIC.70](#)) Additionally, participation in the annual Program Planning process ensures that areas are conducting an environmental scan and planning for multi-year directions or strategies. Archives Program Plan, ([IIC.71](#)) Book & Media Collection Program Plan, ([IIC.72](#)) Tutoring Program Plan, ([IIC.73](#)) Writing Center Program Plan, ([IIC.74](#)). This assists areas in determining whether services and materials are enhancing student learning. Areas also collect and analyze various forms of usage data and solicit feedback from students and faculty in a variety of methods to determine that service area outcomes are being met.

Library

Annual consideration of the Book & Media Collection Program Plan ensures that faculty members regularly examine the needs of the College and make appropriate recommendations. Developing library collections is a focus of librarians, who consult with appropriate faculty on a regular basis via e-mail, personal contact, collection weeding events, and online recommendation forms. The annual age of collection analysis also helps ensure that library materials are current and relevant. Data on various types of usage, from checkout statistics to inter-library loan requests to use of the online “Ask a Librarian” feature, are regularly reviewed by librarians. Feedback is solicited from students and faculty, and survey results indicate that both students and faculty are generally satisfied with library services.

While per-FTES funding declined during the recession, it has bounced back as the College finances have improved. Following is a planning agenda item from the 2009 Accreditation Self Study:

Planning Agenda Item 7—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.

A proposal was created and presented in collaboration with representative librarians from all four Los Rios colleges for uniform library funding (Proposal for Uniform LRCCD Library Funding, [IIC.75](#)). While the proposal received lengthy discussion and consideration, the college presidents ultimately did not support this proposed uniform library funding request, and it was not adopted. (Proposal for Uniform LRCCD Library Funding Response Scott-Skillman, [IIC.76](#)). The library staff continue to see uniform funding as optimal in meeting students’ needs for library materials. In particular, the purchase of electronic resources is a problem, and SCC library is sometimes limited in what electronic and ebook materials can be purchased, because some Los Rios colleges do not have adequate funds to contribute toward the shared purchase. The Los Rios colleges and District need to work together to establish a stable and equitable funding process for shared electronic library resources in order to ensure all Los Rios students continue to have access to materials.

Learning Skills and Tutoring Center

The LSTC regularly tracks and reviews student usage data of both tutoring services and workshop attendance to help determine whether student learning needs are being met. Surveys of students receiving tutoring are conducted every semester, whether as part of the campus-wide survey of tutoring areas, focused specifically on students utilizing the LSTC, or focused on students in the Beacon program. Results of the surveys indicate that the LSTC is enhancing student learning, both through services offered in the center itself and through the Beacon program. Faculty members participating in the Beacon program also report that tutoring is effective. The LSTC solicits input from students and faculty regarding topics for workshops, and student evaluations of workshops indicate that the majority of students attending perceive the workshops as helpful (Workshop Evaluations, [IIC.77](#)).

Writing Center

The Writing Center regularly solicits and receives input from faculty regarding services, both when faculty serve as tutors in the center and as faculty participate on the Writing Center Advisory Committee. Additional feedback is solicited from students to help measure the effectiveness of Writing Center services in enhancing student learning. Students receiving tutoring respond on surveys that they are highly satisfied with the tutoring received. Students attending Writing Center workshops are also asked to evaluate the effectiveness of the workshop, and the majority of respondents indicate that the workshops are helpful and effective ([IIC.78](#)) ([IIC.79](#)). Results of surveys and usage data are reviewed at Writing Center Advisory Committee meetings, and changes are made to services when appropriate and allowed by available resources ([IIC.80](#)). The use of an intake form to inform faculty when their students receive tutoring is also an effective way of keeping faculty informed about their students' needs and progress.

Other Learning Support Labs

There have been improvements since the 2009 Accreditation Self Study in collection of data related to other learning support labs. Labs across campus and at the outreach centers now track student usage data and report it through the annual program planning process. Labs also participate in the campus-wide survey of tutoring areas, which is administered every three years. Respondents indicate satisfaction with tutoring services, and results for individual labs are disseminated to respective lab staff for review and analysis. (Tutoring Program Plan, [IIC.81](#)). Results of the survey are also reviewed by the Tutoring Work group, and changes are made when appropriate and when allowed by available resources. (Tutoring Workgroup Minutes 9.26.2014, [IIC.82](#)). Labs will often administer their own surveys to students in other semesters that are tailored to the particular population of students served by the department, and results are reported in the Program Plan ([IIC.83](#)). These methods assist the learning support labs in determining that student learning needs are being met.

Actionable Improvement Plan

None.

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

Information Competency is understood by faculty and staff at Sacramento City to consist of a broad range of skills. Section V of the College's documented and approved General Education Learning Outcomes lists the following outcomes as demonstrating Information Competency: Upon completion of an AA or AS degree the students will be able to:

- Determine an information need in multiple contexts (academic, personal, professional or vocational).
- Describe how information is produced, organized and disseminated.
- Select the information retrieval system or method appropriate to their needs, based on the content and organization of the retrieval system.
- Construct and implement effectively designed search strategies.
- Demonstrate the skills necessary to use a variety of information tools to locate and retrieve information in various formats for a variety of academic, personal, professional or vocational purposes.
- Evaluate information sources in terms of a) target audience/user, b) accuracy, credibility, and authority and c) accessibility.
- Recognize ethical and legal issues regarding copyright as they affect authors, publishers and consumers.
- Correctly cite information sources using different formats (MLA, APA, etc.).
([IIC.84](#))

In 2007, upon the recommendation of the College's Information Competency Task Force, Information Competency was established as one of the College's seven General Education Learning Outcomes ([IIC.85](#)). In addition to this, the College also followed the recommendation of the Academic Senate to explore the possibility of establishing Information Competency as a District-wide graduation requirement—an initiative noted in the College's previous accreditation self study/evaluation (Institutional Self Study, 2009, p. 343-344, [IIC.86](#)). However, before the graduation requirement could be established at one college, it would need to be approved by the other three colleges in the District. While the members of the other colleges in the District supported instruction in Information Competency, some concerns were raised about adding more units to the graduate requirements. These concerns were raised again as all of the colleges looked ahead to new state mandates such as the development and implementation of transfer degrees. As a result of these concerns, District-wide approval of an Information Competency graduation requirement never materialized. In the absence of a District-wide consensus on the issue of making Information Competency a graduation requirement, it was understood that each college in the District would teach Information Competency in a variety of ways, and Sacramento City College has developed a number of approaches to teaching needed skills.

To help students develop this set of information competency skills, faculty and staff at Sacramento City College work with students at various points of interaction. For example,

Information Competency is taught by the faculty and staff at the Library, where librarians work at the reference desk to help individual students learn how to use a variety of tools for gathering information, as well as how to evaluate the information that those tools collect for the students. In other contexts, students develop Information Competency when they take a course in which they are required to conduct research, make decisions about the quality of evidence, and employ appropriate citation forms for their evidence. Lessons that develop information competency are part of the curriculum for many courses at Sacramento City College.

Many students go to the Learning Resource Center to receive instruction on how to navigate the many sources of information available to them. For example, the Learning Resource Center offers Customized Instruction sessions to students. Instructors can arrange to bring their entire class to the Learning Resource Center, where the librarians will provide a demonstration on the information retrieval skills that are appropriate for that particular class ([IIC.87](#)). The number of Customized Instruction sessions offered by the Learning Resource Center has grown steadily over the years, from 5,729 in 2008-09 to 6,556 in 2012-13 (Orientation Statistics, [IIC.88](#)).

For those students who want individualized instruction in information retrieval, the Learning Resource Center offers two kinds of drop-in workshops ([IIC.89](#)). With Drop-In A, students receive face-to-face instruction on the use of specific information retrieval tools used to retrieve resources—mainly books and videos—that are physically housed in the Learning Resource Center or in other libraries in the Los Rios District. With Drop-In B, students receive face-to-face instruction on the use of online information retrieval sources—primarily periodical databases. Personalized instruction in Information Competency is also provided whenever students seek help at the Reference Desk or online via the library’s Ask a Librarian service ([IIC.90](#)).

More recently, the Learning Resource Center launched an online tutorial in information retrieval called PILOT, a free online course that students may take at any time to develop their information literacy skills ([IIC.91](#)). Once a student has registered for PILOT, which may be accessed from the Library’s webpage or from the student’s D2L homepage, the student may then work on any one of six modules that teach some skill in information literacy. For example, one PILOT module instructs students on the use of LOIS, the library catalog for the Los Rios Community College District libraries. Another module helps students find information within periodical databases, and another shows students how to maximize the search engines on the web. Once a student has completed a module, the student takes a quiz to assess what the student learned in that module. Students who complete all six modules receive a certificate that they make take to an instructor showing that they have completed PILOT (Email March 26, 2014, [IIC.92](#)). In the four years that PILOT has been a component of the College’s effort to teach Information Competency, student participation in PILOT has grown steadily. When PILOT was first introduced during the 2010-2011 year, 1,696 students participated. Four years later, in 2013-14, 2,679 students enrolled in PILOT (Orientation Statistics including PILOT, [IIC.93](#)). The success of PILOT was acknowledged by the Association of College and Research Libraries in 2011—that organization recognized

PILOT as its “Site of the Month,” an honor bestowed upon “exemplary online instructional materials.” (PILOT-PRIMO-April 2011, [IIC.94](#)).

The Writing Center offers workshops designed to help students become better writers as well as workshops that help students develop skills in information competency. For example, in addition to workshops that provide instruction on such subjects such as sentence structure and paragraph development, the Writing Center offers workshops on “Writing a Research Paper,” “MLA Citation,” “APA Citation,” and “Integrating Sources.” ([IIC.95](#)). These workshops help students develop their Information Competency skills in a number of ways. “Writing a Research Paper,” for example, provides instruction in the task of gathering information and framing a subject. After taking this workshop, one student wrote that s/he “learned about how to do specific research from databases, websites and journals. There were good details on how to identify false information and truthful information.” Another student reported that s/he learned “how to avoid sketchy information on the Internet.” (Workshop Responses, [IIC.96](#)). Other workshops teach students how to properly cite the sources that they use when they write their papers. By learning how professionals in certain disciplines support their arguments by employing proper citation formats, students learn how to judge the quality of a book, an article or an Internet source based upon the citations provided by that source. After participating in the “APA Citation” workshop in the fall of 2013, for example, one student reported that s/he learned “how to write a proper research paper” and how to distinguish between which websites to use “and which ones not to use.” (Workshop Responses, [IIC.97](#)). Learning how to distinguish between a reliable and an unreliable source of information is an important aspect of Information Competency. Student participation in these workshops is strong and growing. In fall 2011, the Writing Center offered 36 workshops that drew 256 students. In spring 2014, the number of workshops increased to 55, with 285 students attending. The Writing Center regularly gathers feedback from students who attend these workshops. Subsequent evaluation of this feedback reveals a consistently high rate of satisfaction among the students who take advantage of the services provided by the Writing Center. When asked to judge the quality of these workshops, 65–78 percent of the students who attended rated the workshops as “excellent.” (Workshop Stats, [IIC.98](#)).

In addition to these services, the College offers courses that help students develop skills in Information Competency. LIBR 318, “Library Research and Information Literacy,” is a 1-unit course that “provides the information competency skills necessary to conduct academic or personal research.” (LIBR 318 curriculum, [IIC.99](#)). LIBR 325 (cross listed as LIBT 325), “Internet Research Skills,” is a 3-unit introductory survey course on the “content, use and evaluation of electronic information sources” (LIBR 325 curriculum, [IIC.100](#)).

Courses in other disciplines include units of instruction that help students obtain Information Competency. In ENGWR 101, for example, students are introduced to basic MLA documentation. Knowing how to properly refer to evidence is, of course, an important skill in all college-level writing, but it also helps students make judgments about the strength of the scholarly material that students will encounter in their subsequent work (ENGWR 101 curriculum, p.2, [IIC.101](#)). Students who enroll in ENGWR 300, a course that satisfies the writing competency requirement for graduation, learn about other skills that develop Information Competency. The units of instruction for this course list eight hours of

instruction in research methods, one hour of instruction in how to use the library, and eight hours of instruction in citation formats and standards of documentation. (ENGWR 300 curriculum, p.2, [IIC.102](#)). Information Competency is also infused into the curriculum for courses in History and Psychology. In PSYC 300 (General Principles), for example, students learn how to employ the APA style for citing references in their psychology papers (PSYC 300 curriculum, p.2, [IIC.103](#)). In the curriculum for HIST 308 (History of World Civilizations, 1500-present), students learn how to distinguish between primary and secondary sources, as well as how to read sources critically by examining the strength of their evidence and the nature of their bias (HIST 308 curriculum, p.2, [IIC.104](#)). The skills taught in these and other courses are consistent with the skills listed in section V of the College's General Education Learning Outcomes.

The institution evaluates its effectiveness in teaching Information Competency through a variety of assessment techniques. Both LIBR 318 and LIBT 325 have Student Learning Outcomes that are assessed on a regular basis (LIBR 318 Course SLO Report, [IIC.105](#)). Students that complete a library orientation, are asked to complete a "feedback form" on this service ([IIC.1.106](#)). These feedback forms are analyzed regularly ([IIC.107](#)). Students that attend a Learning Resource Center for drop-in library workshops are given a quiz at the end of the exercise (Workshop A_Exercise_Fall 2014, [IIC.108](#) and Workshop B_Exercise_Fall 2014, [IIC.109](#)). Successful completion of the quiz is required for students achieve credit for the exercise. Students may consult with librarians to review questions and answers. For PILOT, quizzes are built into each module. These quizzes are automatically graded, so students can obtain instant feedback on their results. These quizzes also function as assessment tools that faculty in the Library use to acquire feedback on the effectiveness the PILOT program in teaching Information Competency (PILOT information, [IIC.110](#)). In 2013, the College used the results gathered from Community College Survey of Student Engagement administered in 2008, 2010, and 2012 to determine the students' perceptions of how well the College had prepared them to meet GELO regarding Information Competency. The report submitted in December 2013 shows "moderate achievement" of this particular GELO (Report, [IIC.111](#)).

Self Evaluation

The College meets this standard. Since the College established Information Competency as a graduation requirement in 2007, the College has worked in good faith to help students develop these skills in a variety of ways. The Learning Resource Center offers a number of services to students that enable them to not only retrieve information from different sources, but also to learn how to make distinctions about the reliability of the sources that provide that information. Instruction in information competency skill has also been integrated into the curriculum for many courses. Information competency instruction is offered to students at the outreach centers, and is also made available to distance education students through online delivery tools. The College regularly assesses the effectiveness of its efforts to teach information competency by examining data on student use of the College's programs and assessments of what students learn in those programs.

However, there is an ongoing conversation at the Educational and Information Technology Standing Committee about the need for more basic information and instruction regarding technology and access to information. The committee is hearing anecdotal evidence from LRC staff and some faculty that students with varied backgrounds are looking for help with very fundamental skills.

Actionable Improvement Plan

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, staff, students, and the community can access services through the main campus library. When classes are in session, the library is open Monday through Thursday 7:30 a.m. to 8:00 p.m., Friday 7:30 a.m. to 5:00 p.m., and Saturday 9:00 a.m. to 3:00 p.m. The library is closed on Sundays and holidays. During the summer, the library is open Monday through Thursday 8:00 a.m. to 6:00 p.m. ([IIC.112](#)). Special Collections/Archives is open Thursdays 8:00 a.m. to 4:30 p.m. and on Saturday by appointment. Special Collections is closed during the summer ([IIC.113](#)).

The library catalog is publically accessible via the Internet, giving direct access for students at the outreach centers and distance education students, in addition to students on the main campus. The catalog lists tangible items such as books, videos, and print periodicals, as well as a subset of the library's ebooks and selected online resources. The catalog allows users to search the collection, view bibliographic information, and submit requests to hold materials at the main campus or one of the outreach centers, or to transfer items from other Los Rios College libraries. To make requests, students must authenticate using the College's unified authentication system. Students may also renew books online using the library catalog ([IIC.114](#)). Students may return items to the main campus, the outreach centers, or to any Los Rios library location ([IIC.115](#)) and ([IIC.116](#)).

Together with the other Los Rios District libraries, the library subscribes to a number of online databases containing full-text periodical, ebook, and multimedia content ([IIC.117](#)). Online access to database content is available to SCC-affiliated users regardless of location, making it accessible for distance education and outreach center students. The library features links to the catalog and to the database portal prominently on its website ([IIC.118](#)). In addition, the library added a tabbed search box to its home page in 2013 that provides access to a number of key resources, including textbook reserves lookup, books in the library catalog, and EBSCO Discovery Service (branded OneSearch at SCC), which provides access to the library's catalog and database content in a single interface.

The library website also prominently features the “Ask a Librarian” chat feature, which allows any student, including distance education or outreach center students, to consult a research librarian online to get help with any question or research need. The library has also created an online version of the information competency workshop, titled Path to Information Literacy Online Tutorial (PILOT), which can be accessed by students regardless of location. A link to PILOT is also displayed on the library’s homepage ([IIC.119](#)).

Since 2009, both outreach centers have moved into new facilities and now have dedicated space for a Learning Resource Center. Each outreach center has developed a collection of textbooks on reserve in the study areas to serve students taking classes at their sites. Students at the centers use the library catalog to search for center reserve materials; items located at the center are easily identified in the library catalog display.

The websites for both outreach centers have pages dedicated to library services that are maintained by SCC’s Outreach Librarian. The sites include information on the following:

- how to request that library materials be delivered to the center
- access to online library research databases
- how to receive research assistance by either making an appointment with the Public Services Librarian at the center or by using the online “Ask a Librarian” chat feature
- other local library resources, such as the UC Davis library or Yolo and Sacramento County public libraries ([IIC.120](#)) ([IIC.121](#)).

The Public Services Librarian also provides library orientations to classes at outreach centers, upon faculty request. Information for faculty regarding this service can be found on the outreach center websites under “Faculty Resources.” ([IIC.122](#)) ([IIC.123](#))

Learning Skills and Tutoring Center

The Learning Skills and Tutoring Center (LSTC) is located on the first floor of the Learning Resource Center and is open Monday–Thursday 9:00 a.m. to 7:00 p.m., Friday 9:00 a.m. to 1:00 p.m., and Saturday 10:00 a.m. to 2:00 p.m. ([IIC.124](#)). Tutoring is available to all students in the LSTC via appointment or on a walk-in basis ([IIC.125](#)).

Tutoring services are offered at the outreach centers each semester in each center’s LRC. Beacon tutors are also available at outreach centers, upon faculty request ([IIC.126](#)). Services vary from semester to semester, depending on both student need and tutor availability. Times and subjects vary by day of the week, and schedules are posted online each semester. In the fall 2014 semester, subjects tutored at the Davis Center included Economics, Math, Spanish, and Statistics ([IIC.127](#)). Subjects tutored at the West Sacramento Center included Accounting, Math, and Statistics ([IIC.128](#)).

A pilot project is now underway offering online tutoring to distance education students ([IIC.129](#)). The Tutoring Program Plan includes plans to further identify the platform/technology to be used and programs that want to offer or expand online tutoring, as well as identifies a dedicated online tutoring space for both the LSTC and the Writing Center. (Tutoring Program Plan, [IIC.130](#)).

Writing Center

The Writing Center is located on the first floor of the Learning Resource Center. It is open Monday–Thursday 9:00 a.m. to 7:00 p.m., Friday 9:00 a.m. to 3:00 p.m., and Saturday 10:00 a.m. to 2:00 p.m. The center provides writing assistance across the disciplines with individual tutoring sessions via either appointment or walk-in ([IIC.131](#)).

The Writing Center has expanded services to both outreach centers through the use of part-time, temporary Instructional Assistants and student tutors. Use of writing tutoring services at the outreach centers has steadily increased, with the exception of the spring 2014 semester, during which time there were staffing shortages at the Davis Center (Writing Center Program Plan, [IIC.132](#)). The schedule of writing tutor availability is posted to each outreach center’s website ([IIC.133](#)) and ([IIC.134](#)).

The Writing Center has also expanded services for distance education students. Writing Center workshops have been recorded and posted on the Internet, so that they are now available in an online format for any student to view ([IIC.135](#)). The center also conducted an online tutoring pilot using Google Drive and Google Video Chat. Initial feedback is positive, and the center is planning on expanding this service in future semesters. (Writing Center Advisory Committee Meeting Summary 10.17.14, [IIC.136](#) and Writing Center Program Plan, [IIC.137](#))

Other Learning Support Labs

The hours of operation for learning support labs vary, depending on student need and staff and tutor availability. Open hours are posted on both the College website and on the facilities themselves ([IIC.138](#)) ([IIC.139](#)).

Since 2009, the move of both outreach centers to new facilities has expanded the College’s ability to provide computer/open lab resources to center students. The Davis Center has computers, a GoPrint station, and an ADA station available for student use in their LRC, which is open Monday–Thursday 8:00 a.m. to 8:30 p.m. and Friday 8:00 a.m. to 3:30 p.m. The center also provides a small number of Netbooks for students to check out for a four-hour period ([IIC.140](#)). The West Sacramento Center’s open computer lab is open Monday–Thursday 8:00 a.m. to 7:45 p.m. and Friday 8:00 a.m. to 12:30 p.m. This lab provides 12 computers, an ADA station, and a GoPrint station for student use ([IIC.141](#)).

Self Evaluation

The College meets the standard. The faculty and staff engage in ongoing and collaborative efforts to determine whether student learning programs and support services in the library are adequate and accessible, regardless of their location or means of delivery. There are areas in which the institution needs to improve the processes by which library and student learning programs are evaluated in terms of accessibility.

Library

Since 2009, there has been nearly a 10 percent reduction in operating hours at the main campus Learning Resource Center (Library Hours, [IIC.142](#)). It is unclear as to the criteria used, and the planning involved to reduce hours that the Learning Resource Center is open to students and staff was reached. There was a 10 percent reduction in the College's total FTE from fall 2008 to fall 2014. It is acceptable practice that the reduction would affect learning resources. However, the College's sound planning and resource allocation processes must still take place. At this time, informal discussions have begun on restoring operating hours for the Learning Resource Center within existing budget and staffing levels. If additional resources would be required, requests will be made through the standard planning and resource allocation processes.

In a faculty survey conducted in 2011, nearly a quarter of the respondents indicated that they had taught classes at one of the outreach centers within the last three years. All faculty who responded as teaching at one of the centers responded that the books that are part of course reserve materials, such as textbooks, were "important," "very important," or "essential." The library has expanded their effort to provide and promote this service specifically at the centers. There has been an increase in reserve checkouts at both centers since tracking began in 2012. (Reserve Collection Stats, [IIC.143](#)). Furthermore, of faculty who responded as teaching at one of the outreach centers, 87 percent responded that remote (off-campus) use of general or specialized library databases was "important," "very important," or "essential." (LRC Faculty Survey 2011 Outreach Faculty Responses, [IIC.144](#)). While access to the library databases and ebooks is tracked per college, and website hits are reviewed, it is not feasible to tell whether students are physically sitting at an outreach center and clicking on one of the online resources or whether they are doing so from home or the main campus. However, faculty response regarding remote use of library databases supports the library's efforts to make the database searches more visible and searchable via the library website.

Since 2009, the library has increased access to reference services and information competency instruction for both distance education and outreach center students through the addition of the Ask a Librarian online chat feature and the online Path to Information Literacy Online Tutorial (PILOT). Use of these services is easily tracked and has seen steady usage over the last few semesters. (Ask a Librarian Stats 2010-14, Orientation Statistics, [IIC.145](#)). But similar to database access, it is unclear whether students utilizing these services are traditional, distance education, or outreach center students.

One of the Public Service librarians is specifically assigned to provide assistance to students at the outreach centers and has tried a variety of methods of providing additional reference and research assistance, including holding regular hours at the centers and/or adjacent public library in West Sacramento, as well as partnering with the public library to have their staff check out reserve collection books to students. Assessment of these methods showed that there was either not enough use of service or too many technical problems with the partnership to justify continuing use of these methods. Instead, reserve textbook collections are now available at each Center. Since the fall 2013 semester, the Public Services Librarian has posted information on the outreach centers' websites about library services both at the centers and on the main campus, and has scheduled individual 30-minute appointments for

students requesting personal research help at the outreach centers. There has been some use of the appointments, but this service is still being evaluated to determine whether it is effective.

Learning Skills and Tutoring Center

In the fall 2012 semester, the LSTC participated in the standardized, campus-wide survey of tutoring areas. Some 102 students completed the survey specifically for the LSTC and indicated a high level of satisfaction with tutoring services received. (Tutoring Program Plan, [IIC.146](#)). Any SCC student can request tutoring through the LSTC, which attempts to provide tutoring for classes that have high demand, such as Math and Chemistry. Other courses, such as American Sign Language, Communication, Political Science, Sociology, and various foreign languages, are also tutored ([IIC.147](#)) ([IIC.148](#)).

The move of each of the outreach centers to new facilities created opportunity for a dedicated LRC space at each center, in which tutoring now takes place and computers are available for student use as open labs. Finding tutors for the outreach centers can be challenging, particularly at the Davis Center, which is a greater distance from the main campus. However, both centers anticipate a greater demand for tutoring services in the future and are planning ahead for that growth. While tutoring is not currently available online through the LSTC, plans are in place to implement it in the future (Tutoring Program Plan, [IIC.149](#)).

Writing Center

Routine surveys of students using the Writing Center indicate a high level of satisfaction with their services (Writing Center Program Plan, [IIC.150](#)). Both outreach centers participated in the standardized, campus-wide survey of tutoring areas, and students at both centers indicated similarly high levels of satisfaction with tutoring services received. While this is not differentiated by whether students received tutoring in writing or in a different subject, it indicates that students' tutoring needs are being met at the centers (Tutoring Program Plan, [IIC.151](#)). Anecdotal evidence indicates that the online tutoring pilot is successful, but this program is new and still being evaluated (Writing Center Advisory Committee Meeting Summary 10.17.14 – [IIC.152](#)). Staffing shortages have caused difficulties in providing services and are being addressed through the College Program Planning and Unit Planning processes. (Writing Center Program Plan, [IIC.153](#)) (2013-14 LRC Unit Plan, [IIC.154](#)).

Other Learning Support Labs

Learning support labs across campus participated in the standardized tutoring services survey that was administered in the fall 2012 and the spring 2014 semesters. In both surveys, students indicated a high level of satisfaction with tutoring services. Learning support labs do not routinely solicit student feedback on the adequacy of their hours of operation specifically; however, some students used the "other comments" section of the survey to request hours of operation beyond those currently available. (Tutoring Program Plan, [IIC.155](#)). The Math Lab is participating in the pilot project for online tutoring ([IIC.156](#)).

Actionable Improvement Plan

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, the Academic Computing Lab, the Learning Skills and Tutoring Center, the Writing Center, Distance Education, Audiovisual / Media Services, the Dean of Information Technology, the Staff Resource Center, and all the Learning Resource Center staff.

The Learning Resource Center is maintained by Custodial Services. The building is cleaned on a daily basis, and other services are completed on a schedule. The LRC has a strict policy on food and drinks, which helps keep the library clean (LRC User Policy, 111.4, [IIC.157](#)). Building repair requests, such as electrical, heating, air conditioning and elevator repairs, are submitted to Operations on work orders. Routine repairs are handled through College maintenance technicians. Major repairs, such as electrical, heating, air conditioning, and elevator repairs, are handled through the District Facilities Maintenance Department. The LRC first submits these work orders to the Operations department, and then the Operations department forwards them to the Facilities Maintenance Department through the online Maintenance Connection Program.

The LRC 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. The front doors on the first floor of the LRC are the only public access and exit points. Public coming through the LRC first floor front doors have to pass through 3M sensor gates. These 3M sensor gates are kept in good condition; the filters for the gates are cleaned on a monthly basis to ensure proper functioning.

The SCC Learning Resource Center has been proactive to addressing building safety and security measures. The LRC is still exploring the installation of security cameras in some of the areas of the building. Funding for this project has been officially requested on the College's Unit Plan (LRC Division Office Unit Plan Accomplishments 2013-14, [IIC.158](#)). The Learning Resource Center was the first College building to have an emergency evacuation plan in place. The plan has been a model for many other departments and the outreach centers. The LRC also has an effective Emergency Evacuation training in place for all the staff (ACES Plan of Action 9-23-2013, [IIC.159](#), Emergency Evacuation Training [IIC.160](#)). The LRC staff has had security trainings, which included the Active Shooter Training by the Campus Police Department. (LRC Division Meeting Agenda 1-18-13, [IIC.161](#)).

The SCC Campus Police is responsible for campus security. Its officers perform rotations through the library and respond promptly when notified by the library staff regarding an incident or emergency. In case of an emergency or incident, any staff member at the LRC is able to notify campus police. Staff members at the LRC are required to fill out an incident report, which stays on file at the Campus Police Department.

Individual computers throughout the LRC are supported through a number of mechanisms including, the campus IT department, which, in addition to managing all hardware and software, provides a help desk to call (x2222) for prompt resolution to IT-related issues. Campus-based IT support staff install, configure, and maintain all computer workstations in the LRC. The Los Rios Help Desk also provides support and is available Monday–Thursday 7 a.m. to 6 p.m. and Friday 7 a.m. to 5 p.m., excluding District holidays ([IIC.162](#)). Security is provided for all computers at the workstation level through deployment of Sophos, an antivirus software tool.

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 repair requests, such as electrical, heating, air conditioning and elevator repairs, are submitted to Operations on work orders by the department overseeing the lab. Routine repairs are handled in-house through SCC maintenance technicians, but major repairs such as electrical, heating, air conditioning, and elevator repairs are handled through the Facilities Maintenance 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 College meets the standard. SCC maintains and secures its library and other learning support services. The LRC building has been an icon of SCC since its opening in 1998. The building is well maintained, both by Custodial Services for routine cleaning and by Operations staff for general repairs. To further ensure security for patrons in the building, the LRC is still exploring the installation for security cameras in some of the areas in the building and this has been requested on the unit plan.

Actionable Improvement Plan

None.

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

The library does not rely on outside organizations to provide direct services to students. It does contract with vendors to provide software and online resources.

The Los Rios Community College District contracts with Innovative Interfaces, Inc. to provide its integrated library system software, Millennium, which is used by the libraries of each of the Los Rios Colleges. The system is maintained by District IT staff in consultation with technical services librarians at each College, and updates are coordinated on a regular cycle. The District provides information about any downtime of this system on a centralized page ([IIC.163](#)). Technical services librarians monitor Innovative's listserv for emerging issues and submit service calls where appropriate. The District provides some funding for librarians to attend the yearly Innovative User Group's conference to learn about enhancing the functionality of this system. Circulation activity is available from this system and downloaded periodically. The Los Rios libraries are currently under contract with Innovative to install their new Sierra software package during summer 2015.

The library provides a number of databases for student research needs. These databases are purchased by the District for use by students and employees of all four Los Rios Colleges. The librarians from all four Los Rios colleges work collaboratively to communicate with vendors and select databases in an effort to optimize the services ([IIC.164](#)) ([IIC.165](#)). Some database contracts are procured via the Community College Library Consortium (CCLC); others are arranged directly with vendors, often for the purpose of getting a District-rate discount. Vendors over the last six years have included EBSCO ([IIC.166](#)), Gale ([IIC.167](#)), Elsevier, ProQuest, JSTOR ([IIC.168](#)), RAND, Sage and others. Terms of use of these systems are typically available from vendor websites.

Database resources are available via IP-based authentication, making them maximally accessible to both on-campus and off-campus users. The latter authenticate via a proxy server using the sign-in credentials used for a wide variety of College services. In most cases, there is no limit on concurrent number of users. Exceptions to this rule include approximately 18,000 ebooks purchased cooperatively via CCLC, which allow one concurrent user, as well as two streaming audio databases, which allow five concurrent users.

The databases are used intensively, so access glitches are noted quickly. Vendors have support lines for service interruptions, and District librarians collaborate on entering these service calls. Disruptions have been minimal.

Librarians periodically download usage statistics for these databases and share information with colleagues. In most cases, SCC-only statistics are available (Library Database Downloads Comparison, [IIC.169](#)). A yearly selection process takes note of usage trends (LIS-minutes-may-2012, [IIC.170](#)). For instance, in spring 2013, the low usage of two databases resulted in them being cut from a subscription bundle and replaced with databases that showed higher usage during a trial (2013-Database-selection-email, [IIC.171](#) 2013-Database-selection-email-2, [IIC.172](#), fall2012-EBSCO-by-db-year.xlsx, [IIC.173](#), and 2013-trial-polisci v enviro, [IIC.174](#)).

The library also contracts with Nub Games, Inc., to provide an instant-messaging (chat) network, Libraryh3lp, which allows multiple SCC librarians to receive real-time online queries from students and faculty. Usage statistics are downloaded periodically, and librarians have recently increased access to this service (Ask a Librarian Stats 2010-14,

[IIC.175](#)). Initially available only from one dedicated web page, the service is now available from all pages on the library website, and in March 2014 a widget was added to the much-used EBSCOhost databases (chat-in-database.png, [IIC.176](#)).

In July 2012, the library began contracting with Springshare, LLC to provide LibGuides, a platform for creating online subject and course guides. Springshare provides statistics on page views of guides and numbers of links that get clicked (all_guide_hits_2013-07-01_2013-12-31, [IIC.177](#), and all_links_clicks_2013-07-01_2013-12-31 [IIC.178](#)).

The Learning Skills and Tutoring Center (LSTC) contracts with Liafail, Inc. to provide Lifetime Learning Library, an online service available to students enrolled in LTAT 92. Students are referred to this course after taking an assessment test that places them below College level courses. When the service goes offline, IT contacts the vendor, and in the meantime the LSTC staff send an email to students notifying them of the downtime. The LSTC logs student use of the service; use is a requirement for the course.

Neither the Writing Center nor the other learning support labs have outside contracts currently in place.

Self Evaluation

The College meets the standard. Access to services provided by third parties have documented terms of service that meet the needs of the institution. In all cases, use of the services is regularly tracked.

Actionable Improvement Plan

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.

Descriptive Summary

There are several methods by which the library and other learning support services are evaluated. All areas participate in the annual Unit Planning process, whether as part of the Library Department, the Learning, Tutoring & Academic Technology Department (Tutoring Center, Writing Center, and Instructional Media), or under the umbrella of their individual instructional departments (Other Learning Support Labs). Unit Plans link to College goals and indicated expected results of actions (LRC Unit Plan 2013-14, [IIC.179](#)). Unit Plan accomplishment reports give these departments an opportunity to reflect on work that was done and whether objectives were met (Learning Tutoring Academic Technology Unit Plan

Accomplishments 2013-14, [IIC.180](#), Library Unit Plan Accomplishments 2013-14, [IIC.181](#), and LRC Division Office Unit Plan Accomplishments 2013-14, [IIC.182](#)).

Since the last Self Evaluation Report, Program Plans are also now completed annually for Archives, the Library Book & Media Collection, Tutoring, and the Writing Center. (Archives Program Plan, [IIC.183](#); Library Book & Media Collection Program Plan, [IIC.184](#); Tutoring Program Plan, [IIC.185](#); Writing Center Program Plan, [IIC.186](#)). These plans provide an opportunity to conduct an environmental scan, to plan for multi-year directions or strategies, and to review accomplishment of the previous year's work, among other things. In addition to these planning processes, there are ongoing discussions in different areas of the library and learning support service areas regarding programs, services, and faculty and student needs. Discussions include the results of evaluations, surveys of faculty and students, statistical analysis of the use of services, and ongoing feedback from end users.

Library

In addition to the Unit Planning and Program Planning processes, the library's collection and services go through ongoing evaluation based partly on analysis of statistical reports. Statistics are regularly collected on the number of items checked out from the library (books, reserves, and media), then reviewed to help determine ongoing needs for library materials. (Circulation Statistical Report 2013-2014, [IIC.187](#) and Instructional Media Statistics 2013-2014, [IIC.188](#)). If materials show significant use, librarians will consider adding more. Data are also collected on the number and type of requests for assistance, whether directional questions, reference questions, requests for computer assistance, etc. Review of this data is used to determine staffing schedules for librarians, instructional assistants, student assistants, etc. Review of inter-library loan requests also inform what materials students need ([IIC.189](#)). Statistics are also collected on the number of searches on the library website and the number of database searches made, and the number of requests made through the online "Ask a Librarian" services. (Library Database Downloads Comparison, [IIC.190](#), Library Search Widget Stats, [IIC.191](#), and Ask a Librarian Stats 2010-14, [IIC.192](#)). Review of these statistics helps librarians better utilize resources to serve student needs. For example, the "Ask a Librarian" feature used to include text messaging, in addition to email instant messaging. However, the text messaging option had very little use, so this feature was discontinued. (Ask A Librarian Presentation 2010, [IIC.193](#)).

Examination of student searches has also driven certain decisions. When the library placed a search box on its home page leading to a search of its library catalog in January 2013, searches were logged to a text file to allow for analysis. Librarians found that many of the queries appeared focused on finding articles rather than books ([IIC.194](#)). In response, the library launched a tabbed search box in June 2013 that led to a database featuring articles in addition to the book collection. The library has since collected evidence of a significant rise in usage of database articles and ebooks (Library Database Downloads Comparison, [IIC.195](#)).

Examination of the student searches has continued; when patterns of problematic searches are found, some searches are redirected to pages that suggest better strategies (Library Search Help Webpage, [IIC.196](#)).

The library also uses surveys to determine satisfaction with the collection and services. The annual Partnership for Excellence survey has been administered to students for 12 years and is the main tool for long-term analysis. Results from this survey buttress what the library is already doing. For example, in the spring 2013 survey results, over 80 percent of students said that they used or checked out books from the reserve collection and over 90 percent of students said that library books from this collection are “very important” or “somewhat important.” (PFE 2013 Survey Student Responses, [IIC.197](#) and PFE 2013 Survey Results, [IIC.198](#)) The survey indicates that the reserve collection of current textbooks is of most value to the students. Focusing on the most expensive textbooks, the library has increased the number textbooks purchased for the reserve collection, and now has almost all textbooks used at the College available to students in the reserve collection.

In November 2013, the library administered a student survey evaluating OneSearch, a tool acquired in July 2012 that connects users to materials from diverse sources such as the library catalog and most of its subscription databases. This survey found moderate satisfaction with the results and ease of use of the new system and suggested student preferences for combining ebooks and articles in a single results list ([IIC.199](#)).

The library also surveyed faculty in 2011. Results of that survey fit the pattern established by student surveys regarding need for and satisfaction with library services. For example, 79 percent of respondents indicated that they assigned materials from the reserve collection (such as textbooks) to students and 98.39 percent of respondents reported that materials from the reserve collection are “important,” “very important,” or “essential.” (2011 LRC Faculty Survey, [IIC.200](#)). These survey results reinforced the need for a robust textbook collection and was another factor in the decision to devote substantial resources to textbook purchasing.

There have been preliminary discussions with the Dean of PRIE and librarians about methods of connecting student success more directly to students’ use of library materials. Building on a project that American River College conducted following a cohort of students and correlating course success, checkout statistics for materials, and library lab usage, SCC staff plan to develop a similar project.

Potential library resource needs must be included in every curriculum proposal for a new course or program. The Curriculum Committee, which includes an LRC faculty member, reviews the proposals thoroughly, including assessing whether or not adequate library materials and services exist or can be acquired.

Learning Skills and Tutoring Center

The Learning Skills and Tutoring Center (LSTC) participates in the College-wide annual Unit Planning process as part of the Learning, Tutoring, and Academic Technology Department. This planning process links objectives to College goals, indicates expected results, and provides opportunity to reflect upon accomplishments and whether objectives were met. (LRC Unit Plan 2013-14, [IIC.201](#), and Learning Tutoring Academic Technology Unit Plan Accomplishments 2013-14, [IIC.202](#)). Since 2009, the LSTC also completes an annual Program Plan. The Program Plan process includes but is not limited to an

environmental scan and review of the previous year’s work. This new planning process also provides for a centralized budget for tutoring services across campus. (Tutoring Program Plan, [IIC.203](#)). Both the Unit Planning and Program Planning processes provide uniformity in requesting resources, whether for additional staff, financial, or technology resources, or facilities changes.

Surveys of student satisfaction are regularly conducted for both students receiving tutoring in the LSTC and for students participating in the Beacon tutoring groups. In the surveys, students were asked to indicate the effectiveness of various activities, how effective tutoring is in helping them understand course materials and/or improve study skills, and whether they perceive that participation in tutoring is improving their performance in the course. Respondents indicate satisfaction with the Beacon program. Selected responses from the fall 2013 survey of students receiving tutoring through the Beacon program are as follows. (Beacon Student Survey Results Fall 2013, [IIC.204](#)).

	Excellent	Good	Fair	Poor	N/A
2.b) How successful has your Beacon tutor been in explaining concepts?	50.00%	38.68%	4.72%	0.00%	6.60%
2.g) How successful has your Beacon tutor been in providing suggestions to improve your study skills?	50.48%	25.71%	6.67%	0.00%	17.14%

	Greatly Improved	Improved	No Improvement
6. How much has participation in the Beacon tutoring group improved your performance in the course?	31.11%	57.78	11.11%

Students receiving tutoring in the LSTC responded positively to similar questions in surveys conducted in the spring 2013 and fall 2013 semesters, as follows: The majority of respondents indicate that the tutoring facility hours are convenient for them and that they are able to get tutoring for the specific subject that they need. (LSTC Student Survey Results Spring 2013 and LSTC Student Survey Results Fall 2013)

	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree	N/A
Getting help in the Learning Skills and Tutoring Center helped me: understand course concepts							
<i>Spring 2013</i>	62.22%	28.89 %	0.00%	0.00%	0.00%	0.00%	0.00%
<i>Fall 2013</i>	58.00%	24.00 %	8.00%	0.00%	6.00%	4.00%	0.00%
Getting help in the Learning Skills and Tutoring Center helped me: learn how to do my course work more independently							
<i>Spring 2013</i>	44.44%	37.78 %	11.11%	4.44%	0.00%	2.22%	0.00%
<i>Fall 2013</i>	54.00%	22.00 %	12.00%	2.00%	6.00%	2.00	2.00%

	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree	N/A
The tutoring facility hours are convenient for me.							
<i>Spring 2013</i>	55.56%	33.33 %	8.89%	0.00%	2.22%	0.00%	0.00%
<i>Fall 2013</i>	56.00%	22.00 %	14.00%	0.00%	4.00%	4.00%	0.00%
I am able to get tutoring for the subject I need.							
<i>Spring 2013</i>	66.67%	28.89 %	2.22%	0.00%	0.00%	2.22%	0.00%
<i>Fall 2013</i>	68.00%	16.00 %	4.00%	4.00%	4.00%	4.00%	0.00%

Tutors provide feedback to the LSTC Coordinator and staff through informal conversation. The Coordinator plans to implement a survey for tutors in both the LSTC and the Beacon program to better gather information in the future. Faculty who participated in the Beacon program are also surveyed each semester regarding their satisfaction with the program. Faculty indicate a high level of satisfaction with the program. Those surveyed in fall 2013 felt that tutors were adequately trained, tutors were knowledgeable in the subject they tutored, and that tutors were effective. (Beacon Faculty Survey Results Fall 2013, [IIC.205](#)).

The LSTC also tracks attendance at the workshops it conducts each semester. Students are asked to complete a workshop evaluation at the end of each workshop. The following information was sought: how students heard about the workshop, how helpful the workshop was perceived as being, and what other topics students would find helpful in a future workshop. In the spring 2014 semester, students who completed an evaluation indicated overall satisfaction with the level of helpfulness of the workshop. On a scale of 1-5, with 1 being least helpful and 5 being most helpful, 64 percent of respondents indicated a 5, 30 percent indicated a 4, 6 percent indicated a 3, and none indicated a 1 or 2. Data gathered from these evaluations help the LSTC Coordinator and staff better market the workshops to students and identify which workshops students find, or would find, most helpful for future planning purposes. (College Success Workshop Attendance and College Success Workshop Evaluation Results Spring 2014, [IIC.206](#)).

Writing Center

The Writing Center participates in the annual Unit Planning process as part of the Learning, Tutoring & Academic Technology Department, as well as the annual Tutoring Program Plan. (LRC Unit Plan 2013-14, [IIC.207](#), Learning Tutoring Academic Technology Unit Plan Accomplishments 2013-14, [IIC.208](#), and Tutoring Program Plan, [IIC.209](#)). This provides uniformity in requesting resources and reviewing objectives and accomplishments. The Writing Center completes its own Program Plan every year as well. This allows for a more focused environmental scan and review of objectives, helping the center determine whether it is enhancing student achievement of learning outcomes. (Writing Center Program Plan, [IIC.210](#)).

In addition to participating in the annual Unit Planning and Program Planning processes, the Writing Center uses several methods to regularly evaluate the services they provide to

students at the College. The Writing Center Coordinator and an Instructional Assistant (IA) supervise all tutors, and new tutors are observed and provided written and oral feedback. Individual Writing Center workshops also have students complete evaluation forms about the workshop's effectiveness. A strong majority of students regularly rate the overall helpfulness and effectiveness of the workshops as either excellent or good. (Writing Center Workshop Stats 2012-14 ([IIC.211](#)) ([IIC.212](#))). The Writing Center also participates in a standardized survey that is given every three semesters to multiple campus tutoring centers and labs across campus, which is described in more detail below. (Effectiveness of Tutoring – Student Survey Results 2012, [IIC.213](#) and Effectiveness of Tutoring – Student Survey Results 2014, [IIC.214](#)).

Writing Center Tutoring Evaluations are also given to students every semester over a two-week period. This data gathering has taken place since the Center opened in 2008. The Writing Center uses these surveys to assist in the assessment of student learning outcomes. The evaluations include narrative questions tied to specific learning outcomes as outlined in Section II of the Program Plan. (Writing Center Program Plan, [IIC.215](#)). For example, one of the outcomes is for tutors to facilitate students in finding and correcting their own errors as opposed to making corrections for students, and another is that the tutoring sessions have helped build the student's confidence. Respondents in the spring 2014 survey indicated high satisfaction with the Writing Center. Some 84 percent rated the services provided as excellent, and more than 80 percent of students surveyed strongly agree that tutors explained or taught how to fix problems, rather than correcting them for the students. (Writing Center Tutoring Evaluations Spring 2014, [IIC.216](#)).

The Writing Center solicits input from a variety of other sources to evaluate its effectiveness. Faculty members provide input through the Writing Center Advisory Committee, which includes deans and faculty from relevant areas, such as the Language and Literature division and English and ESL departments. The Committee provides opportunity for faculty and staff to review and discuss survey results and resource requests, among other things. (Writing Center Advisory Committee Meeting Summary 10.17.2014, [IIC.217](#), and Writing Center Advisory Committee Meeting Minutes 4.27.2012, [IIC.218](#)).

Other Learning Support Labs

Department-specific learning support labs participate in the Unit Planning process as part of the academic department(s) that they support. This helps ensure that dialog occurs between the department faculty and the lab coordinator and staff about the specific needs of each lab, so the labs can continue to support student learning. (BUS Unit Plan 2013-14 [IIC.219](#) MSE Unit Plan 2013-14 [IIC.220](#)). Learning support labs also participate in the Tutoring Program Plan and request funding specifically for student tutors through this process. Participating in the Tutoring Program Plan also ensures that service area outcomes are being reviewed and assessed. (Tutoring Program Plan, [IIC.221](#)).

Learning support labs receive input from faculty who are teaching in that particular content area. This occurs when faculty tutor students in the labs, at department meetings, or through informal conversation. This input helps assess how the labs' resources and services contribute to the achievement of student learning outcomes, and changes in resources,

services, or delivery format are made when appropriate. For example, the Business and Computer Information Science Division Open Computer Lab started a small collection of reserve textbooks that students can use in the lab based on suggestions from faculty in the Computer Information Science Department.

Student usage of the learning support labs is tracked through computerized check-in and reviewed regularly, both by staff in individual labs and through the annual Program Planning process that all learning support labs participate in. (Tutoring Program Plan, [IIC.222](#)). This data helps lab staff identify peak times of usage and plan for adequate student tutor coverage.

Since the last the 2009 Accreditation Comprehensive Review, a Tutoring Work group has been created that provides more cohesion among the LSTC and other learning support labs across the campus. Membership consists of lab coordinators, staff, and managers associated with learning support labs. The work group meets several times throughout each academic year. The work group meetings provide opportunity to review the multi-lab tutoring surveys of students and to discuss the annual Program Plan, among other things. (Tutoring Workgroup Meeting Minutes 9.26.14 and Tutoring Workgroup Meeting Minutes 12.6.14, [IIC.223](#)).

In addition, a standardized Survey of Tutoring Areas was developed in conjunction with the PRIE Office. The survey is administered every three semesters in tutoring labs across the campus, including the LSTC and the Writing Center. Most respondents either strongly or somewhat agree that tutoring teaches them how to solve problems for themselves, encourages them to actively participate in their learning, and helps them with completing their educational goals. (Effectiveness of Tutoring — Student Survey Results 2012, [IIC.224](#) and Effectiveness of Tutoring – Student Survey Results 2014, [IIC.225](#)).

The help that I received in this tutoring area...	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Doesn't Apply to Me	No Entry
Taught me how to solve problems for myself						
<i>Fall 2012</i>	52%	33%	5%	1%	6%	4%
<i>Spring 2014</i>	54%	31%	4%	2%	5%	5%
Encouraged me to actively participate in my learning						
<i>Fall 2012</i>	60%	26%	5%	1%	4%	3%
<i>Spring 2013</i>	59%	26%	4%	2%	5%	5%

How much did tutoring help you with completing your educational goal?	Great Help	Some Help	No Help	Doesn't Apply to Me	No Entry
<i>Fall 2012</i>	60%	25%	3%	9%	4%
<i>Spring 2014</i>	59%	23%	3%	8%	7%

Learning support labs also conduct their own surveys of students in other semesters, tailoring the surveys to the services and students in their specific department. Because different labs support different populations of students and faculty and also have different levels of staffing, the survey frequency and type varies from lab to lab. Results of surveys conducted by individual learning support labs indicate that students feel the labs contribute to the achievement of their goals and learning outcomes. (Tutoring Program Plan, [IIC.226](#)). Non-traditional tutoring services that are funded by the Basic Skills Initiative are coordinated through a learning support lab and also undergo review to ensure that outcomes are being evaluated and met.

Self Evaluation

Library

The library regularly reviews and evaluates its collection and services to make sure that the needs of students and faculty are being met, whether for the main collection, the reserves collection, or instructional media. Feedback is solicited from both students and faculty, and data and survey results are used to make recommendation for changes, as much as is possible within budget and staffing constraints. Program Planning ensures that the library is meeting service area outcomes, while both Program Plans and Unit Plans ensure that activities are tied to the College's goals. Additional support from the PRIE Office will be sought to further assess the impact of library materials and services on grades and course completion.

Learning Skills and Tutoring Center

Participation in the annual Program Planning and Unit Planning processes assist the LSTC in determining whether the center is meeting service area outcomes and ensure that activities are tied to College goals. The LSTC regularly solicits feedback from students tutored and from faculty and students participating in the Beacon program. Results of these surveys indicate a satisfaction with both tutoring services and workshops being conducted and indicate that students feel they contribute to student learning outcomes and achievement. Results from surveys and data on tutoring lab usage and workshop attendance are used for future planning purposes.

Writing Center

The Writing Center regularly evaluates its programs to better serve students. Participation in the annual Unit Plan and Program Planning processes ensure that objectives are being evaluated and addressed. Overall, students seem satisfied with services in the Writing Center. In the spring 2014 Annual Writing Center Survey, 56 percent of student respondents reported that nothing could be improved. While 28 percent of students said that something could be improved about the tutoring sessions, less than half gave specific suggestions for improvement. While students do not put their names on the surveys, tutor names are requested. This allows tutors to receive feedback and adjust the way they tutor.

Changes are made in tutor training in response to student feedback. For example, helping students feel more confident about the writing had been rated lower than other outcomes by students being surveyed in the past. Changes were made to emphasize this more in tutor training. This resulted in higher ratings on student surveys in subsequent semesters, with the

all respondents to the spring 2014 survey indicating that they strongly agreed (73 percent) or agreed (24 percent) that the tutors were able to make them feel more confident about their writing. (Writing Center Tutoring Evaluations Spring 2014, [IIC.227](#)). In addition, changes have been made to offerings due to student input. While weekend tutoring had not been offered since 2009 due to budget cuts, it was again offered in the fall 2014 semester due to student interest in the service, and usage has been good. (Email Griffin 10.8.2014, [IIC.228](#)).

Other Learning Support Labs

The following is a planning agenda item from the 2009 Accreditation Self-Study:

Planning Agenda Item 8 —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 II.C.2)

Since the 2009, learning support labs are part of the unified, annual Program Planning process. This ensures that labs undergo a regular review of the objectives and assessment of student learning outcomes. The Tutoring Program Plan is posted online at the PRIE website so that it is accessible to all ([IIC.229](#)). A standardized survey has been created and is administered every three semesters among multiple learning support labs across campus. This ensures that student feedback is regularly solicited and analyzed. Results are communicated to the various labs and posted on the PRIE website ([IIC.230](#)).

Various methods are used to gather feedback, including discussions with faculty, surveys of students, and lab usage statistics. Lab usage statistics and survey results are reported through the annual program planning process and changes to services are made when appropriate. For example, in spring 2011 the Math Lab asked students to complete a brief survey after a session with a tutor, and over 400 surveys were gathered. A relatively high number of students (21 percent) responded negatively to the question, “Did the tutor ask you what method is used by your instructor or in your book?” In response, the lab coordinator and IA emphasized this more in training with tutors. Informal feedback from faculty indicated an improvement ([IIC.231](#)).

Actionable Improvement Plan

None.

Standard IIC References

- IIC.1. Borrowing Books and other Items
<http://www.scc.losrios.edu/library/services/borrowing-books/>
- IIC.2. Textbooks on Reserve
<http://www.scc.losrios.edu/library/services/textbooks-on-reserve/>
- IIC.3. Special Collections
<http://www.scc.losrios.edu/library/services/special-collections/>
- IIC.4. Instructional Media
<http://www.scc.losrios.edu/library/services/instructional-media/>
- IIC.5. Collection Policy
<http://www.scc.losrios.edu/library/about/policies/>
- IIC.6. Ordering from Online Book Reviews
<https://dms.scc.losrios.edu/share/proxy/alfresco/api/node/content/workspace/SpacesStore/e0589057-259d-41ac-8a7b-9fda27778b0e/book-ordering-process-2014-spring.pdf>
- IIC.7. Build Our Collection
<http://www.scc.losrios.edu/library/faculty-services/build-our-collection/>
- IIC.8. Course Outline POLS 350: Environmental Politics
<https://dms.scc.losrios.edu/share/proxy/alfresco/api/node/content/workspace/SpacesStore/a146d516-52e7-4b4a-853e-07f1b360fa0e/Course Outline POLS 350.pdf>
- IIC.9. List of Environmental Politics Books 09/2013
<https://dms.scc.losrios.edu/share/proxy/alfresco/api/node/content/workspace/SpacesStore/15ee4df2-c90b-45f0-a443-103e0d5f4fee/List of Environmental Politics Books Sept. 2013>
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- IIC.11. Curriculum Committee Roster 2014-2015
<https://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/015dc264-029e-40ef-8e8b-06f8cf4f5636/CurricCommRoster2014-15.pdf>
- IIC.12. Course Outline POLS 350
<https://dms.scc.losrios.edu/share/proxy/alfresco/api/node/content/workspace/SpacesStore/a146d516-52e7-4b4a-853e-07f1b360fa0e/Course Outline POLS 350.pdf>
- IIC.13. Reserve Books Needed
<https://dms.scc.losrios.edu/share/proxy/alfresco/api/node/content/workspace/SpacesStore/f3d4f0c7-f171-4333-81b3-a452909635bd/Reserve Books Needed Gap List.pdf>
- IIC.14. Survey Age of Collection
<https://dms.scc.losrios.edu/share/page/site/accreditation/document-details?nodeRef=workspace://SpacesStore/c5df0ca0-ed7e-492d-8c00-a6be0f56a615>
- IIC.15. OPAC Request List
<https://dms.scc.losrios.edu/share/proxy/alfresco/api/node/content/workspace/SpacesStore/3e0deec9-f069-48ce-bc4d-fa6c2b3097a0/OPAC request list to purchase.xlsx>
- IIC.16. New Materials
<http://www.scc.losrios.edu/library/new-materials/>
- IIC.17. Friday's Flex Weeding
<https://dms.scc.losrios.edu/share/proxy/alfresco/api/node/content/workspace/SpacesStore/3223be91-feb5-41d6-8eb5-fc1b9e8ed373/Weeding email Nov. 2010>

- IIC.18. Fast Fact
https://dms.scc.losrios.edu/share/proxy/alfresco/api/node/content/workspace/SpacesStore/92caed0e-ea0d-40ec-a731-d37d7d3053f1/Flex_weeding_invitation_2013.pdf
- IIC.19. Periodical Renewal
<https://dms.scc.losrios.edu/share/page/site/accreditation/document-details?nodeRef=workspace://SpacesStore/f7b97f38-0e11-4ae4-b345-da3732454965>
- IIC.20. Library Book & Media Collection Program Plan
<http://www.scc.losrios.edu/prie/planning/family-plans/program-page/>
- IIC.21. Circulation Statistics 2013-2014
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- IIC.22. Course Reserves
<http://www.scc.losrios.edu/library/faculty-services/reserves-request/>
- IIC.23. Library website
<http://www.scc.losrios.edu/library/>
- IIC.24. Report on Search Form
<https://dms.scc.losrios.edu/share/page/site/accreditation/document-details?nodeRef=workspace://SpacesStore/8ba95d58-98d9-4de0-a241-1dee0b6ced5b>
- IIC.25. Archives Program Plan
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- IIC.26. CPAP Report
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- IIC.27. Build Our Collection
<http://www.scc.losrios.edu/library/faculty-services/build-our-collection/>
- IIC.28. New Library DVD In Your Field
<https://dms.scc.losrios.edu/share/proxy/alfresco/api/node/content/workspace/SpacesStore/e8ecabb6-20ac-425b-8ac9-33341e16aa1d/DVD-memo.pdf>
- IIC.29. Instructional Media
<http://www.scc.losrios.edu/library/services/instructional-media/>
- IIC.30. Instructional Media Statistics
<https://dms.scc.losrios.edu/share/page/site/accreditation/document-details?nodeRef=workspace://SpacesStore/4d186708-8060-4d50-b6d7-100b919fb1e6>
- IIC.31. LOIS
http://lois.losrios.edu/screens/research_databases.html
- IIC.32. Unique Title Report, 2014
<https://dms.scc.losrios.edu/share/page/site/accreditation/document-details?nodeRef=workspace://SpacesStore/c1c009c4-9bad-47b7-b5e4-3e9429c3d78b>
- IIC.33. LOIS
http://lois.losrios.edu/screens/research_databases.html
- IIC.34. Ebooks at SCC
<https://dms.scc.losrios.edu/share/page/site/accreditation/document-details?nodeRef=workspace://SpacesStore/86ca381c-a998-46e1-8486-e4a768c5902e>
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<https://dms.scc.losrios.edu/share/page/site/accreditation/document-details?nodeRef=workspace://SpacesStore/73612472-d895-4259-b72b-4b16dc3fb0e5>

- IIC.36. PFE Survey on Library Books, April 2013
[https://dms.scc.losrios.edu/share/proxy/alfresco/api/node/content/workspace/SpacesStore/043e6a87-21c6-47e3-81e8-b41691e42b7b/PFE 2013 Survey Results.pdf](https://dms.scc.losrios.edu/share/proxy/alfresco/api/node/content/workspace/SpacesStore/043e6a87-21c6-47e3-81e8-b41691e42b7b/PFE%202013%20Survey%20Results.pdf)
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[https://dms.scc.losrios.edu/share/proxy/alfresco/api/node/content/workspace/SpacesStore/bf98aa50-1ba9-4f8c-a237-f756905d20cc/LRC Faculty Survey 2011 Results.pdf](https://dms.scc.losrios.edu/share/proxy/alfresco/api/node/content/workspace/SpacesStore/bf98aa50-1ba9-4f8c-a237-f756905d20cc/LRC%20Faculty%20Survey%202011%20Results.pdf)
- IIC.38. Tutoring at the Learning Skills and Tutoring Center
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- IIC.39. Foreign Language Schedule
<http://www.scc.losrios.edu/learningskillstutoring/wp-content/blogs.dir/117/files/2014/09/ForeignSign-Language-Schedule-Fall-2014.pdf>
- IIC.40. LR 144
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STANDARD III: Resources
STANDARD III.A: Human Resources



By Jessica Qu, SCC student

Standard III: Resources

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

III.A. Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

Overview

Sacramento City College maintains an educational environment where highly qualified faculty, staff, and administrators focus on excellence in teaching, learning, and support services. Faculty and staff play a primary role in assessing human resource needs to ensure effectiveness in academic and support programs. The institution has developed, through shared governance, systematic and transparent processes in hiring personnel to meet the college's vision, mission, and values. Clearly established evaluation procedures monitor employee diligence in meeting institutional and programmatic needs while calling for improvement when appropriate. Cultural competence and diversity are at the core of the college's mission, vision, and ethos, providing a beacon for ongoing learning and understanding of the campus community. The faculty and staff at SCC maintain a culture of care, respect, social justice, and fair treatment of others that extends to policies and procedures ensuring equity and fair treatment. The College also provides a comprehensive professional development program dedicated to meeting the needs of faculty and staff. Sacramento City College takes pride in its educational environment of collegiality and intellectual inquiry, effectively creating a workplace that attracts highly qualified and dedicated professionals.

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.

Descriptive Summary

Sacramento City College (SCC) employs qualified staff—administrators, faculty, classified staff, and student help—in accordance with federal, state, District, and College hiring and

evaluation policies, regulations, and procedures. District and College processes support the College mission and ensure that resources are appropriately and ethically utilized to achieve the highest levels of institutional effectiveness and student learning.

Faculty and administrative position qualifications follow the Minimum Qualifications for Faculty and Administrators in California Community Colleges list provided by the California Community College Chancellor's Systems Office ([IIIA.1](#)). This minimum qualifications list is developed by the State Academic Senate and adopted by the Board of Governors. When hiring for faculty positions, departments may establish additional criteria in order to ensure that faculty have the relevant experience and qualifications needed for the intended assignment. The LRCCD Faculty Hiring Manual—developed through the shared governance process with the Academic Senate, faculty, and administrators—provides for input from faculty in developing faculty job descriptions based on programmatic needs and faculty expertise ([IIIA.2](#)).

Staff positions follow agreed-upon job qualifications and criteria developed by Human Resources and the respective collective bargaining unit with input from employees and supervisors in their respective classifications ([IIIA.3](#)).

Personnel positions approved by the District move forward for recruitment, screening, interviewing, and hiring. Appropriate staff members meet to write the position announcements, including minimum requirements and desired qualifications. Such requirements and qualifications must align with the job descriptions posted by LRCCD Human Resources ([IIIA.4](#)). They are based on College needs as well as regulatory mandates and/or generally accepted minimum qualifications. ([IIIA.5](#))

The academic qualifications of all personnel are verified by the staff in the office of Human Resources at the District Office. For tenure/tenure-track faculty and administrators, degrees attained are listed in the College catalog. Position applicants' reference checks are completed by the designated manager or department chair serving on the interview panel, as well as by College senior management, when appropriate. The LRCCD Human Resources website ([IIIA.6](#)) has information on all aspects for the hiring process ([IIIA.7](#); [IIIA.8](#); [IIIA.9](#); [IIIA.10](#); [IIIA.11](#); [IIIA.12](#); [IIIA.13](#); [IIIA.14](#); [IIIA.15](#); [IIIA.16](#); [IIIA.17](#); [IIIA.18](#); [IIIA.19](#); [IIIA.20](#); [IIIA.21](#); [IIIA.22](#); [IIIA.23](#)).

Self Evaluation

The District and College cooperate effectively to maintain high quality faculty, staff, and managers with experience and education that enables them to provide instruction and services, and evaluate and revise college programs.

Actionable Improvement Plan

None.

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

Overview

To ensure the integrity and quality of its programs and services, Sacramento City College follows Los Rios Community College District (LRCCD) policies and regulations for the initial selection of faculty, administrators, and classified staff. These policies have been developed, ratified, and undergone periodic review by the governing bodies for the respective constituency groups. The policies for the selection of new personnel include clear statements of minimum qualifications, unbiased treatment of candidates, and the process of appointment. These policies and associated regulations include detailed procedures for the content and dissemination of job announcements, candidate pool certification, application screening, interview process, and ultimate hiring. The Board policies and regulations govern hiring for all categories of staff: Policy and Regulation series 5100 for faculty, 6100 for classified staff, and 9100 for administrative and confidential personnel. College hiring practices reflect District hiring policy and procedure and comply with relevant local, state, and federal laws and regulations, as well as current collective bargaining agreements

Links to Board Regulations—Recruitment & Selection:

- Adjunct Recruitment, R-5122 ([IIIA.24](#))
- Classified Recruitment, R-6122 ([IIIA.25](#))
- Faculty (Full Time), R-5121 ([IIIA.26](#))
- Management and Confidential, R-9121 ([IIIA.27](#))

Qualification and criteria for SCC faculty, management, and classified staff jobs are clearly defined ([IIIA.28](#)). Job descriptions are available on the LRCCD Human Resources website ([IIIA.29](#)). Reference checks occur prior to employment. Employees must submit official transcripts and documented work experience to Human Resources ([IIIA.30](#)).

Information about hiring is available to the public on the District Human Resources website ([IIIA.31](#)). All positions advertised by Human Resources follow Board Policy, which defines length of recruitment plus advertisement breadth and depth. Faculty and administrative positions are advertised on the District website, in scholarly journals and media, such as the Chronicle of Higher Education and others as determined by the Faculty Hiring Manual. Classified positions are advertised on the District website and other media. Positions may be

advertised using additional media per faculty and campus request. Once positions have closed, Human Resources at the District office screens applications for minimum qualifications and forwards them to the College. Evaluation requirements for foreign credential evaluation are listed on the advertisement and District HR website ([IIIA.32](#)). The candidate selected for the position must provide official transcripts and documentation of experience to Human Resources.

The use of PeopleAdmin (recruitment software designed specifically for colleges and universities) provides computerized/online application package submission for candidates ([IIIA.33](#)). The Human Resources employment website offers links to Title 5 (for minimum qualifications), a list of agencies for foreign transcript evaluation, salary schedules, employee benefits, job descriptions, collective bargaining agreements, and other resources ([IIIA.34](#)). The Human Resources (HR) Department is actively engaged in being approachable, technologically current, and user friendly. The HR Department is staffed from 7:30 a.m. to 5:00 p.m. five days a week to answer calls and assist walk-in guests. Human Resources screens all applications for minimum qualifications and forwards qualified candidates for screening to the campus. Human Resources also assure that job postings comply with Title 5, equity principles, and best practices.

Faculty positions

Faculty position qualifications follow the “Minimum Qualifications for Faculty and Administrators in the California Community Colleges” list provided by the California Community Colleges Chancellor Office (CCCCO) and found on the Academic Senate for California Community Colleges (ASCCC) website ([IIIA.35](#)). This document is also posted on the LRCCD Human Resources website ([IIIA.36](#)); the direct link to the document is ([IIIA.37](#)). The Minimum Qualifications list is developed by the State Academic Senate and adopted by the Board of Governors. Minimum qualifications for faculty include education and experience that demonstrate knowledge of the subject matter or service, effective teaching, scholarship, and potential to contribute to the mission of the College.

Faculty and managers possess degrees from U.S. accredited institutions or appropriately evaluated foreign degrees. Degrees from outside the U.S. are assessed for equivalence using procedures described on the Human Resources website ([IIIA.38](#)). The College Catalog lists the degrees of all full-time faculty ([IIIA.39](#)).

When hiring for faculty positions, departments may establish additional criteria to ensure that faculty have the relevant experience and qualifications needed for the intended assignment. The LRCCD Faculty Hiring Manual, developed through the participatory decision-making process with the Academic Senate, provides for department input from faculty in appropriate development of faculty job descriptions based on programmatic needs and faculty expertise ([IIIA.40](#)).

In order to ensure effective skills for teaching distance education, the SCC Academic Senate Distance Education Guidelines specify departmental guidelines for faculty who teach courses offered by DE ([IIIA.41](#)).

The LRCCD Faculty Hiring Manual specifies procedures for faculty hiring. It was last updated in spring 2015 in a collaborative effort with the LRCCD Human Resources Department, College equity officers, and the District Academic Senate ([IIIA.42](#)). This hiring manual, along with Board Policy and Administrative Regulations, provides information and procedures necessary to ensure a consistent process for recruitment, screening, interviewing, rating, and checking of references for faculty hires. It includes language describing faculty-driven development of the job description and criteria and faculty representation on screening and hiring committees ([IIIA.43](#)).

SCC faculty play a significant role in selection of new faculty. The process for requesting full-time, tenure-track faculty positions begins with discussions about program needs between faculty and deans during Unit Planning and Program Review ([IIIA.44](#)). Program Review templates for Instruction can be found at the following webpage ([IIIA.45](#)). Faculty develop new position requests linked to specific Unit Plan goals. The Unit Plan goals are then explicitly aligned with College-wide goals in the Unit Plan template. Faculty members constitute the majority of screening and hiring committees.

The process for Academic Senate consideration of full-time, tenure-track faculty position requests includes a ranking process to allow the Office of Instruction flexibility in handling positions that are critical to student and program success and to link the hiring process more closely to College planning ([IIIA.46](#)). In this process, departments give the Academic Senate an information packet that includes the rankings assigned by the department, division, and College service area. Senators hear a three-minute presentation for each position request by department chairs, followed by one minute to ask follow-up questions. At the conclusion of all presentations, the senators individually rank the position requests. The Academic Senate President makes arrangements to tally the rankings, then shares the final Senate ranking with the Academic Senate, the Vice President of Instruction (VPI), and (more recently) the Vice President of Student Services (VPSS). The VPI arranges for division deans to rank the positions before the deans view the rankings by the Academic Senate. This tally is also shared with the Academic Senate. The College President, VPI and VPSS then meet to establish the final order of the faculty hiring requests based on Academic Senate rankings, deans' rankings, and other pertinent information, such as FTE entitlement (e.g., counselor requirement) or other critical program or student needs (e.g., program specific accreditation requirements, or math or English basic skills instructors).

Since fall 2012, the Academic Senate Executive Committee (or a subgroup) has joined the President/VPI/VPSS final ranking meeting as observers and to respond to any questions or to seek clarifications. At the conclusion of that meeting, the Academic Senate Executive Committee members (or those in attendance) have an understanding of how the final rankings were achieved. Available funding determines the final list of new positions.

After final approval by LRCCD Human Resources, open positions are advertised. District HR advertises tenure-track 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, and disability agencies. ([IIIA.47](#); [IIIA.48](#)). Although 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.

The District Faculty Diversity Internship Program (FDIP), now in its 26th year, develops a pool of potential employment candidates who have diverse academic preparation and learning styles and diverse cultural, ethnic, gender, disability, and socio-economic backgrounds. The goal of FDIP is to provide high-quality learning opportunities and to enhance the educational needs of SCC students from diverse cultural backgrounds ([IIIA.49](#)). LRCCD provides the intern with 34 hours of community college faculty instruction (at no cost to the intern) prior to participation in a classroom internship with faculty mentors. This portion of the program provides hands-on experience in an educational setting with a faculty mentor for one semester.

Hiring committees for tenure-track faculty positions are composed of an equity representative, the area dean, a management representative as chair, three to five area faculty members, and often a student. The majority of the faculty on the committee must be faculty in relevant disciplines. A classified employee is generally included as well ([IIIA.50](#)).

The committee develops the screening criteria and interview questions before the review of any candidate applications. A screening subcommittee composed of the equity representative, the committee chair (an administrator), and at least one area faculty member screens the applications and rates them on the screening criteria. Based on these rankings, the screening committee determines the number of candidates to invite for interviews ([IIIA.51](#)).

The hiring 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 after each interview process to assist other committee members in evaluating the accuracy and completeness of candidate responses ([IIIA.52](#)).

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. ([IIIA.53](#); [IIIA.54](#)).

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 ([IIIA.55](#)).

A trained equity representative is assigned to each hiring committee per Board Policy 6122 to monitor process and to ensure fairness and equitable treatment of candidates. The manager on each committee is also approved as an equity representative and monitors the process. Both certify in writing compliance with all procedures and processes. This documentation is then forwarded to campus administration and District Human Resources.

Departmental faculty play key roles throughout the faculty hiring process. Board regulations require membership of three to five area faculty members on the hiring committee, in addition to a faculty equity representative. 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 the vice president of instruction. 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 ([IIIA.56](#)).

All steps of the faculty hiring request process are reviewed by the SCC Academic Senate annually and on an ad hoc basis as recommendations come forth from faculty ([IIIA.57](#)). These recommendations are then reviewed by the Academic Senate and forwarded to the appropriate body, such as VPI or the DAS, for consideration or action.

To improve the process, changes to the tenure-track, full-time faculty interview process have been recently implemented. These include the requirement to finalize interview questions prior to the screening of applications to avoid any potential bias toward or against candidates in question development. All question development discussions between committee members are required to take place in person with the equity representative present. No electronic discussions on question development are allowed ([IIIA.58](#)).

A pilot program on the Academic Senate position evaluation and ranking process was approved by the Senate on Sept. 16, 2014, and was attempted in fall 2014 ([IIIA.59](#)). This pilot did not have any effect on the current year ranking or decision process. The process included an additional discussion component after the presentations were completed and the official rankings submitted. This discussion process was intended to allow senators to ask questions of each other regarding the presentations' strengths and areas of concern, and voice any comments or concerns. After the discussion, there was to be a re-ranking of the positions. This re-ranking would have no bearing on the position decisions during this pilot process. As it turned out, the senators discussed the process and did not discuss the position evaluation or actual presentations. Since so many questions arose about the process, the Academic Senate will review, evaluate, and fully update the Faculty Hiring Process in spring 2015 ([IIIA.60](#); [IIIA.61](#)).

Recent updates to the Academic Senate review process of proposed hires has put greater emphasis on the Unit Plan rankings associated with the position request. That is, the Senate looks to see if hiring a full-time faculty member is included in the Unit Plan, and if so, what priority ranking that objective had in the Unit Plan. If the position is not included in the Unit Plan, the Senate asks for compelling reasons about the change in departmental needs ([IIIA.62](#); [IIIA.63](#)).

The recent addition of the option of a classroom teaching demonstration with student participants (which came forth from the Staff Equity and Diversity Committee) is an example of one of the many ways that SCC uses diverse evaluation tools in determining the applicants to be considered for hire. A pilot process of an optional “classroom” teaching demonstration in front of students was first brought to the Academic Senate on September 7, 2010. Discussion continued on September 21, 2010 and November 1, 2011 ([IIIA.64](#), 9/21/10 Agenda), ([IIIA.65](#)). After this pilot was conducted during 13 job searches, the Academic Senate approved the Live Teaching Demonstration as an option during the faculty interview process).

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 either the College President or the Academic Senate President and composed of the area supervisor, an area faculty member, and an equity representative ([IIIA.66](#)).

During summer 2014, it was noted that the Faculty Hiring Manual language and the Board Policy/Administrative Regulations language were not consistent. As of fall 2014, the Faculty Hiring Manual and the Board Policy/Administrative Regulations are being updated to eliminate any inconsistencies ([IIIA.67](#)).

In the case of adjunct hiring, the faculty member and equity representative can be the same person. Applications are screened using a rubric agreed upon before screening begins. Interview questions are also developed at this time ([IIIA.68](#), pp. 60-65).

As with full-time applicants, adjunct faculty candidates are interviewed to assess instructional strengths, cultural competency, 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 ([IIIA.69](#), pp. 60-67).

Classified staff positions

Qualifications for classified staff are clearly stated in job descriptions, which are available on the LRCCD HR website. Staff positions follow agreed-upon job qualifications and criteria developed by Human Resources and the respective collective bargaining unit with input from employees and supervisors in their respective classifications. Job descriptions for classified staff are located on the LRCCD Human Resources website ([IIIA.70](#)). These position descriptions are common to all colleges and work locations in the district.

A proposed change to a job description can be submitted to the college VPA for consideration by the district and the other colleges. Similarly, a new job description proposal can be submitted to the college VPA for processing and approval/disapproval by the district. The College is not at liberty to alter job descriptions based on individual needs.

Classified staff hiring follows specified procedures. Three bargaining units represent classified staff. The hiring process varies slightly across units but complies with all LRCCD regulations, SCC standard operating procedures for classified hiring, and applicable collective bargaining agreements ([IIIA.71](#), pp. 69-79). The District Human Resources Department recruits classified staff primarily in the local geographic area. Job announcements and full position descriptions, as well as application materials, are available on the District website ([IIIA.72](#)).

The SCC Classified Staff Resource Plan provides information on hiring classified staff ([IIIA.73](#)). This resource allocation plan describes management oversight of the classified staff resource, near term objectives and measures of merit that will be evaluated quarterly and annually to ensure regular program review and process improvement.

Two aspects of the classified staff hiring process are evaluated quarterly and briefed to the management team: length of time in working days from the time a position is requested until a list of candidates is received from the District by the College, and length of time in working days from when the College receives the candidate list until a hiring decision is reached and a position is filled ([IIIA.74](#), [IIIA.75](#)). This provides insight into the overall efficiency of the hiring process and helps identify areas for improvement. During times of restricted hiring due to budget constraints, hiring timeline assessments will be suspended, and a summary of vacant and/or closed positions that are being tracked to meet budget objectives will be presented to the management team.

Changes needed or requested to classified job descriptions and qualifications follow a detailed process described in Article 15 of the Los Rios Classified Employees Association (LRCEA) ([IIIA.76](#)), Article 6 of the Service Employees International Union (SEIU) ([IIIA.77](#)), and Article 4 of the Los Rios Supervisor Association (LRSA) ([IIIA.78](#)) collective bargaining agreements and may be requested by the employee or supervisor. If the change involves a reclassification, it must be requested and then approved by campus administration, human resources, and the Board of Trustees. If the employee or collective bargaining unit disagrees with the final determination, either may request a review by a Reclassification Review Board. In addition, every year the Job Classification Review Committee, consisting

of four representatives jointly chosen by the collective bargaining unit and District, select a job classification area to review

Annually, in the fall and as part of the overall budget process, the District allocates a specific, budget-driven number of new classified positions for the colleges and District. Each college and District unit must submit prioritized needs with supporting rationale to compete for the new classified staff positions being made available for that budget year. The College builds its list of needs through the College Strategic Planning System and Unit Planning process, which provides needed prioritization and rationale to fulfill the district requirements. In times of constrained or reduced budgets, if no new positions are being made available, the prioritization portion of this overall process may be suspended.

Management and Confidential Staff positions

Management position qualifications follow the “Minimum Qualifications for Faculty and Administrators in the California Community Colleges” list provided by the California Community Colleges Chancellor Office (CCCCO) and found on the Academic Senate for California Community Colleges (ASCCC) website ([III.A.79](#)). This document is also posted on the LRCCD Human Resources website ([III.A.80](#)). The Minimum Qualifications list is developed by the State Academic Senate and adopted by the Board of Governors.

SCC managers possess degrees from accredited U.S. institutions or appropriately evaluated foreign degrees. Degrees from outside the U.S. are assessed for equivalence using procedures described on the Human Resources website ([III.A.81](#)). The degrees held by College managers are listed in the College Catalog ([III.A.82](#)).

Hiring committees for managers and confidential staff follow instructions contained in the Board Policy and Regulations 9120 ([III.A.83](#)) ([III.A.84](#)). The College President and appropriate Vice President are responsible for developing the job descriptions and qualifications for management and confidential staff positions. These processes are similar to those described for faculty hires and are described in Board Regulation 9121 ([III.A.85](#)). As with other hires, open positions are advertised broadly in order to ensure that interested members of underrepresented groups are included in the qualified applicant pool for the position. Although Board Policy allows for some options in the hiring process for managers, in practice the College follows a process similar to that for faculty hiring ([III.A.86](#), p. 80-82).

The screening committee composition consists of at least the following: President or designated manager; the immediate supervisor of the position to be filled or a management designee; and a management member who has been appointed as the equity representative. For educational management positions, the Academic Senate President will appoint two faculty representatives to sit on the interview committee. The interview panel is composed of the same people who served on the screening committee (if utilized). When hiring at the dean level, a total of three or four faculty members is appointed by the Academic Senate President. When hiring other educational managers, three faculty members are appointed. A member of the classified staff is also appointed to the interview committee. The classified employee is

selected by the College President (or the Chancellor for District positions) with recommendation by a Classified Senate President.

Following the interview, committee members rank the interviewed applicants independently and without prior discussion. Following discussion, the committee recommends no fewer than three of the top five candidates for further consideration. In addition to first and second level interviews, higher level management positions incorporate impression groups with constituency stakeholders. The Chancellor or President interviews, checks references, and evaluates the final candidates. The Chancellor reviews all recommendations for management positions. If approved, the recommendation is forwarded to the Board of Trustees.

Self Evaluation

Faculty, staff, and administration at Sacramento City College meet or exceed qualifications for work experience, training, education, and other criteria in job descriptions to guarantee the integrity of programs and services. The College and District follow the Minimum Qualifications list for faculty and administrative position requirements. Academic faculty and managers generally have master's degrees or higher, as well as two or more years of experience appropriate to the assignment. Career technical faculty also meet minimum qualifications, and enter their tenure with a minimum of two to six years of experience, depending on requirements. Classified staff meet or exceed standard qualifications appropriate for their job classification, which generally include education and experience, in accord with the respective collective bargaining process.

SCC adheres to Board Policy and Administrative Regulations, the Faculty Hiring Manual, and SCC Standard Operating Procedures for tenure-track, full-time faculty hiring. Faculty job descriptions directly relate to institutional and department goals identifying position duties, responsibilities, and authority. Criteria developed by faculty include evidence of: knowledge of the subject matter or service to be performed (determined by those with related expertise), effective teaching, scholarly activities, ability to teach effectively in multiple presentation modalities, and potential to contribute to the mission of the institution. SCC faculty members and other hiring committee members develop screening criteria, interview questions, writing prompts, and lecture demonstration topics. The application, transcripts, resumé, letters of interest, and recommendations help the hiring committee assess a candidate's potential teaching effectiveness and scholarship. In addition to questions and answers, interviews can include a role play, teaching demonstration, and writing sample.

Current policies require that all managers receive full equity training every two years ([IIIA.87](#)). The College and the District work diligently to follow faculty hiring procedures. Continuous improvement efforts are underway to clarify inconsistencies between board policy, faculty hiring manual, and the actual practice of appointments to adjunct faculty hiring committees ([IIIA.88](#)).

These processes allow for appropriate determination of faculty, staff, and administrative job descriptions, qualifications and criteria to ensure that employees have sufficient skills, abilities and education to maintain quality programs and services at SCC.

Actionable Improvement Plan

None.

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

Overview

Performance review formats, criteria, timelines, and processes are negotiated with faculty and classified staff bargaining units (LRCFT—Faculty; SEIU and LRCEA—Classified) and discussed with the managers professional association (LRMA) ([IIIA.89](#)). Negotiation teams include appropriate managers who ensure that evaluation instruments include criteria to assess employee effectiveness in meeting department and institutional goals, teaching and learning effectiveness, and appropriate criteria related to an assignment. College offices and the LRCCD Human Resources department monitor performance review submissions, send reminders, and use performance reviews as appropriate in internal applicant processes. Managers receive periodic updates regarding the status of performance reviews in their departments.

Evaluations for faculty, classified, confidential, and management staff are conducted on a regular basis in compliance with Board Policy Section 5140 for faculty ([IIIA.90](#)), section 6140 for classified staff ([IIIA.91](#)), and section 9140 for administrative and confidential staff ([IIIA.92](#)) ([IIIA.93](#)). Evaluation procedures also comply with appropriate collective bargaining agreements.

All evaluation instruments are on the District Human Resources forms website, as well as being contained within the specific collective bargaining agreement ([IIIA.94](#)), ([IIIA.95](#)). Those instruments all include specific, agreed-upon criteria to document and address performance of assigned duties, participation in appropriate institutional responsibilities, effectiveness, and any needed improvement with specific measures and timelines.

Evaluations are intended to provide a fair and transparent process for both the employee and evaluator. The evaluation process is designed to offer no surprises for the employee during the annual or bi-annual evaluation. Managers and supervisors are directed to communicate with the employee and offer encouragement, consultation, professional development options, and corrective advice during the evaluation period of the employee.

If corrective or disciplinary action is required, managers and supervisors are required to follow the prescribed progressive discipline process as outlined in LRCCD Policies and Regulations and respective collective bargaining agreements. Employee discipline related to classified staff is coordinated with the VPA office, in consultation with Human Resources. This ensures that the progressive discipline process is followed at the appropriate corrective level to change or correct the negative behavior of the employee.

Training is provided for those conducting performance reviews for faculty and staff evaluation ([IIIA.96](#), [IIIA.97](#), [IIIA.98](#), [IIIA.99](#), [IIIA.100](#)).

Faculty Evaluations

Faculty performance reviews generally include a worksite observation, feedback from students, and a self-study ([IIIA.101](#), pp.63-108). A narrative portion of the performance review allows the evaluation team an opportunity to provide commendations and specific recommendations for improvement. Evaluation criteria measure the faculty members' teaching effectiveness, scholarship, and participation in other activities appropriate to their areas of expertise, participation in SLO assessment, institutional service, and other institutional responsibilities. An additional resource that faculty may utilize to support their involvement in College or District service activities is the new "College Service Activities form." This form has been developed for and ratified in the new LRCFT contract ([IIIA.102](#), pp. 31-32 and 64), ([IIIA.103](#)). Faculty evaluations also include a process that gathers information from students in the faculty member's courses.

For faculty evaluations, the peer review team is responsible for identifying, recognizing, and nurturing excellence, and, when warranted, indicating those areas of performance where improvement is necessary ([IIIA.104](#), p. 63).

The faculty evaluation process strongly emphasizes examination of teaching effectiveness and the promotion of student learning. Full-time faculty members write a reflective self-study that examines their continuous growth and improvements, especially in their area of expertise as well as in teaching methods. The LRCFT contract specifies that the faculty evaluation include the assessment of Student Learning Outcomes. Evaluation processes encourage faculty, administrators, and classified staff to enhance their skills and develop professionally. ([IIIA.105](#), esp. p. 64)

The LRCFT collective bargaining agreement provides that evaluations of adjunct faculty occur in the first semester of employment and every three years thereafter. Full-time faculty members are evaluated every year for the first four years, then every three years thereafter. For preferenced (senior) adjunct and tenured full-time faculty members, every other evaluation may exclude the workstation observation and final conference meeting if the prior evaluation was satisfactory. Faculty evaluations usually include a workstation observation, self-study, and student reviews ([IIIA.106](#), pp. 76-107, regarding reviews of online instruction).

Classified Staff Evaluation

Evaluations of classified staff are completed on all classified employees on a recurring basis. Required due dates are governed by the applicable collective bargaining unit agreement. There are provisions for implementation of a special evaluation to deal with unusual or disciplinary matters that may arise. All evaluations are reviewed and signed by the reviewing supervisor/ officer followed by the administrative officer, and then forwarded to the district office for filing in the official personnel record of the employee ([IIIA.107](#), pp. 3-4).

Classified staff members have three evaluations in their first (probationary) year, then one annually. However, they may be reviewed once every two years if the previous evaluation was satisfactory ([IIIA.108](#), pp. 9-14).

For classified staff positions, managers are responsible for ensuring that evaluations relate directly to department effectiveness. Staff evaluations include factors on quality and quantity of work, work habits, personal qualities, relationships, and leadership, if appropriate. A recent addition to this process is for staff to establish goals for the upcoming review period and provide an assessment of accomplishments of previous period goals. As noted in the LRCEA Contract section 4.1.2:

- Evaluations of job performance may also include:
- a. guidance and training for assignments;
 - b. development of job-related goals in terms of performance;
 - c. assisting the employee in achieving his or her own personal professional goals and aspirations; and
 - d. to recommend permanent status for probationary employees who satisfactorily complete their probationary period ([IIIA.109](#), p. 9).

LRCCD's Human Relations office tracks the schedule for evaluations. A monthly report is sent to the Vice President of Administrative Services (VPA) listing upcoming evaluations and evaluations that are due or overdue. The Human Resources Director ensures the maintenance of this evaluation tracking process. The evaluation forms for classified staff (including classified supervisors) are provided electronically to the VPA's office from Human Resources. Evaluations are done on an annual or bi-annual basis once the employee's probationary or conditional employment period is completed. Under some circumstances, a special evaluation may be required when there are performance or disciplinary concerns ([IIIA.110](#), esp. p 9).

Evaluations of classified staff are due in the Vice President of Administrative Services office within 30 days of the close-out date. After the evaluations are completed, they are submitted for review to the Vice President of Administration. Once the evaluations are reviewed and approved by the VPA, they are forwarded to Human Resources for filing in employees' personnel files.

Managers Evaluation

Management evaluations are specified in Board Regulations 9141 ([IIIA.111](#)). New or reassigned managers shall be evaluated each year for the first two years. After two years, evaluations occur on a three-year cycle. Additional evaluations may be conducted as determined by the supervisor. Performance evaluations for managers are based on performance of job duties, success in meeting goals and objectives, leadership, human relations, communications, personal managerial qualities, and other appropriate criteria.

For management evaluations, the supervisor is responsible for monitoring specified improvements. A standard survey process is used to gather information for managers' evaluations. By mutual agreement of the supervisor and manager, items may be added to the survey to reflect special circumstances or unique assignments. A sample of the direct reports to the manager (and other individuals as agreed to by the manager and his/her supervisor) are included in the survey. This information is used by the supervisor to complete a standard Management Evaluation Form ([IIIA.112](#)). Managers and their supervisors work to specify goals to be accomplished in the future. At the time of evaluation, each manager conducts a self-review of his/her accomplishment of the specified goals since the last evaluation.

Self Evaluation

The College assures the effectiveness of its human resources through the prescribed written evaluation process. The process is detailed and transparent for both the employee and the evaluator. 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. Documentation of evaluations is filed in the employees' records at the District Office.

When corrective action is warranted, the College consults with Human Resources to ensure the appropriate prescribed level of progressive discipline is applied to change or correct the negative behavior or action of an employee. Should the employee feel that the level of discipline applied is not correct or fair, the employee may choose to file a grievance. The grievance process is outlined in the respective collective bargaining agreements. The grievance process is in place to ensure that the employee, group of employees, or the respective union have a fair process to discuss the alleged violation, misapplication, or misrepresentation of the terms of the collective bargaining agreement ([IIIA.113](#), pp. 14 and 65-72), ([IIIA.114](#), pp. 53-56), ([IIIA.115](#), pp. 63-67).

The 2014 Employee Satisfaction and Perceptions Survey ([IIIA.116](#)) contained several items that relate to the effectiveness of the performance review process across constituency groups.

Question	Strongly agree or Agree
Q8: I am given sufficient guidance in doing my job.	72.7%
Q10: I receive adequate feedback about my work.	66.3%
Q11: My supervisor keeps me informed	63.9%
Q12: My supervisor treats me fairly.	72.8%

The Employee Accreditation Standards Survey 2014 ([IIIA.117](#), Questions 42, 48) had the following results.

Question	Strongly agree or Agree
Q42: I am clear about the processes by which I am evaluated.	84.44%
Q48: Current performance review procedures give employees accurate feedback and encourage improvement.	62.79%

Both surveys support effectiveness by the College and the District of evaluation processes, but also show there is room for improvement.

Actionable Improvement Plan

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

Expectations for assessing SLOs are stated in the 2014-2017 LRCFT Contract, Standards for Criteria for Performance Review for classroom faculty (§ 8.4.1.2) and athletic coaches (§ 8.4.6.2). Specifically, faculty are to “[adhere] to the approved course outline and effectively assesses the student learning outcomes as stated in the approved course outline.” This criterion is included in the Classroom Faculty Performance Review document under the section of Professional Responsibilities, Teaching Skills and Classroom Management, item number two ([IIIA.118](#), p. 64).

The development and assessment of SLOs are faculty responsibilities as outlined the 2014-2017 LRCFT Contract, Workload (§ 4.1.3) under College Service. The performance review

forms for tenure-track and tenured faculty (including counselors) include several criteria for College-Wide Participation; these criteria include “evidence of participation in College service activities as defined in § 4.1.3.” Tenure-track and tenured faculty are also asked to provide “evidence of participation in College and/or District governance structure ([IIIA.119](#), p.71).” The College Service Activities form ([IIIA.120](#)) form is a new way for tenure-track and tenured faculty to self-report all activities listed in § 4.1.3, which includes SLO Assessment. Additionally, as part of their Self-Study, all faculty must reflect on their “strengths and weaknesses in areas such as, but not limited to, student learning outcomes, professional growth, program development, research and scholarship, teaching effectiveness, or discipline currency.” ([IIIA.121](#), Appendices E and F).

The College maintains a website that details SLO assessment processes ([IIIA.122](#)). In the spring of 2005, the Academic Senate, in collaboration with the SLO Advisory Group with representatives from all constituencies, developed a philosophy statement ([IIIA.123](#)) with clear principles for assessing SLOs. On Nov. 5, 2013, the Academic Senate approved the composition of the Student Learning Outcome Assessment Committee (SLOAC) to include representatives from all constituency groups and to replace the SLO Advisory Group, charged with the facilitation and implementation of assessing SLOs. ([IIIA.124](#)). Furthermore, many instructional and student service areas have developed meaningful SLO assessment plans and are currently engaged at various stages of the assessment cycle ([IIIA.125](#)).

Self Evaluation

Analysis of the effectiveness of achieving SLOs is an element of the regular evaluation process for faculty. SLO assessment is conducted by faculty for the improvement of teaching and learning ([IIIA.126](#)). The Student Learning Outcomes Report for 2014 demonstrates that faculty are adjusting their courses based upon SLO assessments across multiple teaching modalities. Many of the changes relate to changing teaching methods; refining rubrics, assignments, and exams; and updating or revising teaching materials. Furthermore, the PRIE office has conducted research for some departments regarding the potential value/impact of prerequisites. The History department, for example, implemented a prerequisite following an analysis showing that course success rates would rise as a result of adding a prerequisite ([IIIA.127](#)).

Since 2009, a greater emphasis has been placed on the use of SLO assessment data in Program Review. As part of Program Review, departments are required to assess the SLOs for all courses and, as a result of the assessment, identify potential changes that they think can increase the percentage of students achieving those SLOs. Information and forms related to this can be found at in the College’s Department SLO’s site ([IIIA.128](#)). At times, the assessment causes faculty to re-think the SLOs in terms of appropriateness and measurability ([IIIA.129](#)).

Actionable Improvement Plan

None

III.A.1.d The institution upholds a written code of professional ethics for all of its personnel.

Descriptive Summary

Sacramento City College has a written code of ethics for classified, faculty, management, and Board of Trustee members. These can be found as follows:

Classified	SCC Catalog, page 423 (hard copy) 2013-2014	(p. 434 in electronic copy) III.A.130
Faculty	SCC Catalog, page 428 (hard copy) 2013-2014 Also in Faculty Handbook (p. 11)	(p. 439 in electronic copy) III.A.131 (III.A.132 , pp. 11-12)
Administrators	SCC Catalog, page 421 (hard copy) 2013-2014	(p. 432 in electronic copy) III.A.133
Los Rios Board of Trustees	Board Policies	(III.A.134)

Self Evaluation

The written codes of professional ethics are all housed in a single location (the College Catalog), and the codes for classified staff, faculty, and administrators are easily searchable on the College website ([III.A.135](#); [III.A.135.b](#); [III.A.135.c](#); [III.A.136](#)).

When gathering evidence for this section, it was surprising that a couple of instances arose where personnel, from different constituency groups—both longtime Sacramento City College employees—were unaware that a code of professional ethics existed for their own employment classification, as opposed to just the one in Board Policy. This serves to remind the College of the benefit of the accreditation Self Evaluation process in that it helps us to stay current with college procedures, practices, and codes.

Actionable Improvement Plan

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 mission and purposes.

Descriptive Summary

Faculty

Each year the State Chancellor’s Office establishes for each District a full-time faculty staffing level, referred to as a District full-time faculty (FTF) obligation (also referred to as the fulltime faculty obligation number or FON). A District FTF obligation is adjusted each year by the percentage of funded credit student growth achieved during the prior year. The state produces several projections and recalculations of this number each year. This obligation was a provision of AB1725 ([IIIA.137](#)), and Title 5 specifies the method for determining and reporting full-time faculty staffing levels. This process is specified in the Los Rios Community College District Guidelines for Authorizing New and Replacement Faculty Positions, State Compliance Information for Faculty Replacement ([IIIA.138](#)), ([IIIA.139](#)).

The number of faculty positions requested each year is determined through an analysis by the department chair and manager who assess the full-time staffing strengths and weaknesses of the department. This needs analysis is documented in Unit Plans. The process for allocating faculty positions by area takes place at the College level where the VPI or VPSS, the President, and Senate officers determine the final number and ranking of positions that will be brought forward in the hiring process ([IIIA.140](#)). 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.

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 ([IIIA.141](#)).

Classified Staff

Requests for classified positions begin with the Unit Plan Process and emerge through requests for new positions from the VPA office. This process is defined in the Classified Staff Resource Plan ([IIIA.142](#)). 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. Annually in the fall, as part of the overall budget process, the District will allocate a specified, budget-driven number of new classified positions for the colleges and District. Each college and District unit must submit prioritized needs with supporting rationale to compete for the new classified staff positions being made available for that budget year.

During the recent economic downturn, many classified positions were eliminated, both at the College ([IIIA.143](#)) and in the District. This reduction in positions was accomplished through attrition (e.g., retirements); no permanent staff members were laid off.

The SCC process ensures that all requested positions have been previously identified in the College Strategic Planning System and Unit Planning process ([IIIA.144](#)). 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. A final prioritized list is developed by the VPA and, following the President's approval, is submitted to the District ([IIIA.145](#)).

The District Office, in collaboration with each of the College VPAs, finalizes a District-wide 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 ([IIIA.146](#)).

The process for preparing and submitting a request for re-classification is outlined in the Classified Staff Resource Plan ([IIIA.147](#)) and in Board Policy and Administrative Regulations section 6216 ([IIIA.148](#)) and section 6222 ([IIIA.149](#)), ([IIIA.150](#)).

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, 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 Jan. 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 ([IIIA.151](#), p. 21).

Management

The college presidents in the District meet individually with the Chancellor to determine staffing numbers for management 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 may require certain positions, such as a Board of Nursing requirement for a nursing program director.

Overall staffing numbers

Over the past four years, from fall 2009 to fall 2013, the number of employees at SCC, as well as the number of course sections, has decreased due to economic constraints that affected the entire state. The table below shows data from the CCCCCO Data Mart:

	Educational Administrators *	Tenured/ Tenure Track Faculty*	Academic Temporary Faculty (Adjunct)*	Classified Administrators *	Classified Professional *	Classified Support*	Total FTE*	Number of course sections **
Fall 2013	22.0	333.4	171.1	3.0	9.1	255.0	793.6	1,988
Fall 2009	23.0	374.0	182.7	3.0	9.1	269.0	860.8	2,844

*([IIIA.152](#))

**California Community Colleges Chancellor's Office, Course Sections Summary Report (credit + non-credit)

Despite the recent economic downturn, the District/College did not lay off any full time faculty or staff. However, the colleges were asked to close out a specified number of classified staff vacancies that occurred through attrition (e.g., retirements or resignations). In addition, during the budget crisis a procedure was instituted that required justification for filling any open classified staffing position ([IIIA.153](#)).

With the end of the state budget crisis and the current economic upturn, the process of reinstating employee FTE is now beginning to occur.

Self Evaluation

At the division and college level, an evaluation is completed based on workloads and staffing needs during the unit planning process for classified FTE requests. In some cases, there are quantitative measures used to advocate such as for custodial hires (cleanable square feet/custodian FTE). But, in most cases, it is qualitative (evaluating overtime, temporary service hours, etc.) to document and prioritized competing needs. Since the last accreditation study, the fiscal atmosphere of California has swayed from budget cuts to a current surplus in the state revenue stream. The trend since the last Accreditation Self Evaluation has shown a

decrease in the FTE for Tenured/Tenure-track, Academic Temporary and Classified Support staff. During that same period, the number of class sections offered also decreased.

The Employee Accreditation Standards Survey 2014 and 2008, asked each of the constituency groups—staff, faculty and administrators—questions relevant to staffing levels. The impacts of the economic constraints faced by the College over the past five to six years appear to be reflected in the perceptions of College employees.

Employee Accreditation Standards Survey 2014 and 2008

Question 44: Staffing in my department or work area is sufficient to provide quality service.

Q 44	2014	2018
Strongly Agree or Agree	47.8%	51.5%
Disagree or Strongly Disagree	67.5%	29.1%

The contrast from 2008 to 2014 is notable. However, in the LRCCD Employee Perceptions Survey 2014 the same constituency groups at Sacramento City College had a very positive response in regard to their work in the District, i.e. College.

LRCCD Employee Perceptions Survey 2014

Question 13: I am proud to work for the Los Rios Community College District.

Q 13	2014
Strongly Agree or Agree	89%

[\(IIIA.154, IIIA.155, IIIA.156\)](#)

Hiring for the 2015-16 academic year will result in an increase in new faculty and classified staff. This will begin to reverse the trend of reductions in employee numbers that has occurred since 2009.

Actionable Improvement Plan

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.

Description

New personnel policies and procedures or changes to existing language may originate from a variety of stakeholders, including staff, shared governance groups, unions, collective bargaining, or new/revised legislation. Board 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 vice presidents of administration, instruction and student services for review, approval and/or revision. The chancellor's executive staff then reviews the proposals. After approval, the Chancellor's Cabinet reviews the proposed new policy or regulation. A change to a Regulation becomes effective once approved by the Cabinet, but changes to policy continue to the Board of Trustees for first reading and become effective upon the Board's approval. (Examples can be seen in Board minutes ([IIIA.157](#), [IIIA.158](#))). Where immediate change to a policy or regulation is required, guidelines may be issued in the interim as circumstances dictate. Prior to adoption by the Board of Trustees, proposals for modifications to existing policies or regulations are thoroughly reviewed and discussed by shared governance groups and other stakeholders.

Board policies and regulations are available to all staff via the district website ([IIIA.159](#)). Staff members are periodically apprised of changes to Board policies and regulations in meetings, emails, and/or memoranda. Each semester, training is available to district managers and supervisors on personnel policies and procedures, as well as union contract adherence, to ensure consistency and equity in complying with personnel policies/procedures ([IIIA.160](#), [IIIA.161](#), [IIIA.162](#), [IIIA.163](#)). New managers and supervisors receive mandatory training on discrimination/harassment prevention, as well as on district policies and procedures.

Self Evaluation

Personnel policies and procedures are systematically developed, clear, equitably administered, and available for informational review. The LRCCD website for personnel policies and regulations are straightforward and easy to find. Training is available each semester for managers and supervisors, including training on personnel policies and procedures.

Actionable Improvement Plan

None.

III.A.3.a The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

Descriptive Summary

Los Rios Community College District Board (LRCCD) Policies and Administrative Regulations include personnel policies and procedures that encompass the entire LRCCD, including Sacramento City College. Policies and Regulations that apply to the specific employee groups can be found as follows:

Certificated Personnel (Faculty):

Policy: <http://www.losrios.edu/legal/Policies/P-5000/P-5000.htm>

Regulations: <http://www.losrios.edu/legal/Regulations/R-5000/R-5000.htm>

Classified Personnel:

Policy: <http://www.losrios.edu/legal/Policies/P-6000/P-6000.htm>

Regulation: <http://www.losrios.edu/legal/Regulations/R-6000/R-6000.htm>

Management and Confidential Personnel:

Policy: <http://www.losrios.edu/legal/Policies/P-9000/P-9121.htm>

Regulation: <http://www.losrios.edu/legal/Regulations/R-9000/R-9000.htm>

Board Policies and Administrative Regulations are reviewed regularly and updated as needed. Other District and College documents, such as:

- The Faculty Hiring Manual ([IIIA.164](#)),
- The Student Guide ([IIIA.165](#)),
- The College Catalog ([IIIA.166](#)),
- The Faculty Handbook ([IIIA.167](#)), Classified Handbook ([IIIA.168](#)), and
- Personnel contracts, are found online on either (or both) the College or the District website, are regularly reviewed by District or College staff and appropriate constituency groups ([IIIA.169](#)).

Hiring is a critical area for fairness and equity. Sacramento City College has followed District policies and regulations to develop a process to assure that equal treatment is afforded all applicants during the screening of applications, interviewing, and selection of candidates ([IIIA.170](#)). For faculty (both full-time and adjunct), the hiring manual can be found at ([IIIA.171](#)). This manual details the process, including recruitment, composition of hiring committee (including an equity representative), application pre-screening and screening, interviewing, decision-making methods to rank the final candidates after the interview, reference checks, and final selection. In addition, a standing committee, the Staff Equity and Diversity Committee, is charged with enhancing equity in all hiring processes at the college ([IIIA.172](#)).

Based on the LRCCD Board Policies and Administrative Regulations and on federal and state regulations, the LRCCD has developed an Equity Handbook ([IIIA.173](#)). The Equity Handbook addresses hiring processes for the three employee groups: classified staff, faculty, and administrative staff. Most of the procedures for the three constituencies are common to

all; however, the process for hiring classified staff is much more regulated ([IIIA.174](#) pp. 69-79).

The process for the hiring of managers includes a regimented selection process. After the first round of interviews, the candidates are ranked, and the top five are selected for discussion among hiring committee members and the College president and/or vice president, depending on the level of the manager position. Currently, there is no separate handbook for hiring administrative staff or managers ([IIIA.175](#) pp. 80-84).

Training for equity representatives is conducted each semester at the College and, beginning fall 2015 all hiring committee members will be required to have completed diversity training ([IIIA.176](#)).

During the spring and fall semesters of 2014, three hiring equity representative trainings took place, including one at the Davis Outreach Center ([IIIA.177](#), [IIIA.178](#), [IIIA.179](#)). Currently equity representatives are trained every two years to ensure that they remain current in federal, state, and LRCCD regulations and processes.

Personnel who believe they have been treated unfairly have several venues in which they can address their concern or situation. The College and each constituency group bargaining unit have documented processes for addressing such issues. In addition, the District has a hotline for reporting misconduct, harassment, safety concerns, or non-emergency criminal conduct ([IIIA.180](#)).

Self Evaluation

The District and College have well-documented procedures and guidelines to ensure fair and equitable treatment of all College personnel. College staff members understand these procedures and actively work to follow guidelines. Equity representatives from faculty and classified ranks, and all managers are regularly trained to ensure good practices.

Actionable Improvement Plan

None.

III.A.3.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.

Description

Official personnel records are electronically stored and maintained by the LRCCD Human Resources Department. Only employees, their direct supervisors, and confidential Human Resources staff are allowed access. Employees are provided access to their official records by contacting the Human Resources Department. The Human Resources Department maintains all personnel files in the electronic OnBase system. Board policies and regulations

5170 ([IIIA.181](#), [IIIA.182](#)), 6150 ([IIIA.183](#), [IIIA.184](#)) and 9510 ([IIIA.185](#), [IIIA.186](#)) specify the rights and procedures regarding personnel file access, confidentiality, and content for classified, faculty and management personnel.

Each union contract also specifies employees' rights to personnel file access, confidentiality, and content ([IIIA.187](#), [IIIA.188](#), [IIIA.189](#), [IIIA.190](#)).

All official personnel files are maintained at the District Office, which include any actions taken against employees. Files kept on-site in locked cabinets in the Instruction Office include copies of the original hiring papers and the evaluations that occur every three to five years. Grievance complaints can be maintained onsite, but for history of actions taken, the official personnel files at the District must be consulted.

The Human Resources Department uses the electronic OnBase System to maintain personnel records. Access is only allowed to employees, their supervisors, and confidential HR staff. All non-electronic documents are scanned into the OnBase system. Upon request, employees are allowed to sit down at a Human Resources computer to view their files. Copies can be made for the employee as well. Directions regarding personnel file access, confidentiality, and content are clearly defined in Board policy and union contracts for each employee group.

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. For current personnel, unofficial files are maintained by managers in secure file cabinets with limited access, thus ensuring the confidentiality of the information contained in the files.

Actionable Improvement Plan

None.

III.A.4 The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

Descriptive Summary

The vision statement of SCC is: "Sacramento City College seeks to create a learning community that celebrates diversity, nurtures personal growth, and inspires academic and economic leadership." ([IIIA.191](#)). The policies and procedures of Sacramento City College are designed to foster diversity and inclusion among both staff and students. The College supports a vast array of culturally based learning and socially based activities, as well as a strong program for equitable recruitment and selection of faculty, staff, and managers.

The Employee Accreditation Survey 2014 showed that over 84 percent of respondents “Agree” or “Strongly agree” that “the college demonstrates an understanding of and concern for issues of equity and diversity.” (Question 25) ([IIIA.192](#)).

The Los Rios Faculty Manual outlines the role of the Equity Representative on hiring committees. Per Board Policy, an essential responsibility of the representative is to ensure there is no discrimination against any individual on the basis of race, color, gender, religion, national origin, age, sexual orientation, political orientation or belief, disability or marital status ([IIIA.193](#)).

The Los Rios District Human Resources office distributes on a biannual basis a “Reminder of Rights and Responsibilities” to each employee. Included topics are: Non-discrimination and disability accommodation, sexual harassment/non-discrimination/violence-free workplace policies and regulations ([IIIA194](#), [IIIA.195](#), Question 43).

SCC has multiple faculty/staff/student groups and departments that work diligently on a variety of equity issues and are committed to providing a supportive work and learning environment.

Staff and Student Equity Committees

The College’s Staff Equity and Diversity Committee is a Standing Committee, chaired by three individuals: one from classified staff, one from faculty, and one from administrative staff, more commonly known as Tri-Chairs. The committee develops, reviews, recommends, and implements programs and services designed to enhance diversity and equity in educational, employment, and promotional opportunities for faculty and staff ([IIIA.196](#)).

Partly as the result of the work of the Staff Equity Committee, Sacramento City College now utilizes an enhanced process in the selection of new faculty. On an optional basis, a hiring committee can utilize the Live Teaching Demonstration, which allows applicant finalists to teach a demonstration class to a group of students. The students are encouraged to share impressions and feedback on the demonstration, and this information is shared with the College President prior to final interviews. The goal of this process is to give students a voice in the hiring of faculty, as well as give the College vital information on teaching and communication style ([IIIA.197](#)).

The Student Equity Committee, also led by tri-chairs from each employee constituency, is a shared governance standing committee. The Student Equity Committee works to ensure that the college successfully serves the educational needs of the adult population who seek higher education regardless of their social, educational, ethnic, or cultural backgrounds. The committee also develops and implements the college Student Equity Plan ([IIIA.198](#)).

Services for individuals with disabilities

Sacramento City College and the Los Rios Community College District reasonably accommodate qualified individuals with disabilities in hiring, firing, benefits, and other terms, conditions and privileges of employment. The Americans with Disabilities Act (ADA) prohibits discrimination based on disability in every aspect of the employment relationship with its employees. The College ADA Officer is responsible for providing accommodations for any faculty or staff member with a disability as defined by the Americans with Disabilities Act (ADA) (1990, as amended 2010) that necessitates accommodation in the workplace ([IIIA.199](#)).

Disability Services and Programs for Students (DSPS) provides a variety of academic support services to students with disabilities, giving them the opportunity to participate fully in all aspects of College programs and activities through appropriate and reasonable accommodations ([IIIA.200](#)). In addition, SCC also has a very active Workability III program that provides career services for students with disabilities who are consumers of the California Department of Rehabilitation. Services include College Success workshops, job-seeking skills classes, job placement, accommodations and career counseling ([IIIA.201](#)). SCC College 2 Career program is a grant-funded program that supports the learning needs and employment goals of individuals with an intellectual disability. The program supports education related to employment goals, with a strong focus on building skills leading to employment by the completion of the program and ability to work, with decreasing support, in an independent, integrated placement ([IIIA.202](#)).

Extended Opportunity Programs and Services

EOPS is a student support program for educationally and economically disadvantaged students designed to provide opportunities in higher education for students with academic potential who, historically, would not have attended College. EOPS students receive additional resources and services designed to help them be successful with reaching their educational goals ([IIIA.203](#)).

Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, Intersex, Asexual and Ally

SCC strives to support safety, awareness, and cultural appreciation of the LGBTQIA community at the College, including both students and employees. The LGBTQIA committee at Sacramento City College is a joint subcommittee of the Staff Equity and Diversity and the Student Equity committees. It is made up of students, staff, faculty, and managers. Resources, services, and events can be found on the group website ([IIIA.204](#)).

Self Evaluation

Through District policies, College programs and practices, and the College Staff Equity and Diversity Committee, and the Student Equity Committee, the institution fosters an appreciation for diversity. With regular review of College programs and committee work and through surveys regarding equity and diversity, the College is able to assess which practices

and programs are successful, then make plans for improvement. In the Employee Accreditation Standards Survey 2014, employees responded as follows:

Q25: The college demonstrates an understanding of and concern for issues of equity and diversity.

Q43: The college demonstrates appropriate understanding and concern for faculty and staff equity and diversity.

Question	Strongly agree or Agree	Disagree or Strongly disagree	Don't Know
Q25	84.61%	14.08%	1.41%
Q43	68.38%	27.20%	4.41%

[\(III.A.205\)](#)

Actionable Improvement Plan

None.

III.A.4.a The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

Descriptive Summary

Sacramento City College has programs and practices supporting a diverse group of students, staff, and faculty.

Institutional programs that support inclusion and diversity on campus include the Staff Equity and Diversity Committee, the Student Equity Committee, and the Cultural Awareness Center. The Student Equity Committee is charged with creating programs and services that promote equity in instruction and services for all students. The Staff Equity and Diversity Committee creates and maintains equitable hiring and support processes and procedures for faculty, staff, and managers. The Cultural Awareness Center (CAC) provides regular on-campus programs, training and lectures, and is located in a central physical space and supported with a full-time coordinator and full-time support person to oversee activities.

The Staff Resource Center offers a number of excellent opportunities for flexible and independent learning for all staff. The events and resources on campus are selected to improve the skills and expertise of employees, resulting in higher performance levels and better service to students, and to develop expertise in working with a diverse staff and student population. Specific events and resources are provided on a regular basis with the goal of fostering an inclusive and culturally-democratic campus. Each event and activity is evaluated by use of participant-feedback forms. The Staff Resource Center also provides funding for staff to attend off-campus professional development opportunities ([III.A.206](#)).

The Cultural Awareness Center (CAC) promotes the core values of the College: working together, pursuing excellence, inspiring achievement. The Center’s goal is to advance intercultural understanding and education through programs and activities that reflect the diversity of Sacramento City College students, faculty, and staff, as well as the Sacramento community. The CAC sponsors educational and intercultural programs, including speakers, films, community forums, book reviews, and diversity workshops designed to promote advocacy, inquiry, and inclusion ([IIIA.207](#)).

Beginning with LRCCD Human Resources, the College and District engage in recruitment processes that foster inclusion and diversity among hires at Sacramento City College. New positions are widely advertised, and individual departments that are hiring do culturally specific outreach. This includes focused recruitment in specific media, professional journals, attendance at job fairs, and outreach to culturally specific agencies. (Recruitment is outlined in Board policy 5120 ([IIIA.208](#)), 6100.2, 9000 ([IIIA.209](#))). The District also supports the Faculty Diversity Internship Program, which promotes the development of a diverse adjunct faculty teaching pool and offers two workshops—“Pathways to Los Rios” and “Changing Lanes: Moving from Part-time to Full-Time Teaching.” The program focuses on recruitment of qualified applicants to represent the diversity of students at SCC ([IIIA.210](#), [IIIA.211](#)).

Starting in 2013, the District established the EEO Advisory Committee, which is charged with meeting California Community Colleges Chancellor’s Office (CCCCO) and Title V regulations regarding staff equity, establishing equity training for all faculty hiring efforts and maintaining an equitable and inclusive hiring process ([IIIA.212](#)). Equity training is ongoing to ensure that all hiring committee members participate a training on diversity and equity issues, which must be renewed every two years.

Self Evaluation

The College creates, supports, and institutionalizes processes, programs, and guidelines that support a diverse staff. Cultural competency training and activities supports staff diversity. New faculty and staff are hired using a process that respects and encourages a diverse applicant pool. Services, practices, and programs are evaluated regularly through the College program review processes.

Sixty-eight percent of respondents to the Employee Accreditation Standards Survey 2014 “Agree” or “Strongly agree” that “the College demonstrates appropriate understanding and concern for faculty and staff equity and diversity” (Question 25) ([IIIA.213](#)).

Actionable Improvement Plan

None.

III.A.4.b The institution regularly assesses that its record in employment equity and diversity is consistent with its mission.

Descriptive Summary

Diversity and equity programs for staff recruitment and selection are assessed on several different levels ([IIIA.214](#)). The College regularly reviews data on faculty and staff diversity as a part of the Staff and College Processes Report ([IIIA.215](#), pp. 5-7).

SCC employees are a diverse group with respect to demographic characteristics such as age, gender, and ethnicity. Employee demographics suggest a trend toward diversifying SCC employees' ethnic composition, while gender composition has changed little over the last decade, and the percentage of employees over age 60 has increased—particularly since 2005. (Staff and College Processes Report, [IIIA.216](#)).

The LRCCD Human Resources Office assesses its effectiveness in an inclusive hiring process by means of developing annual HR Unit Plans. Unit Plan milestones are reviewed each year, and overall progress is measured by a three-year Program Review process ([IIIA.217](#)).

Self Evaluation

The College creates, supports and institutionalizes processes that consistently assess its record in employment equity and diversity. Hiring processes are evaluated for effectiveness on a regular basis.

III.A.4.c The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

Descriptive Summary

Sacramento City College strives to establish and maintain a culturally diverse and inclusive institution that reflects the diversity of the community it serves and demonstrates integrity in the treatment of employees and students. Specific programs and procedures ensure fairness and equity for all students, faculty, administrators, and staff.

Policies and procedures regarding the treatment of students, faculty, and staff are found in:

- The Student Code of Conduct ([IIIA.218](#))
- The Faculty Code of Ethics and the Classified Code of Ethics ([IIIA.219](#), [IIIA.220](#))
- Collective bargaining agreements for faculty and staff ([IIIA.221](#))
- Title 5 regulations regarding staff equity ([IIIA.222](#), [IIIA.223](#))

The District subscribes to and utilizes a specific conflict-resolution process, called the Interest-Based Alliance (IBA) process. IBA trainings are regularly offered to staff, faculty,

and managers. Conflicts that arise can be referred to IBA mediation and processes ([IIIA.224](#), pp. 37-38).

The College provides programs that support the growth and promotion of its employees through the Classified Leadership Academy ([IIIA.225](#)), the Faculty Diversity Internship Program ([IIIA.226](#)), the New Dean Academy ([IIIA.227](#)), and offerings through the Cultural Awareness Center ([IIIA.228](#)) and the Staff Resource Center ([IIIA.229](#)).

The LRCCD has developed an Equal Employment Opportunity (EEO) Plan, which is mandated by Education Code section 87106(b). The LRCCD board approved the EEO Plan June 12, 2013. Efforts of the EEO Plan are carried out by District staff, along with the EEO Advisory Board ([IIIA.230](#)).

The EEO Plan's immediate focus is equal employment opportunity in its recruitment and hiring policies and practices pursuant to the applicable Title 5 regulations (section 53000 et seq) and the steps the District shall take in the event of underrepresentation of monitored groups ([IIIA.231](#), p. ii). The plan contains an analysis of the demographic makeup of the District workforce population. The plan also includes the requirements for a complaint procedure for noncompliance with the Title 5 provisions relating to equal employment opportunity programs; complaint procedures in instances of unlawful discrimination; establishment of an Equal Employment Opportunity Advisory Committee; methods to support equal employment opportunity and an environment that is welcoming to all; and procedures for dissemination of the Plan ([IIIA.232](#)).

In addition, the College utilizes the District Faculty Hiring Manual in the hiring process ([IIIA.233](#)).

The Student Equity Plan has been developed to ensure equitable treatment of all student groups. Specific goals related to funding have been established as part of this plan to ensure success for some traditionally underserved student groups. The final document was submitted to the Board for first reading in November 2014 with approval in December 2014 ([IIIA.234](#)).

The District has established a workplace hotline. Employees are encouraged to report incidents of workplace bullying, unprofessional behavior, questionable practices, and/or any behavior that makes them feel uncomfortable and/or unsafe at work. Reports can be made by calling 916-286-3600. Callers can remain anonymous. This information is disseminated in the bi-annual communication to all staff ([IIIA.235](#)).

The College also gathers data on the experiences of diverse students and incorporates that data into planning, implementation and evaluation throughout the planning process ([IIIA.236](#), [IIIA.237](#), [IIIA.238](#)).

Self Evaluation

The College treats all staff respectfully by creating, supporting, and institutionalizing processes that consistently support integrity in the treatment of its administration, faculty,

staff, and students. The IBA process ensures that there is a systematic process in addressing conflict resolution. The Managers, Faculty and Staff Code of Conduct establish a codified and accepted level of professionalism. The Student Equity Plan ensures a fair treatment of the diverse student body at SCC. Additional programs, such as the Faculty Diversity Internship Program, ensure that qualified pools of faculty applicants are available to meet the needs of an increasingly diverse student body. The survey on Equity and Diversity helps the College to see where it needs improvement, and the District Hotline gives employees a place to go if they feel unsafe in the workplace.

Actionable Improvement Plan

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.

Descriptive Summary

There are a number of mechanisms through the District and the College available to provide all personnel with continued professional development. The College holds workshops during Flex Week at the beginning of each semester and continues to provide staff development opportunities year round.

The District supports the “Flexible Calendar Program” as a component of the staff development program and the major vehicle for staff development activities. The purpose of the flexible calendar program, Flex Days, is to provide time for staff to participate in staff development activities that are related to “staff, student, and instructional improvement,” in accordance with the College mission, vision, and goals ([IIIA.239](#)).

Employee contracts provide for professional development in the following ways:

- LRCFT—professional development requirements, sabbaticals, salary advancement
- LRCEA—dedicated funds, tuition reimbursement, leave
- SEIU—tuition reimbursement
- LRMA—tuition reimbursement, professional development leave

There are also ongoing workshops organized by a number of organizations, such as the Staff Resource Center, Cultural Awareness Center, and training sessions from areas that include but are not limited to PRIE, BSI, etc.

Convocation takes place the first Friday of the fall and spring semesters. The entire College comes together to hear from College and constituency leaders and focus on a College-wide theme and program developed by the Staff Development Committee, constituency group input, and College-wide surveys.

Other staff development opportunities include and can be found in the searchable calendar at <http://www.scc.losrios.edu/facultystaffcalendar/events/>:

- Constituency-based workshop series—classified staff summer program ([IIIA.240](#))
- Unit training on new programs, services, technologies—Hot topics under SSSP, software training (card access, Powerfaids, Peoplesoft, MS Word, etc.) ([IIIA.241](#), [IIIA.242](#), [IIIA.243](#))
- Ongoing training on College processes and planning ([IIIA.244](#), [IIIA.245](#), [IIIA.246](#))
- Individual professional development—CWT ([IIIA.247](#))
- Orientation for new employees ([IIIA.248](#), [IIIA.249](#), [IIIA.250](#), [IIIA.251](#))
- Retreats for classified staff, faculty (not funded), and managers ([IIIA.252](#), [IIIA.253](#))
- Training to support skills building—IBA, Connections ([IIIA.254](#), [IIIA.255](#), [IIIA.256](#))
- Mandated training—Sexual Harassment, training for hiring committees, information security ([IIIA.257](#), [IIIA.258](#), [IIIA.259](#), [IIIA.260](#))
- Conferences related to College initiatives—First Year Experience, AACC ([IIIA.261](#), [IIIA.262](#), [IIIA.263](#))
- Online professional development ([IIIA.264](#), [IIIA.265](#), [IIIA.266](#), [IIIA.267](#), [IIIA.268](#))
- Purchased online training—Lynda.com
- Audience focused website ([IIIA.269](#))
- Training offered at outreach centers ([IIIA.270](#), [IIIA.271](#), [IIIA.272](#))
- Classified Staff Leadership Training ([IIIA.273](#), [IIIA.274](#))

One of the College goals is to “Improve organizational effectiveness through increased employee engagement with the College community and continuous process improvement” ([IIIA.275](#)). Seventy percent of the respondents to the Employee Accreditation Standards Survey 2014 agree or strongly agree that “There are sufficient opportunities provided for me to learn something new that might help me in my work.” ([IIIA.276](#))

The Student Success Act of 2012 revitalizes professional development, which the College used in Convocation charrettes, which then led to the creation of a guidebook ([IIIA.277](#)). AB2558 mandates that professional development be made available for all staff ([IIIA.278](#)). The College fully supports professional development opportunities for constituency groups that lead to greater success for its students. ([IIIA.279](#), [IIIA.280](#))

Self Evaluation

The College provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs. The opportunities include provisions outlined in the “Flexible Calendar Program,” training provided through the Staff Resource Center, Cultural Awareness Center, various constituency based workshops, retreats, orientations, mandated training, and training individually identified for professional development and funded through the campus funding process.

Actionable Improvement Plan

None.

III.A.5.a The institution plans professional development activities to meet the needs of its personnel.

III.A.5.b With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Descriptive Summary

The Staff Resource Center (SRC) coordinates, develops, and plans professional development across the institution throughout the year. Some professional development opportunities are recorded and made available online so that anyone can access the content at any time ([IIIA.281](#)).

The SRC maintains a robust website that provides links to and information about professional development opportunities for all personnel ([IIIA.282](#)). To ensure that it is providing training based on identified teaching and learning needs, the SRC conducts a needs assessment survey to determine not only what should be offered, but when training should be offered and for what length of time ([IIIA.283](#)). The results of the survey are used to drive decisions. Professional development workshops are evaluated individually by participants, and presenters are debriefed after their presentations.

In addition to workshops and events that are sponsored by the SRC, employees may participate in individual professional development opportunities. These opportunities vary based on one collective bargaining unit or other affiliations ([IIIA.284](#)). The Los Rios Community College District (LRCCD) Human Resources Department publishes a list of approved professional development opportunities for employees. Approved professional development includes staff professional development leaves, tuition reimbursement for classes taken within and outside of LRCCD, educational leaves of absence, short-term professional growth leaves of absence, and long-term professional growth leaves of absence ([IIIA.285](#), [IIIA.286](#)).

Through professional development allocations, the College has limited funds to pay for employees to attend conferences, workshops, and for travel when attending such events. Funds are allocated on a first-come, first-served basis. Cash advances and pre-paid registration are available ([IIIA.287](#)). Just recently, the Staff Development Committee reviewed their travel fund allocation practices and increased the maximum allocated amount per year per staff member from \$400 to \$500 ([IIIA.288](#)). These funds are generally used by faculty and classified staff.

Professional Development Leaves are available to faculty through an application process. Applications for leaves are considered according to one or more of the categories provided in the LRCFT contract Sections 11.6.4.1 through 11.6.4.6. All categories shall be regarded as equal in value; applications falling within any one or more categories shall be considered equal in rank.

These leaves provide release from regular duties to enable unit members to respond to changing educational conditions and student needs. These leaves allow time for unit members to engage in studies, projects, or other beneficial activities that do not fall within their regular responsibilities. There are two types of leaves—Type A is leave of one semester at full pay or one year at half pay; Type B is leave at full pay of up to 100 percent reassigned time for up to one year. ([IIIA.289](#), [IIIA.290](#)).

In 2013-2014, some 75 SCC employees received support for travel to professional conferences (Excel Spreadsheet provided by SRC, CWT 2006 to Present TOTALS). Professional development sabbatical leaves (type A and B) were granted to 14 faculty members in 2013-2014 (information provided by SCC Office of Instruction).

Instructional development is another area of professional development. The LRCCD holds an annual conference (“Innovate: Los Rios Colleges Educational Technology Conference”) that brings together faculty from across the District to learn about using technology in the classroom ([IIIA.291](#)) [If you see a “privacy error,” use the advanced options to proceed to the site].

The College demonstrates continued improvement in maintaining current and developing innovative approaches in professional development offerings to faculty, classified staff, and managers. The SRC Needs Assessment Survey (MY VOICE COUNTS: My Professional Development Needs & Wants, [IIIA.292](#)) provides a systematic assessment process for personnel to identify specific parameters to allow maximum involvement for continued professional development.

The Staff Development Program Plan indicates that Flex workshops provided both at the beginning of each academic semester as well as during the semester should continue to expand the breadth of their offerings, as well as meeting a diversity of objectives (e.g., “supporting the health, wellness, and personal well-being of College employees,” or “implementing full range of technology training to improve skill set and enhance productivity of faculty and staff.” ([IIIA.293](#)).

Using Convocation Surveys, the SRC requests feedback from the campus as a whole relating to professional development opportunities presented across all constituency groups. Similar feedback is sought from individual workshop participants following all SRC-sponsored workshops/events, using both paper copies made available at the end of a session and an electronic submission option (SRC website: Workshop Evaluation Form, [IIIA.294](#)).

Self Evaluation

The College supports and provides professional development activities to meet the needs of its personnel. This is achieved through activities provided by the District, College Staff Resource Center, Cultural Awareness Center, and individually identified professional development activities.

Actionable Improvement Plan

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

Each department at SCC conducts Program Review and Unit Plans, which include analysis and needs for personnel resources. Unit Plans drive the departments' requests for both classified and faculty positions. These position requests are then ranked by the division and go forward to the campus-wide faculty and staff position request process. Positions are ranked (as appropriate) by classified, faculty, and management constituents and then forwarded to the College President. The District determines, as prescribed by law and agreed to in collective bargaining, the number of positions each campus receives. Each campus then fills these positions given their ranking process. If an unexpected vacancy or need occurs in a permanent position, the District may approve a long-term temporary replacement ([IIIA.295](#), [IIIA.296](#), [IIIA.297](#), [IIIA.298](#), [IIIA.299](#), [IIIA.300](#)).

The Strategic Master Plan describes the comprehensive framework of four different types of plans: Institutional, Program, Unit, and Resource. These four types of plans are described as the "family of plans." ([IIIA.301](#)). The Institutional Plans define the context and the scope of planning in each of the three functional areas: student services, instruction, and administration. The Program Plans identify the College objectives and initiatives, the outcome measures, and the resource requirements for achieving these outcomes. The Unit Plans address both new initiatives and maintenance of effort and define the objectives, outcome measures, and resources needed to accomplish objectives at the unit level that support the College strategic directions and goals. The Resource Plans define the process for obtaining input, criteria for prioritizing, and the recommendation for resource allocation ([IIIA.302](#)). Resource Plans describe the annual resource allocation processes for the five resource groups (financial, facilities, faculty, classified staff, information technology). They include outcome measures to be evaluated. They define the product of the resource allocation process (e.g., recommendations on funding priorities and sources of funding, how classified staff positions are earned, etc.) ([IIIA.303](#)).

Self Evaluation

The process of utilizing Program Review and Unit Plans to drive position requests is well established and effective. The number of positions allocated each year for faculty and staff is driven by law and agreed to in collective bargaining. Overall, the ranking process by campus constituents is well established, accepted, and provides for transparent decision making that is based on Program Reviews and Unit Plans. The College planning website contains each

department Program Reviews and Unit Plans, as well as procedures and forms. Detailed information on the Resource Allocation process can be found here: ([IIIA.304](#)).

Actionable Improvement Plan

None.

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[https://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/af39263f-23e1-47a9-9931-91adf176a366/ConferenceWorkshopTravel\(CWT\)FundingProcessGuidelinesSCC.pdf](https://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/af39263f-23e1-47a9-9931-91adf176a366/ConferenceWorkshopTravel(CWT)FundingProcessGuidelinesSCC.pdf)
- IIIA.248. Chemistry Department New Faculty Meeting
<http://www.scc.losrios.edu/src/trainingdb/?id=262&title=Chemistry+Department+New+Faculty+Meeting>

- IIIA.249. New Faculty Orientation
<http://www.scc.losrios.edu/src/trainingdb/?id=289&title=New+Faculty+Orientation>
- IIIA.250. New Faculty Spring Series
<http://www.scc.losrios.edu/facultystaffcalendar/event/new-faculty-spring-series-part-4-4-semester-record-keeping-wrap/>
- IIIA.251. New Faculty Spring Program
<http://www.scc.losrios.edu/facultystaffcalendar/event/new-faculty-spring-program-flex-thursday/>
- IIIA.252. Classified Staff Retreat
<http://www.scc.losrios.edu/src/trainingdb/?id=131&title=Classified+Staff+Retreat>
- IIIA.253. 23rd Annual Classified Staff Retreat
<http://www.scc.losrios.edu/facultystaffcalendar/event/23rd-annual-classified-staff-retreat/>
- IIIA.254. IBA Training Fall 2014
<http://www.scc.losrios.edu/src/trainingdb/?id=341&title=IBA+%28Interest-Based+Approach%29+Training+Fall+2014>
- IIIA.255. IBA Training Fall 2014
<http://www.scc.losrios.edu/facultystaffcalendar/event/iba-interest-based-approach-training-fall-2014/>
- IIIA.256. IBA Training 3.11.2015
<http://www.scc.losrios.edu/facultystaffcalendar/event/interest-based-approach-iba-training/>
- IIIA.257. ISAT Training
<https://www.losrios.edu/~isat/>
- IIIA.258. Events for Professional Development
http://www.scc.losrios.edu/facultystaffcalendar/events/category/professional-development/list?action=tribe_list&tribe_paged=28&tribe_event_display=list&tribe_bar-date=2014-07-01
- IIIA.259. Diversity for Hiring Training
<http://www.scc.losrios.edu/facultystaffcalendar/event/diversity-hiring-training/>
- IIIA.260. Hiring Training
<http://www.scc.losrios.edu/facultystaffcalendar/event/equity-training-hiring-process-3/>
- IIIA.261. SCC Scholars Program
<http://www.scc.losrios.edu/facultystaffcalendar/event/scc-scholars-program-part/>
- IIIA.262. CIVITAS Webinar
<http://www.scc.losrios.edu/facultystaffcalendar/event/civitas-webinar/>
- IIIA.263. First Year Experience
<http://www.scc.losrios.edu/facultystaffcalendar/event/transforming-first-year-experience-community-college/>
- IIIA.264. Technology Training
<http://www.scc.losrios.edu/src/trainingdb/?category=Technology&type>
- IIIA.265. Faculty Online Teaching Lab
<http://www.scc.losrios.edu/instrdev/home/otl/>
- IIIA.266. Help Site Tour
<http://www.scc.losrios.edu/src/trainingdb/?id=5&title=SCC+Help+Site+Tour>
- IIIA.267. Intro to D2L
<http://www.scc.losrios.edu/facultystaffcalendar/event/intro-d2l-online/>

- III.A.268. Google Apps for Education
<http://www.scc.losrios.edu/facultystaffcalendar/event/google-apps-education-online/>
- III.A.269. Faculty and Staff News and Events
<http://www.scc.losrios.edu/facultystaff/>
- III.A.270. Using the Smartboards in the Davis Center
<http://www.scc.losrios.edu/facultystaffcalendar/event/using-smartboards-davis-center/>
- III.A.271. West Sac Campus Orientation
<http://www.scc.losrios.edu/facultystaffcalendar/event/west-sac-campus-orientation/>
- III.A.272. Davis Center Community
<http://www.scc.losrios.edu/facultystaffcalendar/event/davis-center-student-faculty-staff-community/>
- III.A.273. Classified Leadership
http://www.losrios.edu/hr/training/CLA_2015.pdf
- III.A.274. CLA Session 2
<http://www.scc.losrios.edu/src/trainingdb/?id=90&title=CLA+Session+2%3A+Public+Speaking+and+Networking>
- III.A.275. About the College
<https://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/750adc9a-d311-45ab-9a95-a1472f09e7ba/AboutCollege.pdf>
- III.A.276. Employee Accreditation Standards Survey 2014
<http://www.scc.losrios.edu/prie/research/college-planning-and-data-reports/scc-survey-reports/>
- III.A.277. Staff Development Plan 2014-2015
<http://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/e477b973-dd25-436e-84f0-9ace75bb0112/SD14-15PP.pdf>
- III.A.278. The Impact of Policy, Soft Skills, and Contact in College Community Environment
http://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/67f2fe39-df84-42d7-bb58-c2a899a47a67/Fa14_StudentSuccess360.pdf
- III.A.279. SSSP April 2014
<http://www.scc.losrios.edu/facultystaff/documents/sssp-april-2014.pdf>
- III.A.280. Staff Development Plan 2014-2015
<http://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/e477b973-dd25-436e-84f0-9ace75bb0112/SD14-15PP.pdf>
- III.A.281. SRC Trainings
<http://www.scc.losrios.edu/src/trainingdb/?category=%25&type=Flex%2FPD+-+Online>
- III.A.282. Staff Resource Center
<http://www.scc.losrios.edu/src/>
- III.A.283. My Voice Counts Survey
<https://www.surveymonkey.com/s/QL787JV>
- III.A.284. Individual Professional Development Opportunities
<http://www.scc.losrios.edu/src/individual-professional-development-opportunities/>
- III.A.285. Human Resources Informational Flyer #5
<http://www.losrios.edu/hr/downloads/HRInfoFlyer05.pdf>
- III.A.286. LRCEA 2014-2017
http://www.lrcea.org/docs/LRCEA_2014-2017.pdf

- IIIA.287. CWT Funding Process
<http://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/af39263f-23e1-47a9-9931-91adf176a366/ConferenceWorkshopTravel%28CWT%29FundingProcessGuidelinesSCC.pdf>
- IIIA.288. CWT Funding Processes
[https://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/af39263f-23e1-47a9-9931-91adf176a366/ConferenceWorkshopTravel\(CWT\)FundingProcessGuidelinesSCC.pdf](https://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/af39263f-23e1-47a9-9931-91adf176a366/ConferenceWorkshopTravel(CWT)FundingProcessGuidelinesSCC.pdf)
- IIIA.289. Individual Professional Development Opportunities
<http://www.scc.losrios.edu/src/individual-professional-development-opportunities/>
- IIIA.290. LRCFT 2014-2017
<http://www.losrios.edu/hr/downloads/LRCFT2014-2017/2014-2017LRCFTContract.pdf>
- IIIA.291. Innovate
<https://innovate.losrios.edu/>
- IIIA.292. My Voice Counts
<https://www.surveymonkey.com/s/QL787JV>
- IIIA.293. Staff Development Plan 2014-2015
<http://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/e477b973-dd25-436e-84f0-9ace75bb0112/SD14-15PP.pdf>
- IIIA.294. Workshop Evaluation Form
<https://www.surveymonkey.com/s/QV6L9W3>
- IIIA.295. Hiring Request Process
<http://www.scc.losrios.edu/academic senate/documents/scc-hiring-request-process.pdf>
- IIIA.296. Faculty Hiring Manual 2015
http://irweb.losrios.edu/Accreditation/Standard_III/Standard_III_Evidence/Faculty_Hiring_Manual-January_2015.pdf
- IIIA.297. Classified Resource Plan
[http://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/59c45091-1c36-4824-a4aa-f783d31e6fc5/Classified_Resource_Plan_\(1\).pdf](http://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/59c45091-1c36-4824-a4aa-f783d31e6fc5/Classified_Resource_Plan_(1).pdf)
- IIIA.298. Policy 6000
<http://losrios.edu/legal/Policies/P-6000/P-6000.htm>
- IIIA.299. Regulation 9122
<http://www.losrios.edu/legal/Regulations/R-9000/R-9122.pdf>
- IIIA.300. District Policies and Regulations
<http://www.losrios.edu/legal/GCpolreg.htm>
- IIIA.301. Strategic Master Plan
<http://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/ca7a1017-d1dd-448c-b324-43c8740f510b/StrategicMasterPlanRevisedMay2012.pdf>
- IIIA.302. Administrative Services Resource Plans
<http://www.scc.losrios.edu/administrativeservices/planning/resource-plans/>
- IIIA.303. Resource Plans
<http://www.scc.losrios.edu/prie/planning/family-plans/resource-plans/>
- IIIA.304. Family of Plans
<http://www.scc.losrios.edu/prie/planning/family-plans/>

STANDARD III.B: Physical Resources



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 assure the integrity and quality of its programs and services, regardless of location or means of delivery.

Descriptive Summary

The College uses a variety of forums for reviewing and evaluating the safety of facilities. Representatives from all of the constituency groups participate actively in the Campus Safety Committee ([IIIB.1](#)). The Campus Police (the Los Rios District Police located at the College) maintain regular records in accordance with the Clery Act and participates in all Campus Safety Committee conversations (and other conversations as requested) ([IIIB.2](#)). Campus Police, in cooperation with the Operations Division, also conducts training for faculty and staff regarding safety ([IIIB.3](#)).

The Los Rios Community College District administered a 2014 Employee Satisfaction and Perceptions Survey to all part-time and full-time employees ([IIIB.4](#)). The following survey results indicate that overall the respondents feel that there is a safe environment on campus; however, there may be areas for potential improvement, either in perception of safety or actual safety.

Questions from the LRCCD 2014 Employee Satisfaction and Perceptions Survey	Strongly Agree or Agree	Average rating*
Q32: "I am safe from health hazards at work."	71.7%	3.78
Q34: "I feel personally safe in my work environment."	71.3%	3.77
Q35: "Los Rios is responsive to safety and security concerns."	66.8%	3.67
*Note: Items were ranked on a scale of 5, where 5 = strongly agree, 4 = agree, 3 = neutral, 2 = disagree, 1 = strongly disagree		

The Employee Accreditation Standards Survey 2014 provided additional information about campus safety and sufficient physical resources at SCC. ([IIIB.5](#)) The percent of respondents agreeing or strongly agreeing with relevant items from that survey is shown below:

Questions from the Employee Accreditation Standards Survey 2014	Strongly Agree or Agree
Q31: Educational materials and equipment (e.g., library holdings, media items, computer centers, databases, etc.) are sufficient to support educational courses, programs, and degrees wherever offered.	62.31%
Q49: I feel safe on campus during the day and evening.	78.52%
Q50: I have opportunities to participate in the governance process with regard to personal and other safety matters.	80.60%
Q51: I have access to enough information about crime and accident prevention.	86.03%
Q52: Overall, the campus buildings provide a safe and healthy environment in which to work and learn.	74.26%
Q53: My assigned workspace is adequate for me to carry out my job.	75.56%
Q54: The equipment provided or that is accessible to me is satisfactory to do my job.	72.80%
Q55: The college has adequate physical accommodations for people with disabilities.	62.96%

Self Evaluation

The College has effective programs in place for evaluation and enhancement of College safety.

Actionable Improvement Plan

None.

III.B.1.a The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services

III.B.1.b The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Descriptive Summary

Sacramento City College is the seventh oldest public community college in California and provides instructional and support services/programs at three primary sites: the Main Campus, the Davis Center, and the West Sacramento Center. In addition, courses in a few specialized programs are offered at Sutter Health (nursing) and McClellan Park (aeronautics).

The Main Campus encompasses approximately 73 acres and consists of 27 buildings of nearly 500,000 assignable square feet. The site includes the College's oldest buildings, some dating to 1928 and the Works Progress Administration (WPA) of the 1930s. It also includes very new buildings, including the new Student Services Building, completed in spring 2015.

The West Sacramento Center moved from its former site to a new state-of-the-art building in January 2010. The three-story building with administrative and classroom space is located along a major transit route at 1115 West Capitol Avenue, West Sacramento, CA 95691. The West Sacramento Center also incorporated the administrative and classroom responsibilities to the now-closed Downtown Outreach Center.

In January 2012, the two-story, newly constructed Davis Outreach Center opened its doors. Leaving behind 9,200 square feet of leased locations, the new structure contains 14,255 square feet of learning space and marks the only community college outreach center permanently located on a University of California campus.

Since the last accreditation review, the College has upgraded and renovated many facilities. The parking lots at the Davis Center and West Sacramento Center were constructed. The renovation of the Fine Arts building and Performing Arts Center were completed. The modernization and renovation of Hughes Stadium was completed, and the newly constructed Student Services building was completed in spring 2015 ([IIIB.6](#)), ([IIIB.7](#)). However, delays in state level capital bonds projects have affected the ability of the College to renovate some College facilities—i.e., Lillard Hall and Mohr Hall.

The College has very clearly defined, effective planning systems designed to ensure that its physical resources are on par with the quality of programs and services. The College takes a coordinated, inclusive approach to planning by coordinating the needs and available resources with the District office, Main Campus, and outreach centers. In 2004, the College completed an initial Facilities Master Plan. The College completed a new Facilities Master Plan in 2010 ([IIIB.8](#)) and updated that plan in January 2014 ([IIIB.9](#)).

Facilities planning, a shared process between the College and District, begins with the development of the District Long Range Capital Needs Plan and is developed at the College in the Resource Management and Capital Outlay Plan ([IIIB.10](#)). The District 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 current Resource Management and Capital Outlay plan for SCC gives an overview of the timing of planned projects through 2023 and serves as the tool for implementing the SCC Facilities Master Plan ([IIIB.11](#)).

SCC follows the Five-Year Construction Plan, which is developed as a shared document between the College and the District. This plan represents the prioritization of new construction, modernization, renovation, and maintenance projects at SCC, as reflected in the Facilities Master Plan. The College systematically updates the Facilities Master Plan ([IIIB.12](#)), currently through 2019 ([IIIB.13](#)), based on critical needs, periodic facilities assessments/audits, and the ability of District and College resources to meet College needs.

College employees have a number of mechanisms to provide input to ensure the effective utilization and the continuing quality necessary to support its programs and services. Embedded within the College Strategic Master Plan are four different types of plans that provide the framework for collective input into planning and resource allocation at the College, including physical resource planning. Together these plans are referred to as the Family of Plans ([IIIB.14](#)). These four types of plans are developed and by specific College groups and represent a variety of physical resource needs and mandates.

1. Institutional Plans include Educational Master Plans, Facilities Master Plan, Resource and Capital Outlay Plan, Student Equity Plan, and Student Support Services Master Plan. ([IIIB.15](#))
2. Program Plans support College programs that cross departments or divisions but are narrower in focus than the Institutional Plans. There are currently 18 Program Plans. ([IIIB.16](#)) including the Non-Instructional Equipment & Infrastructure and Safety, Security & Environmental plans.
3. Resource Plans describe the yearly allocation process for the College financial, College facilities, College faculty, College classified staff, and College information technology groups ([IIIB.17](#)).
4. Unit Plans are annual action plans for College departments. They include objectives linked to College Goals that drive the daily operations of the College, indicate expected results, and identify types of resources required, including facilities resources ([IIIB.18](#)).

Each Unit Plan allows for information about of unit objectives to be available to a variety of campus committees and constituencies. Each unit objective associated with resource requests is categorized as having facilities, financial, and/or technological resource needs. The facilities-related objectives are vetted and ranked by the Campus Development Committee ([IIIB.19](#)), then presented to the Budget Committee. The technology-related objectives are vetted, then ranked by the Educational and Information Technology Committee ([IIIB.20](#)), and then presented to the Budget Committee. The Budget Committee receives all financial-related objectives and proceeds to vet and rank all the combined objectives. The Budget Committee then presents its final recommendations for funding of the resource requests to the President, who has the ability to authorize the recommendations ([IIIB.21](#)). As an evaluation mechanism, each College unit must evaluate the status of each of its stated objectives via the Unit Plan Accomplishment Reports ([IIIB.22](#)).

Program Plans ([IIIB.23](#)) may also include facilities resource requests. The President's Cabinet evaluates those plans, and resources are allocated by the VPA based on recommendations by the President.

Evaluation of physical resources at all locations where the College offers courses, programs, and services also occurs to assure access, safety, security, and a healthful learning and working environment. Buildings at Sacramento City College were constructed between 1928 and 2015, creating an ongoing need for new construction, remodels, modernization, and maintenance.

The institution assures that this happens through processes and schedules for construction, remodeling and maintenance. For example, physical access to the Main Campus and the outreach centers has continued to improve through new construction, remodeled facilities, and transportation, access, and parking improvements since the last accreditation cycle ([IIIB.24](#)).

Facilities planning for the Main Campus and for the centers is shared by SCC and the District. The District develops the annual Facilities Needs Assessment (the Long Range Capital Needs Plan that gives an overview of the timing of projects from 2014 to 2023) and the Five-Year Construction Plan that establishes priorities for campus projects through 2018-19. Occupancy and use of new and remodeled space is determined through College dialogue as described in the SCC Resource Management and Capital Outlay Plan ([IIIB.25](#)).

SCC develops the College Facilities Master Plan to provide a framework for projects outlined in the District Long Range Capital Needs Plan ([IIIB.26](#)). Facilities projects are evaluated based on changes in education programs, health and safety, age and condition of the facility, and cost ([IIIB.27](#)).

Campus Operations Division uses the Facilities Master Plan to develop the annual Facility Management Resource Allocation Plan ([IIIB.28](#)), which collects College and outreach center needs for space and maintenance that have been prioritized through the Unit and Program Planning processes. The Operations Division develops these needs into specific projects, following processes established in the Facilities Master Plan. The Facilities Management Resource Allocation Plan also describes a process for keeping the campus informed about progress on construction. The Facility Management Resource Allocation Plan 2013 ([IIIB.29](#)) groups projects into three categories: emergency/critical; long range capital outlay projects; and lower level. The projects are prioritized in Unit Plans and funded through College discretionary funding, such as the replacement of furniture and teaching equipment detailed in the Non-Instructional Equipment and Infrastructure Program Plan ([IIIB.30](#)). Projects are coordinated with the ADA Transition Plan.

Campus Operations develops the Non-Instructional Equipment and Infrastructure Program Plan 2014-15 ([IIIB.31](#)), which describes replacement requirements for classroom, hallway, and office flooring and classroom furniture; tracks progress to repair deficiencies identified in the ADA Transition Plan; describes tracking procedures; identifies a prioritization process; and provides costs. This maintenance is funded through the campus resource allocation process with approval by the President.

The Campus Development Committee represents constituency groups and is charged with reviewing plans for campus facilities, as well as prioritizing facilities requests that emerge through Unit Plans as part of the campus budget process Campus Development Committee Charge ([IIIB.32](#)).

The facilities planning process involves District and College facilities and operations personnel, the area manager, department chairs, faculty, classified, and other administrative staff. The Vice President of Administration and the Director of Operations post a schedule of

construction projects on the SCC website as part of the Resource Management and Capital Outlay Plan (IIIB.33). Maintenance of physical resources is the responsibility of the Operations Division. Any member of the campus community can submit a request for repair, cleaning, or other maintenance in person or by phone, email, social media or other channel. The Operations Division prioritizes and processes all requests as work orders and tracks them through to completion using Maintenance Connection software (IIIB.34).

As part of the facilities planning process, the College evaluates the needs of the broad population served by SCC. For example, to provide general education courses to a broader region, SCC operated outreach centers in leased facilities in West Sacramento beginning in 1999 and in Davis beginning in 1978.

In 2008, the College broke ground for Phase 1 of the West Sacramento Center's permanent home, and the new center opened for classes in spring 2010 at a cost of \$11.5 million from Measure A (IIIB.35). The complex includes the West Sacramento Community Center and Library and is located across the street from West Sacramento City Hall. The lease for the Downtown Center expired in December 2009, and the Downtown Center schedule, staff, and equipment were largely integrated into the West Sacramento facility (IIIB.36). SCC Outreach Centers are maintained as part of College and District planning processes and standards (IIIB.37). Enrollment growth at the Davis Center created pressure on leased facilities. In May 2010, the College broke ground for Phase 1 of the new Davis Center development on the UC Davis campus and opened in January 2012 (IIIB.38), (IIIB.39). The District Long Range Capital Needs Plan and the SCC Resource Management and Capital Outlay plan include additional development phases for each of the outreach centers (IIIB.40) as does the Facilities Master Plan (IIIB.41).

On the main campus, the North Gym modernization was completed in December 2008. (IIIB.42). The new Fischbacher Fine Arts building was completed and opened in fall 2010, replacing the 1939 building with the same name and a temporary space. A pedestrian mall in front of the new building replaced the traffic surface (IIIB.43). The Performing Arts Building was renovated and completed in spring 2012, including the performing arts wing of Building 6 and the WPA-era auditorium (IIIB.44), (IIIB.45).

The Hughes Stadium modernization, completed in 2013, was necessary to meet seismic, ADA, and other requirements, as well as to update facilities constructed in the late 1920s. The project was completed in 2013. The majority of Student Services programs have been consolidated as of spring 2015 on the first floor of the new Student Services building (IIIB.46).

The third floor of Rodda Hall North is scheduled for remodeling with an occupancy date of 2016. Mohr Hall modernization is the next planned project, and along with the modernization, new instructional space adjacent to Mohr will be made available. Lillard Hall modernization will follow as the final project in this sequence (IIIB.47).

McClellan Park opened for aeronautics and railroad classroom and lab use in fall 2010 and offers enough aeronautics courses in that location for a student to complete more than 50

percent of the Aeronautics program. The permanent relocation resulted in a larger hanger, expanded classroom space, and more opportunity for partnerships with industry. Planning for the move to McClellan was included in the SCC regular planning process and documented in the Substantive Change Proposal, Change of location of SCC Aeronautics Programs to McClellan Park. ([IIIB.48](#))

The 2003 ADA Transitions Plans, prepared by SCC in response to a detailed evaluation by National Access Consultants, document actions needed to make campus facilities accessible to persons with disabilities. The plan lists classrooms, offices, restrooms, and parking lot items that are out of compliance with the 1990 Americans with Disability Act (Title 24). The original ADA Transition Plans have been updated since 2003 with additional recommendations as they come to campus attention. The Operations Department develops work orders for corrective recommendations, prioritizes them, and tracks them to completion in the ADA Workbook ([IIIB.49](#), [IIIB.50](#) — hardcopy binders available in SCC Operations Office). ADA Transition Plans and compliance issues are regularly communicated to the campus community ([IIIB.51](#), [IIIB.52](#)). For example, the College held a public forum in April 2010 to discuss the updated SCC ADA Transition Plans ([IIIB.53](#)).

Action on the ADA Transition Plans is ongoing; the College and District Facilities Management collaborate to correct non-compliance issues. Where remodeling or new construction is included in the 2010 Facilities Master Plan ([IIIB.54](#)) or in the 2014 updated Facilities Master Plan ([IIIB.55](#)), the campus has deferred action on accessibility items and incorporated them into new building design. ADA compliance in new construction is designed by the architect and reviewed by the State Architect, according to general practice.

The College has established emergency procedures for faculty, staff, and students to follow ([IIIB.56](#), pp. 76-77). A flip chart displaying these Emergency Procedures is posted in each classroom and division and on the LRCCD Safety and Risk Management webpage ([IIIB.57](#)). The same safety criteria, procedures, and policies are followed at the Davis Center and West Sacramento Center and managed through the Operations Department and Los Rios Police Department.

The Campus Safety Committee is charged with promoting safety, security, and emergency preparedness on campus. The committee periodically reviews reports of accidents and injuries that occur on campus and makes recommendations to mitigate adverse trends ([IIIB.58](#)).

According to the Faculty Handbook 2014-2015, “All faculty and staff are asked to assist with the security and care of physical facilities and equipment” ([IIIB.59](#), p. 56). Equipment should be secured and facilities locked when College employees leave the premises

The Los Rios Police Department (LRPD) is appointed to handle traffic, safety, and security concerns on all Los Rios Community College District campuses ([IIIB.60](#)). 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 ([IIIB.61](#)). Peace officers, campus safety officers, campus patrol officers, and student patrol officers patrol the

campus. Buildings, property and parking lots are patrolled 24 hours a day. (IIIB.62, p. 25). LRCCD Police have responsibilities for all properties owned, operated, or administered by the District. (IIIB.63)

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 vehicle door unlocks (IIIB.64, p. 26).

Self Evaluation

SCC continues to plan for and provide physical resources to meet the demands of its programs, services and overall mission. The College demonstrates an ongoing commitment to ensure that physical resources and equipment replacement support College programs and services.

The Los Rios Community College District administered a 2014 Employee Satisfaction and Perceptions Survey to all part-time and full-time employees. The survey statement, “I am safe from accidents at work,” had an average rating of “4=agree” for all SCC employees, including classified, faculty, and managers (IIIB.65).

Questions from the LRCCD 2014 Employee Satisfaction and Perceptions Survey							
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know	Average Rating*
“I am safe from health hazards at work.”	26.0%	45.7%	14.3%	9.8%	2.6%	1.5%	3.78
“I feel personally safe in my work environment.”	22.1%	49.2%	16.3%	9.0%	3.2%	0.2%	3.77
“Los Rios is responsive to safety and security concerns.”	24.9%	41.9%	18.9%	7.4%	4.0%	3.0%	3.67
*Note: Items were ranked on a scale of 5, where 5 = strongly agree, 4 = agree, 3 = neutral, 2 = disagree, 1 = strongly disagree							

Sacramento City College administered an Employee Accreditation Standards Survey 2014 to all full-time and part-time employees. According to the survey responses, the majority of respondents agreed or strongly agreed with items that showed that the College is safe and has sufficient physical resources: (IIIB.66).

Questions from the 2014 Employee Accreditation Standards Survey	Strongly Agree or Agree
Q31: Educational materials and equipment (e.g., library holdings, media items, computer centers, databases, etc.) are sufficient to support educational courses, programs, and degrees wherever offered.	62.31%
Q49: I feel safe on campus during the day and evening.	78.52%
Q50: I have opportunities to participate in the governance process with regard to personal and other safety matters.	80.60%

Q51: I have access to enough information about crime and accident prevention.	86.03%
Q52: Overall, the campus buildings provide a safe and healthy environment in which to work and learn.	74.26%
Q53: My assigned workspace is adequate for me to carry out my job.	75.56%
Q54: The equipment provided or that is accessible to me is satisfactory to do my job.	72.80%
Q55: The college has adequate physical accommodations for people with disabilities.	62.96%

This data support the perception that the College is safe and provides adequate physical resources, though the College will continue to seek areas of potential improvement.

Actionable Improvement Plan

None.

III.B.2 To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

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 uses an integrated strategic planning system composed of a family of plans that reflects constant evaluation by campus constituencies and prioritization of campus facilities and equipment needs, financial resources, and goals. Long-range Capital Outlay Projects are described in the Facilities Master Plan (III.B.67), the Five Year Construction Plan, and the SCC Resource Management and Capital Outlay Plan (III.B.68). These plans are data-driven and part of the College planning cycle, which incorporates feedback from all College plans (III.B.69).

The Vice President of Administration oversees the Resource Allocation and Capital Outlay Plan (III.B.70). The participatory decision-making groups associated with this plan are the College resource allocation committees (Budget Committee, Information and Technology Committee and Campus Development Committee) as specified in the Planning Handbook. In addition, the Senior Leadership Team, President, and Academic Departments contribute data and information within the strategic planning cycle planning due dates. (III.B.71).

The SCC Strategic Planning System supports institutional improvement goals in long-range capital planning. Information and data are gathered from across the College, from department Unit Plans that contain budget and facility requests at the department level ([IIIB.72](#)) to college-wide analyses by the Administrative Services ([IIIB.73](#)).

The Facilities Master Plan identifies major new construction and modernization projects, taking into account future space needs, available local bond funding, and anticipated state bond funding ([IIIB.74](#)), ([IIIB.75](#)). Both the Five-Year Construction Plan and the Long Range Capital Needs Plan calculate and update essential planning data, including capacity load ratios, project cost estimates, planned funding, and project schedules/timelines. Long-range planning is outlined in the Los Rios College District Strategic Plan and Facilities Management (FM), the SCC Strategic Master Plan ([IIIB.76](#)) and the SCC Facilities Master Plan ([IIIB.77](#)), ([IIIB.78](#)). Once a project has been approved, staffing, facilities, and equipment budgets reflect total cost of ownership. For example, total cost of ownership is reported for all major IT projects ([IIIB.79](#)).

Facilities planning and assessment is an ongoing and collaborative process between the District and the College. The District utilizes Capacity Load Ratios (CLRs), and the annual updated Facilities Needs Assessment components to identify, estimate, and project the size, type, location, and cost of needed construction and modernization projects. The CLRs are outlined in the Five-year Construction Plan and are updated by the District. These CLRs determine a point system that is strictly followed in determining project eligibility, funding, and prioritization. The Facilities Condition Audit (FCA) is also prepared and maintained by the District. The FCA assesses the condition of all building systems and components at the Colleges, provides a complete listing of all deficiencies (needed building repairs) in the building systems and components, and identifies associated repair costs ([IIIB.80](#), p. 7).

The College continues to improve integration of resource planning with institutional planning and integrating communication and consultation with physical resource planning. During spring 2010 and fall 2011, the Campus Development Committee addressed the 2009 accreditation recommendation regarding the evaluation of the planning process for capital projects ([IIIB.81](#)), ([IIIB.82](#)). Since that time, the dissemination of information related to capital construction planning has increased. The College has employed a number of support tools and site resources associated with long-range capital planning. A variety of communication elements are in place to inform College constituency groups about timelines and major action items. The College and District have developed and utilized a variety of methods to ensure the effectiveness of physical resources to support institutional programs, services, and institution overall ([IIIB.83](#)).

The Vice President of Administration supervises the Director of Operations and oversees all aspects of the physical facilities. The Director of Operations, in cooperation with Facilities Management (FM, a District-level Office), 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 that 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 ([IIIB.84](#)), ([IIIB.85](#)).

In addition, the Campus Development Committee is given monthly updates on ongoing construction projects to keep the campus community apprised of the College construction program ([IIIB.86](#)). Quarterly updates are presented to the Senior Leadership Team ([IIIB.87](#)), ([IIIB.88](#)). The SCC Executive Council is updated at least annually on planned construction projects ([IIIB.89](#)). 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 ([IIIB.90](#)).

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 is the cost to repair building deficiencies divided by the replacement value of the facility. This provides an approximate estimate of the facility condition that is used to prioritize projects. While not the sole objective criteria for evaluating a building 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 age, program needs, and Capacity Load Ratios form the basis of the state decision to fund projects for the College ([IIIB.91](#), p. 8), ([IIIB.92](#), pp. 3-9).

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 Resource Management and Capital Outlay Plan ([IIIB.93](#), pp. 4-7). To accommodate future enrollment growth, the current Resource Management and Capital Outlay Plan includes the additions of approximately 15,000 ASF at the main campus as well as facility expansions of the West Sacramento Center and the Davis Center, which opened in 2010 and 2012 respectively, with 15,000 ASF each ([IIIB.94](#)).

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 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. The College uses a "Value Engineering Process" to ensure that facilities serve the needs of the College, particularly when budget shortfalls threaten the intent of the building. (Sacramento City College, Interview with Robert Martinelli, Vice President of Administrative Services, May 2014) An example of the use of value engineering can be seen in the RFQ for the Lusk Center remodel ([IIIB.95](#), p.3).

Self Evaluation

Facilities planning is tightly integrated with the College’s planning system and the District’s master plan. Evaluation of facilities use and equipment is conducted on a regular and on-going basis. Sacramento City College administered an Employee Accreditation Standards Survey 2014 (III.B.96) to all full-time and part-time employees. The percent of respondents agreeing or strongly agreeing with relevant items is as follows:

Questions from the 2014 Employee Accreditation Standards Survey	Strongly Agree or Agree
Q52: Overall, the campus buildings provide a safe and healthy environment in which to work and learn.	74.26%
Q53: My assigned workspace is adequate for me to carry out my job.	75.56%
Q54: The equipment provided or that is accessible to me is satisfactory to do my job.	72.80%
Q55: The college has adequate physical accommodations for people with disabilities.	62.96%
Q56: Planning and resource allocation processes for facilities resources are clearly defined.	39.55%
Q57: Student learning needs are central to the planning, development, and design of new facilities.	48.15%
Q58: Opportunities exist for me to participate in the governance process with regards to college facilities, including my work environment.	61.94%

The majority of respondents replied “Agree” or “Strongly Agree” to five of these items, indicating that they felt that campus building provide a safe and healthy environment, workspaces and equipment were adequate, that there are opportunities to participate in the governance process with respect to facilities, etc. However, two items had fewer than 50% of respondents agreeing or strongly agreeing. According to the survey responses, many SCC employees responded “Don’t Know” to these items:

Questions from the 2014 Employee Accreditation Standards Survey	Strongly Agree or Agree	Don’t Know
Q56: Planning and resource allocation processes for facilities resources are clearly defined.	39.55%	30.60%
Q57: Student learning needs are central to the planning, development, and design of new facilities.	48.15%	28.15%

These responses suggest that facilities planning processes are working well, but that there is room for improvement related to communication about the details of how facilities resource allocation occurs. Recent efforts regarding increased communication about facilities planning have focused on capital construction projects. Attention is now turning to providing clearer information about resource allocation processes and the way student learning needs drive the design of new facilities. Recently, involvement in planning for these large-scale projects has increased according to faculty and staff experiences with planning the new Student Services

Building, the remodeling for the third floor of Rodda Hall North (as reflected in minutes, e.g. Department Chairs Council, [IIIB.97](#); Senior Leadership Team [IIIB.98](#); Campus Development Committee [IIIB.99](#)).

Actionable Improvement Plan

None.

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STANDARD III.C: Technology Resources



Standard III.C. Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

III.C.1. The Institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research and operational systems.

Descriptive Summary

Technology support of learning, teaching, college-wide communications, research and operational systems is pervasive at Sacramento City College. Both the College and District have a number of mechanisms in place to ensure that College educational, student services, and administrative processes are fully supported through technology. The College and District collaborate to provide a network and computing infrastructure that serves College needs including high-speed wired and wireless networking. The College and District maintain server infrastructures, including virtual server configurations, that support College administrative, educational, student services, institutional research, and both web-based and voice communications needs. Work stations are made available to all full-time faculty and staff, as well as to adjunct and part-time staff, and computer labs are available throughout the campus. The College has installed smart classroom technology throughout the campus and plans to ensure that all instructional space is supported by technology. The College uses a variety of planning and evaluation mechanisms to ensure that technology needs are met and that future needs can be anticipated. The means used to identify technology needs includes surveys, regular faculty, and staff meetings (both participatory governance committees at the College and District levels and through meetings of technical staff), and comprehensively using College and District planning processes.

College surveys show that employees feel they have good technology available and sound support services. (III.C.1, questions 59-64, pp. 31-33 [2014], compared with (III.C.2, questions 59-65, pp. 30-33 [2008]). Surveys are also conducted on an annual basis by the College's IT department (III.C.3), (III.C.4), (III.C.5).

That survey data supplements the regular participatory governance role played by the very active membership of the Educational & Information Technology Committee (EITC). Membership on that committee is diverse (including the tri-chairs, the committee has six members representing classified staff, twelve faculty, two managers, and a student) (III.C.6). Minutes from committee meetings show regular consideration of current and future needs (for instance, on September 12, 2014, the committee discussed current wi-fi improvements, distance education standards, and the planning process) (III.C.7), (III.C.8). The EITC also has members from the Academic Senate Distance Education Subcommittee, and the two committees share information (III.C.9). Additionally there are a number of District-based technology committees that consider the systems that support educational and student

services computing, including the Educational Technology committee (Edtech), Peoplesoft Liaison Team, and Socrates user group ([IIIC.10](#)).

Technology needs and resource requests are incorporated into clearly identified areas of Program Plans ([IIIC.11](#)) and the Unit Planning process ([IIIC.12](#)) and considered annually as a part of the Educational & Information Technology Committee project prioritization process and then as a part of the Budget Committee's prioritization process ([IIIC.13](#)), ([IIIC.14](#)), ([IIIC.15](#)), ([IIIC.16](#)), ([IIIC.17](#)). At the District level, a major IT planning process is utilized to identify and rank District-wide IT projects that involve faculty, staff, and administrators from each of the colleges and the District office ([IIIC.18](#)).

The District Office IT Department and the SCC IT Division work cooperatively and are responsible for the replacement of IT infrastructure and equipment. That is true also for software. Both the District and the College have institutional technology planning processes (as described below in III.C.1.c) ([IIIC.19](#)). At the College, the process for obtaining and replacing technology is described in the Information Technology Resource Plan ([IIIC.20](#)).

Self-Evaluation

The College utilizes institutional planning processes, including Program Plans and Unit Plans, to assess College technology needs and evaluate the effectiveness of the services provided. The planning processes involve shared governance committee oversight. Processes are also in place to integrate technology into improving the outcomes of projects that are institutional priorities. Technology projects are also incorporated into the planning efforts associated with modernization and facilities construction as well as the process for new hires. Parallel processes are in effect at the District office.

Actionable Improvement Plan

None.

III.C.1.a Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

Descriptive Summary

Information services and resources supporting Sacramento City College are provided at both the District and College levels to support the effective operations of the institution. Planning processes at both the District and College address the role that technology plays in supporting mission, vision, and goals.

District IT Unit Plan: [IIIC.21](#)

SCC IT Program Plan: [IIIC.22](#)

SCC IT Resource Plan: [IIIC.23](#)

SCC Distance Education Plan: [IIIC.24](#)

SCC Media Productions and Services Plan: [IIIC.25](#)

The District office is responsible for planning, implementing, operating, and maintaining enterprise-wide systems that are common to the four colleges of the Los Rios Community College District ([IIIC.26](#)). In the areas of human resources, finances, and student services, such systems as Peoplesoft and Powerfaids are in place. The instructional mission is supported by the learning management system, Desire2Learn and by Google Apps (which includes student Gmail) ([IIIC.27](#)). The District also has worked with the colleges to develop an online orientation for first-time students as well as an online educational planning tool (iSEP) ([IIIC.28](#)), ([IIIC.29](#)).

There are also a number of areas in which there is joint District/College responsibility for technology, such as Onbase, the District-wide scanning system, information security, and networking, in which the District maintains core infrastructure and the colleges define requirements and maintain campus-based components ([IIIC.30](#)), ([IIIC.31](#)). The District also conducts a yearly software project planning process in which requests for software development are solicited from the District office and colleges, then ranked by a District-wide committee comprised of faculty, staff, and administrators based on need and feasibility ([IIIC.32](#)).

At the College, technology supports students, faculty and staff in a number of ways. The information below provides information on how technology support is provided in general campus-wide and by more targeted means to students, faculty, classified staff, and managers:

General (Campus-wide)

- The College has adopted a “two version” software implementation policy so that operating systems and major productivity software are kept updated ([IIIC.33](#)).
- Virtual systems have been implemented to support server-based technologies, enabling identified needs to be met quickly and comprehensively. Additionally, virtual computer labs provide cost-effective access to discipline-based software ([IIIC.34](#)).
- Desire2Learn has been implemented to support online as well as hybrid- and technology- enhanced courses ([IIIC.35](#)).
- The library has implemented ebooks as well as online databases ([IIIC.36](#)).
- There is a College-wide wireless network that provides access to instructional resources as well as Internet-based resources for faculty, staff, students, and identified guests ([IIIC.37](#)).
- The outreach centers are fully supported with equivalent technology to the main campus ([IIIC.38](#)).
- Online training and staff development is available to faculty and staff, and training support for online education is available to students ([IIIC.39](#)).
- Reprographics has implemented an online ordering service for duplicating and printing ([IIIC.40](#)).
- Student support software has been created to support student success, including lab tracking software (Ontrack) and first-year student success information (411) ([IIIC.41](#)), ([IIIC.42](#)), ([IIIC.43](#)).

- The College website integrates information and resources and makes them available to the College and community ([IIIC.44](#)). Additionally, the website is responsive so that students can easily access material regardless of device used.

Faculty, Classified Staff, Managers

- All full-time faculty, staff, and administrators have dedicated work stations and access to required peripherals ([IIIC.45](#)).
- Adjunct faculty and part-time classified staff have access to work stations equipped with required software ([IIIC.46](#)).
- File servers are available to provide access to department and program specific data ([IIIC.47](#)).
- Discipline specific software, such as Autocad and ARCVIEW, is available to support instruction ([IIIC.48](#)), ([IIIC.49](#) - Geography 334).
- Productivity software is available to support College processes, including Microsoft Office and the Adobe suite ([IIIC.50](#)).
- The majority of College classrooms have multimedia equipment, and there is a plan to evaluate/outfit remaining classrooms.
 - Audiovisual Resources: ([IIIC.51](#))
 - Program Plan for Media Productions & Services: ([IIIC.52](#))
- College-developed software has been created to assist with automating College processes (Unit Planning, SLO assessment) ([IIIC.53](#)), ([IIIC.54](#)).
- iClickers are hardware installed in many smart classrooms that allow instructors to quickly assess student learning and participation via hand-held clickers ([IIIC.55](#)).
- SOCRATES is a District-wide curriculum management system ([IIIC.56](#)).
- The Online Roster and Grading system is also available District-wide ([IIIC.57](#)).

Students

- Computer labs are associated with College programs and also provide open access labs to support student learning ([IIIC.58](#)).
- The College Store offers online book ordering ([IIIC.59](#)).
- Online student services are available to support tutoring and other student service programs ([IIIC.60](#)).
- Equipment to support students with disabilities is available in College labs and computer classrooms. Additionally, the DSPTS program has a computer lab and also provides accessible media ([IIIC.61](#)), ([IIIC.62](#)).
- The student access card system provides students with identification, access to College services, and access to Regional Transit ([IIIC.63](#)).
- The College has purchased access to online services, such as online transcripts and online assessment to facilitate student access to needed information ([IIIC.64](#)), ([IIIC.65](#)).
- Student discipline has implemented online incident reporting forms ([IIIC.66](#)).

The College computer facilities are connected to a campus-wide network that provides common network drives that are automatically mapped to each system/station, providing storage for shared and private file resources. Additionally, remote file access is available

with administrative approval through the network as well as remote desktop capability. In addition to these employee services, a guest wireless network is available, although an account must be set up in advance for each guest by an SCC employee ([IIIC.67](#)).

Information security concerns are addressed at the network level through a robust firewall, at the server level through scanning, and at the workstation level through deployment of Sophos Antivirus Software. Access to Server resources and workstation resource are controlled through rights to users and computer via Active Directory and Windows OS and Mac OS controls. Additionally, there are policies and regulations that address information security issues, as well as systems in place for reporting incidents and for training staff on security awareness ([IIIC.68](#)).

Technology services are supported through a number of mechanisms, including the campus IT department, which, in addition to managing all hardware and software, provides a help desk for faculty and staff to call (x2222), Web (<http://helpline.scc.losrios.edu/help/>), or email (scchelp@scs.losrios.edu) for prompt resolution to Campus IT-related issues ([IIIC.69](#)).

Educational technology is supported by the Instructional Development and Academic Technologies group, ([IIIC.70](#)) which includes distance education support. The Instructional Development unit has procedures in place to provide access to Desire2Learn (D2L), the District official learning management system ([IIIC.71](#)). D2L has a separate, comprehensive help site. ([IIIC.72](#)) Instructional Development also supports student email and access to cloud-based programs and storage through Google Apps, as well as online faculty and staff training through Lynda.com.

Distance Education and the College's curricular needs have been met through a number of mechanisms. Sacramento City College offered televised and then Interactive Television (ITV) courses from 1997 until spring 2013. In 2001, SCC offered its first online course utilizing Blackboard. Assessment of the inadequacies of the Blackboard platform led to its replacement by Desire2Learn in 2008. Online and hybrid offerings have grown consistently over time with fall 2013 online courses accounting for 637.28 FTES or 257 course sections ([IIIC.73](#)), ([IIIC.74](#)).

To support multimedia classrooms and video production, the College has a Media Services unit to install, maintain, upgrade, and support all classroom presentation technology other than computers and network infrastructure ([IIIC.75](#)).

In 2014, the College implemented a new website ([IIIC.76](#)) utilizing the WordPress platform ([IIIC.77](#)), ([IIIC.78](#)). The website is designed to be user-centered, providing both critical reference information as well as current information on College and District programs, services, policies, and procedures. The process for creating the website involved shared governance, specifically the Educational and Information Technology Committee (EITC), as well as a work group and task force with both subject matter and technical expertise ([IIIC.79](#)).

There are a number of mechanisms available to ensure that the College technology needs are identified. The Educational and Information Technology Committee (EITC) is the College standing committee whose mission is to: “Coordinate(s) College activities related to educational and information technology policies, funding and resources, planning and implementation. Provide(s) a single point of contact for communicating status and issues related to educational and information technology for the College. The committee also provides input to the District-wide activities performed by various educational and information technology task groups so that College interests are included in the District decision-making process” ([IIIC.80](#)).

The EITC, which has membership from all constituency groups, including students, surveys technology needs, reviews technology plans ([IIIC.81](#)), ([IIIC.82](#)), ([IIIC.83](#)), ranks IT-related projects for the College Budget Committee, and reviews the results from IT surveys on how well College information technology needs are being met. Its members also sit on the District Educational Technology committee (Edtech), which reviews District-wide technology needs ([IIIC.84](#)).

SCC makes decisions about technology services, facilities, hardware, and software through input from College and District participatory governance committees, the College planning processes, and from survey results and other sources. User groups are in place to review the needs and uses associated with major software programs such as Desire2Learn, Peoplesoft student, SOCRATES, and student access cards. A District-wide committee is reviewing the implementation of Peoplesoft Financial Aid as a replacement for Powerfaids.

Self Evaluation

Both LRCCD and SCC maintain a long-term commitment to providing access to technology resources for students, faculty, staff, and administrators to ensure that the College community is able to efficiently achieve the institution mission, vision, and goals. The process of making all classrooms capable of the conversion into smart classrooms continues, and the addition of new resources, such as Google Apps for Education, further enhances the College’s ability to effectively achieve its institution-wide goals. In addition to converting all classrooms into smart classrooms, the number of College DE offerings continues to rise, and the College has continued to address the needs of students, faculty, and staff in the training and use of D2L.

The limited amount of change in the campus process and cycle of technology replacement is evidence of the efficiency of the policies guiding these processes. While there are always areas where improvement can be made, the ability to address such concerns is available in the process and continues to function effectively. This is evidenced by the 70.9 percent of the faculty and staff who agreed or agreed strongly in the 2014 Faculty/Staff Self-Study Survey that SCC provides appropriate access to technological resources, including hardware and software ([IIIC.85](#)).

Actionable Improvement Plan

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 educational, information, and multimedia technologies.

The Staff Resource Center works with the College community to define and provide technology training. Based on results from annual needs assessments, as well as needs assessments conducted by the Information Technology division, workshops are provided on specific technologies during flex and throughout the semester. Training is organized and provided on specific technologies that have been implemented, such as WordPress and SARS Early Alert ([IIIC.86](#)), as well as on processes that have been automated, such as Unit Planning or SLO assessment ([IIIC.87](#)). Whenever possible, training sessions are videotaped, and the archived copies are available online ([IIIC.88](#)).

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 ([IIIC.89](#)).

The Instructional Development unit also offers a range of technology training services and resources to staff and faculty through the auspices of the Staff Resource Center ([IIIC.90](#)). Services offered by the Instructional Development unit include:

- Technology workshops covering such areas as learning management systems, ADA accessibility, regular effective contact using D2L, Google Apps and Microsoft application use, web, video and multimedia development ([IIIC.91](#)).
- A blog and news area to keep staff up to date about relevant news and developments ([IIIC.92](#)).
- Faculty Online Teaching Lab Media Lab drop-in hours, where staff get personalized instruction based on individual need ([IIIC.93](#)).
- Direct assistance to SCC employees developing new projects and initiatives ([IIIC.94](#)).
- Phone and email support and ticketing system for support of staff technological needs ([IIIC.95](#)).
- Creation of specialized documents and guides to help staff navigate available technologies, deliver instruction and improve classroom management ([IIIC.96](#)).
- @one training program to assist staff in developing innovative hybrid and online courses ([IIIC.97](#)).
- Developing special websites and tutorials ([IIIC.98](#)).

Additionally, the SCC Instructional Development partners with the other colleges in the Los Rios District to offer online tutorials and sample courses on Desire2Learn and Google Apps for both faculty and students ([IIIC.99](#)), ([IIIC.100](#)) and the D2L student support center ([IIIC.101](#)). Training is also available through third-party vendors, such as Lynda.com and @One, which provide tutorials on software programs as well as distance education

instruction ([IIIC.102](#)), ([IIIC.103](#)). A yearly survey on distance education indicates that students were generally satisfied with the level of technology support available for distance education courses ([IIIC.104](#)).

In addition, the SCC 2014 Student Accreditation Survey showed that 86 percent of respondents who had taken DE classes agreed or strongly agreed with the statement, “My classes use technology effectively.” A link to survey result can be found on the SCC Survey Reports webpage ([IIIC.105](#)).

The District office provides other instruction to College departments for system-wide technological changes. Most recently, the District office and SCC IT and Operations departments partnered to train employees in the newly installed Microsoft Lync networked phone system ([IIIC.106](#)). Online training is integrated into the introduction of such systems as WordPress ([IIIC.107](#)) and SARS ALERT ([IIIC.108](#)), which is the College’s early assistance system. Documentation is available to support other College-developed systems, such as the Unit Planning system ([IIIC.109](#)). The District Office also provides online training in areas such as information security ([IIIC.110](#)).

Computer Services (part of the IT division) operates a helpline on an ongoing basis that handles immediate training needs. The helpdesk system retains information gathered through the ticketing process, which is used to identify areas for further training ([IIIC.111](#)), ([IIIC.112](#)).

Student technology training needs are met in a variety of ways, including:

- Students needing core computer skills may enroll in basic computer courses offered by the campus ([IIIC.113](#)).
- Computer Labs on campus are staffed with a combination of helpers, tutors, instructional assistants, and faculty coordinators who can help with student technology training needs ([IIIC.114](#)).
- The Learning Resource Center offers orientation sessions for students in using the web-based library catalog (LOIS), online databases, and the Internet for research ([IIIC.115](#)).
- The Disability Resource Center has a computer lab where students with disabilities can train on assistive software programs. Additional computers equipped with ADA compliant hardware and software are available in College computer labs and classrooms ([IIIC.116](#)).
- Online students may attend orientations that provide basic instruction on how to access the online course delivery system ([IIIC.117](#)).
- An extended hours help line is available for distance education student support ([IIIC.118](#)).
- SCC’s online orientation program is mandatory for students who are new to college ([IIIC.119](#)).

Departments that use discipline-specific technologies also provide training that pertains to their software programs. For example, the Business and Computer Information Science Departments provide curricular offerings to meet the career technology training needs of

their students. 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. CIS and Business Unit Plan Objectives ([IIIC.120](#)), ([IIIC.121](#)) and Unit Plan accomplishments ([IIIC.122](#)), ([IIIC.123](#)) demonstrate how curricular offerings are dictated by advisory committee suggestions.

Feedback on training is essential to ensure training effectiveness. Formal evaluation is provided after training events by using evaluation sheets that ask about user expectations for the training, quality of the training, and how well the expectations were met ([IIIC.124](#)). Campus labs use student evaluations, suggestion boxes, and surveys to determine whether student expectations are being met. Additionally, both Staff Development and the Information Technology department conduct yearly surveys to both identify training needs and measure satisfaction with training services ([IIIC.125](#)), ([IIIC.126](#)).

Training and Professional Development—Faculty, Classified, Manager:

- Staff Resource Center ([IIIC.127](#))
- Flex activities ([IIIC.128](#))
- Staff Resource Center training database ([IIIC.129](#))
- Staff Resource Center calendar: ([IIIC.130](#))
- SRC Flex Needs /Assessment survey ([IIIC.131](#))
- Flex evaluation form ([IIIC.132](#))

Self Evaluation

The College utilizes several methods to provide training on new and existing Information Technology software and hardware. Through flex workshops, direct one-on-one drop-in training, special training workshops, online coursework, and licensing with outside vendors, SCC students, faculty, staff, and administrators can receive up-to-date and relevant instruction about campus software and hardware. To ensure the effective application of its information technology to students and personnel, SCC has developed training that is integral to the implementation of new technologies. Feedback is used throughout the training process to further increase the effectiveness of future trainings.

Actionable Improvement Plan

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

The District Office IT Department and the SCC IT Division work cooperatively and are responsible for the replacement of IT infrastructure and equipment. Both the District and the

College have institutional technology planning processes. At the College, the process for obtaining and replacing technology is described in the Information Technology Resource Plan ([IIIC.133](#)). On a yearly basis, technology planning takes place through approved College processes, including the Program Plan and Unit Planning processes. The Information Technology Program Plan addresses augmenting and replacing College-wide infrastructure, server replacement, workstation replacement, institutional software maintenance, as well as new institutional technology initiatives ([IIIC.134](#)). Requests for new technology at the division/department or unit levels are addressed through the College Unit Planning process ([IIIC.135](#)). The steps in the College technology planning processes follow a yearly cycle:

- IT planning follows a regular annual cycle. During the summer months the IT department develops the replacement cycle for the following academic year (i.e., planning for the 2015-16 academic year begins in 2014). The replacement cycle includes a review of all computers selected for replacement based on their schedule or place in College processes ([IIIC.136](#)).
- When the College planning processes start in early fall, the proposed replacement cycles are distributed to all College divisions and departments to ensure that all units have the opportunity to review the proposed list for accuracy, need, and to sign off on the proposed cycle ([IIIC.137](#), [IIIC.138](#), [IIIC.139](#), [IIIC.140](#)). This step also provides the units with the opportunity to start their planning for additional technology needs. The IT department meets with each division and reviews the list for accuracy, evaluates need based on instructional or institutional requirements, obtains signoff, and works with the unit to identify new initiatives. The unit will utilize the Unit Planning process to specify proposed technology needs. The IT department determines whether any infrastructure needs will be forthcoming as the result of proposed unit needs. After the unit review is concluded, the computer replacement cycle is completed and estimates are obtained.

A review cycle is also conducted for server, website, and network needs. Institutional software is also reviewed and cost estimates are obtained. Based on this information, feedback from the Education and Information Technology Committee (EITC) and results from needs assessment surveys, the IT department develops a Program Plan for College-wide information technology needs, including additional College-wide initiatives that have been identified over the previous year. This plan also includes a Program Review of prior year objectives. The plan is presented and approved by the EITC and is presented to the President's Cabinet for review and funding ([IIIC.141](#)).

While the Program Plan process is underway, each unit uses the Unit Planning process to define unit requirements, including those that require new technology. Those needs are ranked and presented to the IT department for preliminary costing and to the EITC and Budget committees for review and approval. Similar program planning processes take place for multimedia and distance education/instructional development. ([IIIC.142](#)).

College funding for technology is approved as part of the College budget and planning cycle, and purchases are made for implementation as far in advance of the beginning of the academic year as possible ([IIIC.143](#)). There are separate processes for obtaining technology

for new faculty and staff, following the College commitment that every full-time faculty and staff member should have a work station ([IIIC.144](#)), ([IIIC.145](#)), ([IIIC.146](#)). There is also a process for planning and obtaining technology for renovation and new construction projects utilizing “Type 2” funds as appropriate ([IIIC.147](#)), ([IIIC.148](#)).

Before replacement, a survey is sent to the user seeking requests for changes to software or operating systems, which are evaluated at time of replacement ([IIIC.149](#)). The College work station replacement cycle is based on equipment use. In those areas in which computers are integral to instruction and College support, the need for new computers is reviewed on a three-year basis ([IIIC.150](#)). These areas include:

- Computer Information Science
- Graphic Communication
- Engineering Design Technology
- Information Technology/Computer Services/Lab technical support
- Graphic Impressions
- Distance Education
- Instructional Development
- Mechanical Electrical Technology
- Photography
- Engineering

Work stations from departments, labs, and offices are placed on a five-year replacement cycle. In some cases, work stations that are obtained from areas replaced on a three-year cycle are deployed into offices or labs for an additional two years. In those cases, evaluations are made to determine if these work stations need memory upgrades ([IIIC.151](#)).

Computer work stations that serve single-use functions in technologically non-demanding roles are replaced with cascaded (handed-down) work stations from the five-year cycle ([IIIC.152](#)). For example, cascaded computers might be used for search functions in the Learning Center Databases for books and call numbers, to log into a database for a lab to count students’ hourly use, or to manage printing (Track-it, SARS trak, Go-Print). Cascaded computers are replaced on an eight-year cycle or as other computers become available to replace them.

In some cases, the College has implemented virtual desktop technology to support labs with single images. In those cases, replacement of the physical computers is based upon the usability of the hardware ([IIIC.153](#)).

In the case of servers, the College utilizes both physical and virtual servers. Physical servers and the infrastructure for virtual servers are purchased with five-year warranties. Server needs are evaluated annually to ensure that the appropriate technology is utilized for College needs ([IIIC.154](#)).

Network equipment and infrastructure are evaluated annually to see if they meet demand. The assessment process considers age, warranty or service information, statistics of use and demand, and future infrastructure changes that might increase demand (new constructions or department location changes) ([IIIC.155](#)).

The District Office maintains a lead role in the analysis of network requirements, network topology, and use of emerging technologies ([IIIC.156](#)), ([IIIC.157](#)). The College role focuses on performance, demand, and use assessment ([IIIC.158](#)). The network infrastructure addressed by these processes includes both hardwired and wireless networks. ([IIIC.159](#)), ([IIIC.160](#)), ([IIIC.161](#)), ([IIIC.162](#)).

A list of institutional and systems software and contracts is maintained by the IT department ([IIIC.163](#)). Licensing costs are put into the IT program plan ([IIIC.164](#)). The IT department also makes a determination of whether software should be supported institution-wide or be maintained by individual departments based on the projected scope of use. Additionally, the IT department works with the EITC to define what versions of software should be included in the “base” image available in faculty and staff offices and in computer labs.

Applications Software

The IT Department works with departments to review mission-specific application software annually for the instructional, student services, or administrative divisions ([IIIC.165](#)). This review determines if the applications need upgrades, new contracts, or a different suite of software to support department goals and needs. The departments are responsible for funding unit-specific software. Requests for new purchases are done through the Unit Planning process or are funded through unit resources ([IIIC.166](#)).

Multimedia Rooms

The Media Services department is responsible for the upkeep for all multimedia rooms and smart classrooms on campus ([IIIC.167](#)). The replacement cycle is five years for review and replacement of media projectors and computers. Specific reviews for specialized department needs, such as high-definition projectors to support the Art department, are conducted based on department request.

Technology planning outside of replacement cycles is addressed through College processes, including:

- Unit Planning to acquire new technology resources,
- Planning for new hires to ensure that appropriate technology resources are available, and
- Construction and modernization processes to ensure that classrooms, labs, and offices are outfitted appropriately.

Issues related to data backup involve a multi-pronged approach. Campus-wide file shares that include drives that contain faculty, staff, and unit data are maintained with shadow copies that are enabled to snapshot the contents twice a day. The IT Department also uses a combination of software packages from Idera, Acronis, and Windows Backups to perform a daily backup on physical servers. Idera is a new technology solution being tested and is intended to replace Acronis and Windows backup. Servers that are part of the virtual infrastructure use Veeam to complete daily backups. In the case of physical servers, if the primary server fails and cannot be restarted, it can be switched to a virtual server until the main server comes back online. If services are already on a virtual server, there is

redundancy built into the configuration, and systems can operate with full failure on two of the four nodes without significant downtime. (Emails with Daniel Kwong and Elaine Ader.)

Self Evaluation

Sacramento City College utilizes several different means to gain insight into new technological directions. The Replacement cycle process, Unit Planning process, EITC, and SCC Helpline requests are all places for the College community to provide input into future IT needs. The network infrastructure is carefully developed with cooperation from District Office and the SCC IT department, and the servers have multiple fail-safes to maintain connectivity and usefulness throughout the network.

Actionable Improvement Plan

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

Decisions about the distribution and utilization of technology are integrated into broader College processes, including participatory decision making, planning, facilities development, and Program Review. The College has defined a baseline of technology services and resources that are available to support College programs and goals, which include [\(IIIC.168\)](#):

- Access to work stations for all College employees. Full-time faculty and staff have work stations in their offices. Adjunct faculty and part-time staff have access to work stations in their office areas.
- Computer labs serving the needs of students in individual departments as well as open labs for general access and use throughout the College and outreach centers. Lab use statistics are available from all labs.
- Computer classrooms available in those programs in which technology is the focus of instruction, including Computer Information Systems and Graphic Communications.
- Network access that is available in all offices and buildings.
- Wireless access that is implemented throughout the College and at the outreach centers.
- Multimedia classrooms installed based on an assessment of all instructional spaces with departments, prioritizing the order of implementation.

While instructional software is generally the responsibility of the programs utilizing the software, there is a review process for determining whether software should be implemented and supported College-wide. Using that process, the College made the commitment to move the purchase of Adobe software from individual department budgets to institutional implementation and expense [\(IIIC.169\)](#), [\(IIIC.170\)](#), [\(IIIC.171\)](#).

Much of the technology used is accessible via the Internet so that users can easily reach needed resources from campus or elsewhere ([IIIC.172](#)). Examples of such technology include: D2L, eServices, Socrates for online rosters and submission of final grades, Microsoft Exchange for email access, and WordPress for updating the SCC website ([IIIC.173](#)). The LRCCD utilizes a District-wide PeopleSoft enterprise management system for student services, financials, and human resources.

Decisions about developing the technological baseline for the College are made through the College and District planning processes and with input from College and District participatory governance committees. The structure of the College planning process has defined Information Technology, Instructional Development/Distance Education, and Media Services as College-wide services that cross departments and divisions and are responsible for defining and achieving institutional outcomes. As such, these areas develop Program Plans that address College-wide needs. The resource support for these plans is considered by the President's Cabinet, and these areas are funded before unit-based funding decisions are made. A Program Review process that evaluates prior year accomplishments is integrated into program plans. The Educational and Information Technology Committee reviews technology plans ([IIIC.174](#)).

Using the Unit Planning and Program Review processes ([IIIC.175](#)), departments and units define their resource needs to achieve goals and mission. The IT department works with units to effectively and efficiently determine technology strategies and systems to enable units to achieve desired outcomes ([IIIC.176](#)).

As facilities projects are developed, technology needs are integrated at the planning, design, and implementation stages based on the stated needs of building occupants in consultation with College and District IT staff and contractors. Technology-based infrastructure needs, such as networking, are funded through "Type 1" funds. Classroom- and office-based technologies are funded through "Type 2" funds ([IIIC.177](#)), ([IIIC.178](#)).

The replacement cycles established in College processes and plans for networks, servers, and work stations have created a robust College infrastructure. The strategy of setting up virtual servers and desktops with redundant capabilities helps ensure that systems are available and secure. The availability of both wired and wireless networks provides consistent access to Internet-based resources.

At the District level, the strategy of developing and implementing virtual servers has also been employed for availability and redundancy. The District has created a mirrored site at Folsom Lake College for enterprise systems. The District has developed and implemented a wide area network typology that allows for redundant access to District technical resources.

The College and District have also configured major student systems, such as eServices and Google Apps, as Internet-based systems so that systems remain available to students both on and off campus. This strategy has also been implemented to support the District learning management system, D2L, so that online students have consistent, reliable access to services. The College made the decision to house its web server at the District office to maximize

availability and redundancy. Results from the distance education survey administered to students in 2013 indicate a high degree of satisfaction with access to distance education resources ([IIIC.179](#)).

In the case of distance education, the College approach has evolved over time, based on student demand and technological innovation. SCC has offered distance learning classes in different formats since 1997. In 2001, SCC offered its first online course. Since then, online and hybrid course offerings have grown consistently with fall 2013 online courses accounting for 637.28 Full-Time Equivalent Students (FTES) or 257 course sections ([IIIC.180](#)), ([IIIC.181](#))

Changes in the technologies that support College processes and programs have been made based on evolving demand as well as technological advances. In the area of distance education, SCC had offered televised courses and Interactive Television (ITV) since 1997. Over time, demand for these offerings diminished while the capabilities associated with the learning management system, Desire2Learn (D2L), has increased. ITV courses were removed from the College schedule in 2013. Online courses were implemented in 2001 using Blackboard. The Blackboard platform did not prove robust enough to support demand, and the decision was made to transition to D2L in 2008 ([IIIC.182](#)), ([IIIC.183](#)).

Student email represents another example in which technological changes and user demand necessitated a switch in platforms. During the 2013-2014 academic year, the email service for students was changed from iMail, an LRCCD service, to Gmail provided by Google. Gmail is now the default email for students, and is integrated into D2L as well as Socrates ([IIIC.184](#)), ([IIIC.185](#)). By switching to Gmail, students also have access to Google Apps, a suite of productivity tools similar to Microsoft Office, which allow students to more easily collaborate on projects and to save and work on files from any computer without needing a flash drive. ([IIIC.186](#)).

Self Evaluation

Technology is integrated into daily College operations, and there is a commitment to provide technology services, professional support, facilities, hardware, and software to continue to support the mission and effectiveness of the College. The College considers technology needs and requirements in its planning, Program Review, and facilities planning processes ([IIIC.187](#)). In addition, the College offers distance education to meet student demand, while maintaining sound pedagogy and academic rigor and meeting student learning outcomes. To maintain appropriate support, the College planning system, including Unit Planning, helps determine appropriate replacement cycles, provides training for students, faculty, and staff, and provides a helpline system available by phone and email to provide technical assistance. The College and the District work together to provide technology that includes wireless infrastructure, online rosters, eServices registration, and D2L.

Actionable Improvement Plan

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 improvement.

Descriptive Summary

Technology planning utilizes the institutional planning processes in use at Sacramento City College, including Program Plans ([IIIC.188](#)), ([IIIC.189](#)), ([IIIC.190](#)), ([IIIC.191](#)), ([IIIC.192](#)), ([IIIC.193](#)), Unit Plans, and facilities planning. The technology-based areas that utilize the program planning process are information technology, distance education/instructional development, and media services. Integrated into the Program Planning process is a review of prior year objectives and outcomes. New objectives are developed from the results of prior year objectives, defined cycles (such as the replacement cycle), and the results of needs assessments such as those conducted by the Information Technology and Distance Education departments ([IIIC.194](#))

The District office employs technology planning processes, including a project planning system in which software initiatives are identified at the College and District level and then prioritized by a District-wide technology planning committee with representatives from both the colleges and District who have knowledge at the technical and operational level. Technology planning also occurs in processes related to facilities maintenance and construction. Planning for new hires involves analyzing technology requirements for new staff. Committees responsible for major College functions, such as planning and Student Learning Outcomes (SLOs), work with IT to develop programs to support critical College functions ([IIIC.195](#)).

In addition to utilization of College planning processes, the assessment of the effective use of technology is conducted in a number of ways:

- Computer labs utilize tracking software to log lab use ([IIIC.196](#)), ([IIIC.197](#)), ([IIIC.198](#)), ([IIIC.199](#)), ([IIIC.200](#)).
- The Educational and Information Technology committee (EITC) at the College, and the Education Technology (Edtech) committee at the District meet regularly ([IIIC.201](#)) to discuss issues of technology implementation and use.
- The instructional development and distance education coordinators from the four colleges also meet weekly to discuss issues related to learning management system (D2L) issues and objectives. District institutional research also conducts surveys ([IIIC.202](#)) of distance education students with the results provided to the DE coordinators and District Edtech committee.

The District office has a Peoplesoft liaison committee composed of both line staff and technical staff responsible for the functions related to the use and maintenance of Peoplesoft. Ad hoc project committees are developed to plan for focused technology implementation. District examples include the implementation of Gmail and Google apps, Peoplesoft financial

aid ([IIIC.203](#)), and the Microsoft Lync telephone system. The SOCRATES curriculum management system has a faculty-based steering committee to review and assess ongoing program development based on meeting the evolving needs of the College community.

Self Evaluation

The College utilizes institutional planning processes, including Program and Unit Plans, to assess College technology needs and evaluate the effectiveness of the services provided. The planning processes involve shared governance committee oversight. Processes are also in place to integrate technology into improving the outcomes of projects that are institutional priorities. Technology projects are also incorporated into the planning efforts associated with modernization and facilities construction as well as the process for new hires. Parallel processes are in effect at the District office.

Actionable Improvement Plan

None.

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- IIIC.91. Instructional Development Workshops
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- III.C.201. EITC
<http://www.scc.losrios.edu/prie/institutional-effectiveness/governance/participatory-governance/standing-committees/educational-information-technology/>
- III.C.202. Los Rios, Distance Education Student Survey
<https://dms.scc.losrios.edu/share/page/site/accreditation/document-details?nodeRef=workspace://SpacesStore/c006216d-3acb-427a-898c-f26103ee0171>
- III.C.203. Los Rios, IT Projects
<http://lrccdshpt2010/sites/ITDepartment/ApplicationServices/AppDev%20IT%20Projects/Forms/AllItems.aspx?RootFolder=%2Fsites%2FITDepartment%2FApplicationServices%2FAppDev%20IT%20Projects%2FFinancial%20Aid%20PeopleSoft&FolderCTID=0x012000CF4CD857B9822747BB3310AB0F463990&View=%7b5CE75EFE-5B03-4DOC-ABB2-DDA4B1C1E5F3%7d>

STANDARD III.D: Financial Resources



Standard III.D. Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resource planning is integrated with institutional planning at both college and district/system levels in multi-college systems.

IIID.1 The institution's mission and goals are the foundation for financial planning.

IIID.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 LRCCD mission and goals are central to the financial planning process. The District utilizes a number of strategies to ensure that financial planning is aligned with institutional goals and planning efforts of the colleges. The annual budget reflects these goals and objectives as adopted under the District's strategic plan as well as those prioritized by District leadership ([IIID.1](#)). The strategic plan is developed with input from all constituents and sets both long- and short-term direction for the District ([IIID.2](#)). The District's annual budget ([IIID.3](#)) aligns with the agreed-upon values, vision, mission, and goals of the District. Included in the budget executive summary on page 18 are specific goals for the budget year. These goals reflect the priorities established by the colleges and the Board of Trustees for the budget year.

The District-wide Budget Committee, formed in 2001, reviews and provides recommendations, where applicable, for the budgeting process. This committee meets at least twice each semester and consists of representatives from all employee groups ([IIID.4](#)). The committee also serves as an effective communication tool regarding state and legislative matters affecting the District's budget.

The District annually completes both a Long-Range Capital Needs Plan (LRCNP) and a Five- Year Capital Construction Plan that identify needed facilities and necessary improvements ([IIID.5](#), [IIID.6](#)). Each LRCCD college has a Facilities Master Plan component of a strategic master plan to meet the academic and programmatic needs of the colleges ([IIID.7](#)). SCC is working with the District to develop a revised/updated Facilities Master Plan to document the initial plan objectives, timelines, and expenditure planning to meet projected enrollment needs in the future ([IIID.8](#)).

The Los Rios Community College District has two bond authorizations. Measure A, approved by voters on March 5, 2002, allows for \$265 million in General Obligation Bonds.

Measure M, a \$475 million authorization, was approved by voters on November 4, 2008. The proceeds from these bonds are used for modernizing existing facilities and construction of new facilities at the District's four colleges and District Office/District-wide services. The Los Rios Community College District Measures A and M Citizens' Bond Oversight Committee provides oversight for this work. ([IIID.9](#)) Audit reports are available ([IIID.10](#)).

The SCC Facilities Master Plan connects district-level bond measures with College planning. It outlines modernization and new construction projects planned for the main campus as well as the two centers in West Sacramento and Davis. It also integrates both state and local bond funding to complete the planned projects and Transportation and Parking (TAP) improvements through 2020. The College continually assesses the best location for programs and adjust facility space utilization to achieve an optimum educational Program Plan. ([IIID.11](#), [IIID.12](#))

At the College level, several SCC planning levels work in conjunction to ensure that financial planning supports the mission and goals of the College and is integrated with all institutional planning. The SCC Strategic Planning System is a data-driven planning cycle that begins with the assessment and evaluation of outcomes, measures of merit, and other supporting information that enable the College Strategic Planning Committee (CSPC) to establish/refine the strategic direction of the institution and establish strategic goals and priorities for accomplishment. Institutional effectiveness and successful mission accomplishment require the effective, efficient and timely allocation of resources in support of these strategic goals.

The SCC Strategic Master Plan integrates College planning and resource allocation processes on a number of levels ([IIID.13](#)). The College Strategic Planning Committee (CSPC) reviews data on a yearly basis on College outcomes, internal and external environment scans, and projected enrollment growth. ([IIID.14](#), [IIID.15](#)) These data are 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 are 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 ([IIID.16](#)).

The SCC Financial Resource Plan is designed to provide planning guidance for allocation of financial resources needed to implement the College's strategic planning process. This resource allocation plan provides the mechanisms associated with allocation of discretionary financial resources that are available to the College. It does not include those actions (e.g., salaries and benefits) managed by the district on behalf of the College. Other types of funding with discretionary aspects covered in this planning document include Instructionally Related (IR) funds, categorical funds, and other fund types typically managed through the campus budget committee ([IIID.17](#)).

The SCC Resource Management & Capital Outlay Plan ([IIID.18](#)) provides a summary of capital outlay and resource allocation processes. In the College environment, resources are defined in five categories: facilities, financial, faculty, classified staff, and information

technology. This plan provides an overview of these resource areas and helps ensure their integration. Procedures for resource allocation of the five basic resources areas are further outlined in their respective Resource Allocation Plans, which are part of the Family of Plans described in the Strategic Master Plan for the College. ([IIID.19](#), [IIID.20](#)).

Financial planning also supports College planning work at the level of the individual departments and for inter-departmental programs. To determine how to meet their objectives, departments across the college indicate resource requests on their annual Unit Plans. ([IIID.21](#)). Areas with responsibilities that occur across multiple college departments complete annual Program Plans that specify financial and other resource requests ([IIID.22](#)).

College discretionary funding is available each year to fund information technology, facilities, and financial requests developed through the Unit and Program Planning processes, which are functions of the District allocation 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 support operational needs such as utilities, IT, supplies, and materials ([IIID.23](#)). 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 PDF schedule funding into the overall budget plan for the College is described in the Financial Resource Allocation Plan ([IIID.24](#)). 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 allocated by the Budget Committee through the Unit and Program Planning process. The Budget Committee is responsible for integrating funding requests for financial, facility, and information technology resources ([IIID.25](#)).

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 ([IIID.26](#), [IIID.27](#)). 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 ([IIID.28](#), [IIID.29](#)). The Budget Committee utilizes the information from the College planning process, establishes criteria to evaluate requests for budget allocations from the Unit Plans (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 ([IIID.30](#)). The Budget Committee recommendations are sent to the President for final approval ([IIID.31](#)).

The President either accepts or modifies the recommendations ([IIID.32](#)). The results of the President's actions are transmitted to the College through the Executive Council and a memo sent to the College community. Departments and units are asked, on an annual basis, to submit reports on outcome measures ([IIID.33](#)).

College areas with institution-wide responsibilities (e.g., Information Technology, Tutoring, and Staff Development) create Program Plans, which describe objectives and activities

planned on a College-wide basis to achieve College goals. Resource requirements needed to achieve College goals are also specified in Program Plans. Program Plan resource requests are evaluated by the President's Cabinet, and funding decisions are finalized by the College President.

Additionally, resource-intensive areas, such as information technology, media services, and facilities, develop replacement cycles for equipment and facilities to ensure that College needs 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 address long-term resource requirements ([IIID.34](#)).

Categorical funding sources—restricted funds such as VTEA or SSSP funds—have been integrated into Unit and Program Plans. For example, Unit Plans and Program Plans include requests for resources for objectives that are funded from restricted sources as well as for resources that can only be funded from unrestricted funds. This integration is part of the metrics tracked quarterly by the VPA ([IIID.35](#)).

Reports on outcomes of College goals are submitted annually to the College Strategic Planning Committee (CSPC) as part of the Institutional Effectiveness Reports ([IIID.36](#)) and to the CSPC, District Office, and Board of Trustees in a format specified by the Chancellor ([IIID.37](#)). The Budget Committee also requests information on outcomes from objectives funded in prior years ([IIID.38](#)).

Self Evaluation

Financial planning is integrated with and supports all institutional planning. 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 that underwent several years of quality improvement effort 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). ([IIID.39](#), [IIID.40](#)) 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. Unit objectives are now prioritized, with priorities assigned at the department, division, and College service area level, and resource requests share the priority assigned to the objective. ([IIID.41](#))

All resource 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 continues to be part of the resource allocation process and includes the Financial Resource Allocation Plan for the Campus Development Committee's review of facility requests ([IIID.42](#)). In the area of College-wide 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 various plans and programs and is integrated into the budget plan by the Vice President of Administrative Services (VPA). (IIID.43)

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 provide additional outcome measures which are, in turn, evaluated as part of the annual planning cycle to help measure institutional effectiveness (IIID.44).

In the fall 2014 Faculty/Staff Self-Study Survey, 63.6 percent of respondents agreed that the allocation of financial resources at SCC is tied to the Unit Plans of departments and units, while 4.6 percent disagree or disagree strongly (IIID.45). In that same survey, 54.1 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 15.8 percent said they did not know. (IIID.46)

Actionable Improvement Plan

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. (IIID.47) The District's primary operational revenue is composed of base funds (the prior year's funding amount), cost of living (COLA) adjustments awarded by the state, local property taxes, enrollment fees, and growth funds for serving additional students. These revenue sources account for approximately 72 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. It should be noted that the District allocations to the colleges mostly reflect the prior year's funding, using money that has already been allocated.

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. (IIID.48) At the end of the fiscal year, salary schedule improvements, both continuing and one time only, are determined per the formula used by all employee groups 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. (IIID.49)

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. These funds are outlined annually in the Program Develop Fund (PDF) schedule and form the basis of fiscal planning for the College (IIID.50). 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, composed of members of constituency groups from each College and the District. The composition of the Budget Committee is defined in Board of Trustee policy (IIID.51).

The District's annual budget includes not only the district-wide annual revenue and expenditure plan but also budgets for each college. The budget reflects ongoing, one-time, short- and long- term commitments, and liabilities. The budget reflects multiple areas of institutional planning. Revenues are forecast under three potential scenarios known as the X, Y, Z budgets. Expenditures include planned increases in the instructional programs at each college to achieve access goals. Funds are allocated for potential salary and benefit improvements based upon achievement of revenue goals. The district reserves program development funds for allocation during the year to support funding priorities of the district.

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 are contained in the Financial Resource Allocation Plan (IIID.52).

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 College-wide 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, 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 (IIID.53). 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 (IIID.54).

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 is intended to ensure 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 one-time-only (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 (IIID.55).

At the College level, the process of developing available discretionary spending resources is clearly identified in the Financial Resource Allocation plan (IIID.56). Objectives are developed at the unit (IIID.57) and program level (IIID.58) that are designed to support goal and mission accomplishment and further institutional effectiveness.

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 associated with resource allocation so that the effectiveness of programs and services can be evaluated as part of the planning cycle (IIID.59).

Actionable Improvement Plan

None.

III.D.1.c When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability.

Descriptive Summary

All long-term liabilities and obligations including debt, retiree health benefits, insurance costs, and building maintenance costs are outlined in the annual budget. Detailed information on the debt obligations of the District begins on page 155 of the annual budget. In addition, the District's other post-employment benefits (OPEB) obligations are also addressed in the budget document. Every two years an actuarial study is performed on the District's OPEB obligations. This actuarial report provides the information to ensure that the District is providing the appropriate funding for its plan. Annually, administration provides a summary status report of the District's OPEB liabilities and funding levels to the Board of Trustees ([IIID.60](#), p. 6).

Additionally, the District's annual budget includes a section titled General Fund Financial Summary, which outlines not only salary obligations but also employee benefit program obligations, starting on page 54. The budget also shows appropriations for insurance and building maintenance ([IIID.61](#)).

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 ([IIID.62](#)).

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 ([IIID.63](#)).

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 ([IIID.64](#), Measure A and Measure M).

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.

Actionable Improvement Plan

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

The District's budget document on page 22 shows the annual timeframe for the District's budget. It begins with the Governor's January budget proposal through the final budget revision for each year. The Chancellor communicates to all employees via email the January and May budget proposals. Highlights of the enacted budget are typically included in his convocation message. In addition, budget information is shared at Chancellor's Cabinet. The District has a participatory governance budget committee that meets at least twice each semester to review budget information and make recommendations as appropriate. The District primarily uses formulas for equitable distribution of resources to the colleges and allows the utilization of resources to be determined at the local level through each college's budget committee or other established processes ([IIID.65](#), p. 141).

The District-wide Budget Committee has membership from all governance groups ([IIID.66](#)). Budget and planning information is shared with these groups and routinely disseminated through updates.

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 the college website, in the InsideSCC area, under Planning and Resource Allocation ([IIID.67](#)).

Presentations and distribution of materials defining and updating planning and financial resources are given at semi-annual "flex" days 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 available through the College website, documenting how budget recommendations are made ([IIID.68](#)).

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 ([IIID.69](#), [IIID.70](#)).

The process is critical to ensure that planning and resource allocation processes are integrated with data on College outcomes and College goals ([IIID.71](#)). Through the College planning process, all units are required to develop Unit Plans and/or Program Plans that specify objectives related to College goals. Financial requests, information technology needs, facilities requests, and requests for faculty and classified staff are aligned with Unit Plan or Program Plan objectives ([IIID.72](#), p. 7-9).

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. The Unit Planning process has been vastly improved since the last accreditation site visit through the development of an online system ([IIID.73](#)).

This system provides user-friendly interface that makes entering planning information much easier and supports greater precision and transparency. Through these processes, all constituency groups are represented on the campus committees directly concerned with planning and budget. 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 College-wide representation with requests developed from departments and units and are also constituency-based, through evaluation at both the District and College levels.

SCC evaluates the effectiveness of its processes and uses that information for improvement. For example, data from the Employee Accreditation Standards Survey 2014 was used to provide information about how well respondents understand financial management and resource allocation processes ([IIID.74](#), [IIID.75](#)). That survey showed that the majority of respondents agreed or strongly agreed with items stating that financial resource allocation is

tied to department planning, handled with integrity, allow for fair representation on interests, and provides for faculty and staff participation.

Item from the Employee Accreditation Standards Survey 2014	Agree or Strongly Agree	Disagree or Strongly Disagree	Don't Know
69. The allocation of financial resources at SCC is tied to the Unit Plans of departments/units.	63.63%	14.40%	21.97%
68. Resource allocation and financial management are handled with integrity at SCC.	57.14%	16.54%	26.32%
66. My department's/unit's interests are fairly represented in decision making regarding use of financial resources.	54.13%	30.07%	15.79%
71. Faculty and staff have the opportunity to participate effectively in the financial planning and resource allocation process.	50.76%	29.55%	19.70%

Responses to some of these items also show improvement since the 2008 survey ([IIID.76](#)). 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” in 2008; in 2014 that number has decreased to 16 percent. More importantly, when asked whether the allocation of financial resources is tied to Unit Plans, 39 percent responded “Do not know” in 2008, and in 2014 that number decreased to 22 percent with a strong majority (64 percent) agreeing that allocations are tied to the unit planning process.

However, that same survey also showed that less than half of respondents agree or strongly agreed with two other items related to financial resources.

Item from the Employee Accreditation Standards Survey 2014	Agree or Strongly Agree	Disagree or Strongly Disagree	Don't Know
67. Decision making processes regarding use of financial resources at SCC supports innovation/expansion of programs.	39.39%	34.09%	25.52%
70. Processes for financial planning and resource allocation are clearly defined (also see question 65 in full survey report).	43.08%	35.08%	23.85%

The survey result related to the clear definition of resource allocation processes has improved since the 2008 survey, but could be further improved. In the 2008 survey, 47 percent of respondents did not know whether planning and resource allocation processes were clearly defined; in 2014 that number has decreased to 24 percent (although substantial numbers of respondents have also shifted to “disagree”). The College had realized this prior to the survey and is taking action to improve processes. For example, the Budget Committee recently formally recommended increased dissemination of information related to planning and resource for College employees ([IIID.77](#)). This work began in the 2014-15 academic year

with joint presentations by the Budget Committee Tri-chairs and the PRIE Dean ([IIID.78](#), [IIID.79](#)).

The comparison to 2008 survey data for the item related to support for innovation and expansion shows that fewer respondents agree or strongly agree with this statement in 2014 (39 percent) compared to 2008 (48 percent). Given the economic constraints of the past six years, it is not surprising that funds for program expansion have not been as available as they have in the past. As the state and the College recover from the financial downturn, this is expected to improve.

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 ([IIID.80](#), p. 2).

The work of the District budget committee, which is constituency-based with representatives from the four Colleges and District finance staff, helps ensure that all constituencies have appropriate opportunities to participate in the development of institutional plans and budgets ([IIID.81](#)).

Actionable Improvement Plan

None.

III.D.2 To assure the financial integrity of the institution and responsible use of financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

III.D.2.a Financial documents, including the budget and independent audit, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Descriptive Summary

Annually, the District contracts with a certified public accounting firm to perform an independent financial audit and compliance review, as required by state law ([IIID.82](#)). The comprehensive annual financial reports have been quite favorable with minimal or no findings in recent years ([IIID.83](#), [IIID.84](#), [IIID.85](#)).

In the summary of auditor's results, the District was found to be in compliance with financial requirements, and no material weaknesses have been identified ([IIID.86](#), p. 3). The District has never been late in completing its audit and meeting all deadlines for filing with CCCC or any other external agency.

Any audit findings are reviewed by District administration and communicated to all senior management at the next regular meeting. For example, Vice Presidents of Administration meet monthly following the exit conference with the auditors. The findings are also further reviewed with the specific college(s) for a response. A joint response is then developed with the College and District Office, which addresses any recommendations made by the external auditors. Implementation of the recommendations has always been fulfilled by the following year as evidenced in District audit reports ([IIID.87](#)).

The District's budget includes a comparison of budgeted costs with annual expenditures. In addition, any variances in the District's budget and annual report are identified in the annual audit as part of the required supplementary information. Based upon these documents and budget adjustments approved twice annually (revision #1 in February and revision #2 in June), a high degree of accuracy is achieved in the budgeting process.

The District takes all audit findings very seriously. As evidenced in the annual audits, any prior year findings have been corrected and all recommendations fully implemented ([IIID.88](#), p. 68).

As part of the open session presentation to the Board of the audit report, any findings are covered along with the District's response and corrective action plan. The District posts the annual financial and budget report (CCFS 311) as well as other budget information on its webpage. In addition, each college receives copies of the budget documents to distribute as appropriate. (For example: [IIID.89](#), pp. 32 and following).

The adopted budget of the Los Rios Community College District (LRCCD) 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 ([IIID.90](#)).

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 52 percent of the total College expenditures. ([IIID.91](#), p. 45ff).

Recent budgets can be found at the following links:

- Fiscal Year 2014-15: [Executive Summary, District Funds/Adopted Budget](#)
- Fiscal Year 2013-14: [Executive Summary, District Funds/Adopted Budget](#)

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 ([IIID.92](#)).

Measure M, a \$475 million authorization, was approved by the voters on November 4, 2008. The proceeds from these bonds have been used for construction of new facilities and modernizing existing facilities at the District's four colleges and District Office/District-wide services. The LRCCD 2013-2014 Citizen's Bond Oversight Committee Annual Report 2013-14 Annual Report ([IIID.93](#)) shows that more than 1.7 million square feet of new facilities have been added to LRCCD facilities since inception from the Measure A (passed in 2002) and Measure M monies. In addition, more than 380,000 square feet in the district have been modernized. In particular, SCC has added more than 615,000 square feet of facilities and modernized more than 229,000 square feet of facilities. 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 ([IIID.94](#), p. 5-16).

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 ([IIID.95](#)).

The College's Resource Allocation Plan, in collaboration with the Budget Committee processes, is designed to provide planning guidance for allocation of financial resources needed to implement the College's strategic planning system ([IIID.96](#)).

The College Strategic planning system incorporates College goals at the forefront of the planning process ([IIID.97](#)). College goals provide the basis for the College's Unit and Program Plans in support of student learning programs and services ([IIID.98](#)).

Unit Plans are prepared annually by departments/units within each College division ([IIID.99](#)). The Unit Plans specify objectives related to College goals ([IIID.100](#)). If the unit's objectives require additional resources beyond the current base of the unit, the resource requests are defined and submitted to the College's Budget Committee for review and prioritization. In areas with College-wide responsibilities, Program Plans are developed with objectives related to College goals. Resource requirements are also defined in this process.

Resource requests from Unit Plans are forwarded to the College Budget Committee for review and prioritization ([IIID.101](#)). The resource requests that involve information technology and facilities are also forwarded to the Information Technology and Campus Development Committees, respectively. These Committees review and prioritize the requests and then forward their recommendations to the Budget Committee for their consideration. 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 (annual plans for cross-unit functions such as tutoring or staff development) resource requests are reviewed and resources allocated by the College President and President's cabinet ([IIID.102](#)). These above the line allocations are communicated to the Budget Committee as part of the President's annual Budget Memo.

Appropriate financial information is available throughout the institution through a number of means. The District Office publishes an annual adopted budget ([IIID.103](#)).

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 ([IIID.104](#)). Current budget information, including appropriations, expenditures, and encumbrances, is viewable online using the PeopleSoft Financial Information website ([IIID.105](#)). 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 ([IIID.106](#)).

The VPA prepares an annual Budget Memo that is approved by the President; it describes both revenue sources and expenditure categories and amounts ([IIID.107](#), [IIID.108](#)). 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.

Through interviews with deans and department chairs and examination of 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 ([IIID.109](#)).

In May, the Budget Committee sends the President a memo outlining its recommendations for one-time-only (OTO) and continuing-funds for general fund and instructionally related dollars and its recommendations on issues to consider in the coming year ([IIID.110](#)).

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 ([IIID.111](#)).

Detailed information about the College's financial planning and resource allocation processes are available on the College website ([IIID.112](#)).

Recently, SCC has worked to improve the way "Maintenance of Effort" (MoE) funding requests are processed by the college. MoE refers to situations in which a department

requires additional continuing financial resources to continue the same activities (e.g., the same classwork, the same student service activity) it has been doing. For example, if the supplies to run a class lab have increased in cost such that it requires more financial resources to run the same labs, the department could submit this as a MoE request for an increase in the department base budget.

These funding requests were previously processed by the Budget Committee. In the new process the requests are first evaluated by the VPA, who then provides this information to the Budget Committee. This process is described in the Planning Handbook, which is available on the PRIE Planning website ([IIID.113](#)).

	Type of funding	
Type of work	One Time Only (OTO)	Continuing funding
New activities	Included as a Unit Plan Objective Funding request will go to Budget Committee	Included as a Unit Plan Objective Funding request will go to VPA for evaluation; information will go to Budget Committee
Current activities	Included as a Unit Plan Objective Funding request will go to Budget Committee	Included as a Unit Plan Objective Funding request will go to VPA for evaluation; information will go to Budget Committee Maintenance of Effort (MoE)

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 ([IIID.114](#), p. 7). 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 ([IIID.115](#)), the Chancellor’s Report ([IIID.116](#)), and the CCLC League Budget Report updates, which are periodically emailed to all College staff by the College President.

Audit results by external auditors are published annually in the Financial Statements and Independent Auditors’ Reports ([IIID.117](#)). Copies of this report are distributed and available for review by faculty and staff on request.

Results from the Employee Accreditation Standards Survey 2014 ([IIID.118](#)) indicate that knowledge of financial management processes and decisions has improved. In the 2008 survey ([IIID.119](#)) 47 percent of respondents did not know whether planning and resource allocation processes were clearly defined (Question 21); in 2014 that number decreased to 28 percent (although significant numbers of respondents have shifted to “disagree”) (Question 21). 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” in 2008 (Question 71); in 2014 that number decreased to 20 percent (Question 71). More importantly, when asked whether the allocation of financial resources is tied to Unit Plans, 39 percent responded “Do not know” in 2008 (Question 69). In 2014 that number decreased to 22 percent, and a strong majority (64 percent) now agrees that allocations are tied to the Unit Planning process. (Question 69)

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 their findings are 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 processes. The Budget Committee Budget Prioritization statement illustrates that it is guided by the institution’s mission, vision, values, and goals ([IIID.120](#)).

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.

Faculty and staff understanding of the resource allocation process has improved over the last six years ([IIID.121](#), pp. 29-30), and College information about processes and participation is readily available for faculty and staff ([IIID.122](#)).

The Employee Accreditation Standards Survey 2014 results about resource allocation processes has improved since the 2008 survey. In the 2008 survey, 47 percent of respondents did not know whether planning and resource allocation processes were clearly defined; in 2014 that number decreased to 24 percent. However, substantial numbers of respondents

have also shifted to “disagree.” The College had realized this prior to the survey and is taking action to improve processes. For example, the Budget Committee recently formally recommended increased dissemination of information related to planning and resource for College employees ([IIID.123](#)).

Actionable Improvement Plan

None.

III.D.2.b Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Descriptive Summary

Annually, Los Rios Community College District contracts with a certified public accounting firm to perform an independent financial audit and compliance review, as required by state law. The comprehensive annual financial reports have been quite favorable with minimal or no findings in recent years. The District has never been late in completing its audit and meeting its deadlines for filing with CCCCO or any other external agency.

The District and Sacramento City College take all audit findings seriously and provide comprehensive, timely, and clearly communicated responses to external audit findings. Included in the auditor reports is the “Findings and Recommendation Section.” This section includes the summary of auditor’s results, criteria of any findings, recommendation and district corrective action plan. As evidenced in the annual audits, any prior year findings have been corrected and all recommendations fully implemented ([IIID.124](#)).

Any audit findings are reviewed by district administration and communicated to all senior management at the next regular meeting—e.g., Vice Presidents of Administration who meet on monthly bases—following the exit conference with the auditors. The findings are also further reviewed with the specific college(s) for a response. A joint response is then developed with the College and District Office, which addresses any recommendations made by the external auditors. Implementation of the recommendations has always been fulfilled by the following year as evidenced in District audit reports.

Self Evaluation

Information from the past three fiscal years external audit reports is shown below:

2013-2014: No findings. ([IIID.125](#))

2012-2013: No findings to the Federal Statements or Compliance. There was a State Compliance issue with the EOPS/CARE program. Per Title 5, the EOPS Advisory Committee will meet at least once during each academic year, and the CARE advisory Committee will meet twice during each academic year. The compliance was not met by three

of the four colleges. The district corrective action plan is for the Associate Vice Chancellor, Student Services, to work with the Vice Presidents of Student Services at the colleges to ensure that the required number of EOPS/CARE advisory committee meetings are held each academic year. (Los Rios Community College District, Financial Statements and Supplemental Information with independent Auditor's Report Year Ending June 30, 2013) ([IIID.126](#)).

2011-2012: No findings to the Federal Statements or Compliance. There was a State compliance issued with the attendance "To Be Arranged Hours" (TBA). Per Title 5, all courses should be published in the official catalog and schedule of classes. TBA hours were not listed in the College catalog for all 25 classes tested. The FTES for all TBA hours improperly claimed for state general apportionment funding was 253.81. There was no financial impact to the district because the total FTES for all TBA classes was less than the unfunded FTES for the district. Although there was no financial impact as a result of this finding, the district staff allocated a substantial amount of time to address discrepancies detected that might have been prevented or reduced with strengthened internal controls over attendance data submitted to the state general apportionment funding. Management decided to add an edit report to compare the total time scheduled to the course catalog requirements, and determined that each college will list all sections of Math/English sections in the schedule as soon as they are known. It also developed an edit report to identify classes that are not listed in the class schedule, modified edit report for open entry/open exit classes, and required a review of all instructors who taught for the district in 2011–12 to secure signatures on the Instructor Consent Agreement with the current Title 5 requirements. (Los Rios Community College District, Financial Statements and Supplemental Information with independent Auditor's Report Year Ending June 30, 2012) ([IIID.127](#)).

2010-2011: No finding to the federal statements or compliance and no findings on the state compliance. (Los Rios Community College District, Financial Statements and Supplemental Information with independent Auditor's Report Year Ending June 30, 2011, [IIID.128](#)).

Actionable Improvement Plan

None.

III.D.2.c Appropriate financial information is provided throughout the institution in a timely manner.

Descriptive Summary

Appropriate financial information is available throughout the institution through a number of means. The District Office annually publishes an adopted budget ([IIID.129](#)).

The District's annual budget 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 Supplemental Information

with Independent Auditor's Report (IIID.130). Current budget information, including appropriations, expenditures, and encumbrances, is viewable online using the PeopleSoft Financial Information website (IIID.131). 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 PeopleSoft Financials application. Budget reports and downloads by department are also available using Crystal Reports online (IIID.132).

The VPA prepares an annual Budget Memo that is approved by the President; it describes both revenue sources and expenditure categories and amounts (IIID.133). 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 available for allocation.

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 (IIID.134). 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 (IIID.135). Detailed information about the College's financial planning and resource allocation processes are available online at SCC website.

- Budget webpage: <http://www.scc.losrios.edu/budget/>
- General planning webpage: <http://www.scc.losrios.edu/prie/planning/>
- Administrative services planning page: <http://www.scc.losrios.edu/administrativeservices/planning/>

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 (IIID.136). 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 that planned outcomes are optimized.

Information related to fiscal conditions is available in the LRCCD Adopted Budget 2014–2015, the Chancellor's Report, and the CCLC League Budget Report updates, which are emailed to all College staff periodically by the College President (LRCCD Adopted Budget IIID.137), Community College League of California, Budget Updates (IIID.138).

Audit results by external auditors are published annually in the Financial Statements and Supplemental Information with Independent Auditor's Report. Copies of this report are distributed and available for review by faculty and staff on request (IIID.139).

Results from the Employee Accreditation Standards Survey 2014 indicate that 51 percent of respondents feel that faculty and staff have the opportunity to participate effectively in the financial planning and resource allocation process. Fifty-four percent agreed/strongly agreed that their department's/unit's interests are fairly represented in decision-making regarding the use of financial resources. And 57 percent feel that resource allocation and financial management are handled with integrity at SCC. (Employee Accreditation Standards Survey 2014 Questions 65-71 [IIID.140](#))

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's annual budget 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 that 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. The SCC budget webpage Budget webpage provides links to key budget documents and updates ([IIID.141](#)).

Actionable Improvement Plan

None.

III.D.2.d All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Descriptive Summary

The District's bond fund programs for Measure A & M are annually audited by a certified public accounting firm. In the more than ten years of the District's bond program there has never been an audit finding, and the annual performance audits have always indicated compliance with the intent of the voter-approved bond authorizations.

Los Rios Community College District Audit Reports:

- **2010-2011:**
http://irweb.losrios.edu/Accreditation/Standard_III/Standard%20III%20Evidence/LR%20CCD%202011%20Final%20Audit%20Report.pdf

- **2011-2012:** http://irweb.losrios.edu/Accreditation/Standard_III/Standard%20III%20Evidence/20121203%20LRCCD%202012%20Final%20Audit%20Report.pdf
- **2012-2013:** http://irweb.losrios.edu/Accreditation/Standard_III/Standard%20III%20Evidence/LRCCD%202013%20Final%20Audit%20Report.pdf
- **2013-2014:** http://irweb.losrios.edu/Accreditation/Standard_III/Standard%20III%20Evidence/LRCCD%202014%20Final%20Audit%20Report.pdf
- **2010-2011:** http://www.losrios.edu/lrc/measureA/bond_performance_audit_2011.pdf
- **2011-2012:** http://www.losrios.edu/lrc/measureA/bond_performance_audit_2012.pdf
- **2012-2013:** http://www.losrios.edu/lrc/measureA/bond_performance_audit_2013.pdf
- **Not yet published:** http://www.losrios.edu/lrc/lrc_bondmeasures.php

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. (District grants [IIID.142](#)), (SCC grants webpage [IIID.143](#)). 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.

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 ([IIID.144](#)). For example:

- In 2014, the SCC Foundation awarded \$93,000, representing 170 donor scholarships, to students. ([IIID.145](#))
- The College Honors and Awards Committee, using funds contributed by faculty and staff, administers textbook scholarships to students who cannot afford books. ([IIID.146](#))
- The SCC Foundation supports the nursing program with various scholarships. The nursing program has been designated as a Program of Distinction by the District, and supports District and College goals relating to workforce development. ([IIID.147](#))

A number of personnel 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. The VPAs meet monthly with the Vice Chancellor, Finance & Administration, and the administrators of Human Resources, Business Services, Facilities Management, and Police Services.

Self Evaluation

Through internal controls, accounting procedures, and independent audits, 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 all areas including special funds, auxiliary activities, fund-raising, and grants. The auditing component established by the District allows for continual evaluation and provides an avenue for changes, if required, to be made. The processes 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.

Actionable Improvement Plan

None.

III.D.2.e The institution's internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Descriptive Summary

There is full recognition of the importance of internal controls. Internal control is a process designed to provide reasonable assurance about reliability of financial reporting and the effectiveness and efficiency of operations. Internal controls offer safeguards against unauthorized acquisition, use, or disposition. Systems of internal controls are present at the College and the District. An unqualified audit opinion has been issued for the past six years for the District. Any 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 ([IIID.148](#)).

Self Evaluation

Unqualified opinions for the external auditor provide evidence and confidence in related to internal controls. As noted above, a number of personnel 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 VPAs meet monthly with the Vice Chancellor, Finance & Administration, and the administrators of Human Resources, Business Services, Facilities Management, and Police Services.

Actionable Improvement Plan

None.

III.D.3 The institution has policies and procedures to ensure sound financial practices and financial stability.

Descriptive Summary

The District and College review financial policies and procedures regularly to help ensure sound management and financial stability. The District Budget Committee provides the College with current fiscal information and long-range projections for funding levels and regulatory changes that will impact budget planning and development ([IIID.149](#)).

The College Budget Committee shares budget information with departments, provides budget updates, and shares statutory and regulatory changes that impact current and future funding levels. The committee reviews all departmental Unit Plans, Program Plans, and Institutional Plans that include requests for financial resources, facilities, staffing, and information technology ([IIID.150](#)). All plans that include resource requests are based on various types of data evaluation, including learning outcomes, programs review, metrics, and survey results.

The statewide budget deficit resulted in funding reductions to the College between fiscal years 2009 and 2013. During this five-year span, the District and College used a balanced plan of spending reductions, cost containment strategies, including increases to employee's share of health premium costs, and reserves to help limit funding reductions for programs and services. Most funding reductions were limited to lowering College discretionary operating budgets without reductions to full-time regular faculty, classified staff, and management positions (LRCCD Independent Auditor's Report 6/30/2013, page 6) ([IIID.151](#)).

The focus of budget planning, regardless of funding levels, is to preserve core programs and services for students, protect regular employees, and maintain fiscal stability (LRCCD Adopted Budget 2014-15, page 11) ([IIID.152](#)).

Self Evaluation

The District and College utilize an effective series of policies, regulations, procedures, and self- assessment methods to help ensure sound financial practices and financial stability.

The District and College effectively plan for spending based on revenue estimates and projections. Internally, conservative estimates are primarily based on historical data. Revenue projections are also aided by external data provided by the CCCCCO. The District and College attempt to maintain or exceed required reserves as recommended by the CCCCCO. The District's unrestricted ending fund balance for 2013–14 is over 11 percent, compared the CCCCCO recommended reserve of 5 percent. The District and College have also made available reserves in the capital outlay fund to help maintain adequate spending levels when State budget reductions occur.

Staffing policies are designed to be consistent with enrollment trends. For example, enrollment declines were planned beginning in 2010-11, but the College and District made productivity improvements to enable serving over cap students without additional cost.

Collective bargaining agreements for the District's three largest units have been negotiated for three-year contracts. All employee groups have the same compensation formula, which only commits new, continuing funding to potential salary schedule increases.

Annual Independent Audits show that the district does not receive audit findings. The integrity of the District's financial statements can be attributed to having two internal auditors and controls that help safeguard all district assets.

Budget monitoring is prevalent throughout all levels of College and District management. Official budget modifications are processed regularly and formal budget revisions are presented to the Board twice annually for approval.

The District's unfunded liability for retiree health benefits is based on actuarial calculations conducted regularly since 1980. The District is fully funded for all past service liability and includes a continuing appropriation for the annual normal cost.

The District always files its annual audit report with the CCCCCO on time, as well as timely submission of other required reports such as the CCFS 311 annual and quarterly financial reports and the CCFS 320 apportionment attendance reports.

Actionable Improvement Plan

None.

III.D.3.a The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and develops contingency plans to meet financial emergencies and unforeseen occurrences.

Descriptive Summary

The District and College maintain sufficient reserves to meet cash flow obligations. The California Chancellor's Office recommends a General Fund Reserve for community college

districts of at least 5 percent. Los Rios Community College District policy is to maintain a 3 percent uncommitted reserve in the general fund. District general fund reserves have exceeded the 5 percent prudent level recommended by the Chancellor's office, and the District's capital projects fund reserves can be used to supplement general fund reserves to meet cash flow requirements (LRCCD Adopted Budget 2014-15, page 140) ([IIID.153](#)).

The District's 2013–14 unrestricted ending general fund balance as calculated using the CCCCCO's definition for the recommended prudent level was 11 percent (LRCCD Adopted Budget 2014-15, page 136) ([IIID.154](#)).

The State began allocating additional funding beginning in fiscal year 2012–13 to buy down deferrals in apportionment payments to the District. The buy down is designed to bring relief in terms of cash flow (LRCCD Independent Auditor's Report June 30, 2013, page 15) ([IIID.155](#)).

Tax Revenue Anticipation Notes (TRANS) are a short-term funding mechanism available for cash-flow management, but the District has not needed to exercise this option.

Portions of the College's annual Institutional Reserves were available to provide additional resources to maintain financial stability and to backfill for reductions to unrestricted funding during State budget cuts. The SCC budget development process allocates portions of current year funding for future year operating costs to accurately project available funding during its budget development process for the next fiscal year. Additionally, the SCC annual budget process allocates 50 percent of its unrestricted ending balance to Institutional Reserves, with the remaining 50 percent going to Department Reserves.

The District is self-insured for liability, property damage, and workers' compensation claims up to the limits specified in the notes to the financial statements. Coverage in excess of self-insurance limits for workers' compensation is purchased through an insurance broker. Coverage in excess of self-insurance limits for property damage and liability are provided by pooled insurance as members of two joint powers authorities—SELF and ASCIP (LRCCD Independent Auditor's Report June 30, 2013, page 41 & 42) ([IIID.156](#)).

As required by the State Chancellor's Office, the District budget includes a reserve of at least 5 percent to meet financial emergencies. The District and College use a conservative approach when forecasting and budgeting to ensure appropriate cash flow.

Self Evaluation

The College and District meet the standard. Cash reserves are adequately managed, and no problems exist with cash flow. The District's capital projects fund has been the primary source for cash flow requirements when state deferrals were implemented.

Actionable Improvement Plan

None.

III.D.3.b 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. The District coordinates the annual review of internal controls and finances by independent auditors. The District also has two Internal Auditors on staff to regularly review internal controls and ensure compliance with all regulatory requirements related to District and College finances. The District's Business Services department oversees all College funds, including Grants, Categorical Programs, Special Programs, Fiduciary funds, Enterprise funds, Trust funds, and Foundation funds. The College's Administrative Services Division ([IIID.157](#)) provides additional oversight of controls and finances with an Administrative Services Analyst and the Business Services Office.

The District General Accounting department administers Financial Aid cash management and reporting. The College's Financial Aid department works in conjunction with the District Director of Student Financial Aid and Internal Auditors to ensure that appropriate procedures are in place and all regulatory requirements are met.

Fiduciary operations such as the Associated Student Government of Sacramento City College, Agency accounts, and Trust accounts are subject to all internal controls and financial procedures described in District Policy and Regulations. These funds are also reviewed annually during the independent audit ([IIID.158](#)).

The Sacramento City College Foundation is an affiliate of the Los Rios CCD Foundation, which is a 501(c)3 organization with a finance committee that manages the resources of the entire foundation ([IIID.159](#)).

The Foundation works in conjunction with the Los Rios Foundation, the College Business Services Office, and District General Accounting department to ensure finances are managed appropriately. The District's independent auditors conduct a separate review of Foundation finances ([IIID.160](#)). Additionally, the District's Internal Auditors regularly review controls and help ensure all regulatory requirements are met.

All grants, contracts and MOUs may only be executed by the Chancellor, Vice Chancellor of Education and Technology, Vice Chancellor of Resource & Economic Development, or Vice Chancellor of Finance & Administration. (LRCCD Board Policy P-8315, LRCCD Authorized Signers List). Additional oversight is exercised at the College level by requiring that all proposed expenditures have sufficient funds in corresponding budgets. College staff in the Administrative Services Office review all proposed expenditures to make sure that they are correctly classified.

All grant applications are reviewed by the Office of Planning, Research and Institutional Effectiveness and the dean of the appropriate area to ensure that the grants address

department and College goals. Grant applications are routed to the College President for review before being submitted to the District for approval ([IIID.161](#)).

The District's external audit is performed annually ([IIID.162](#)).

All identified findings and the District's responses to the findings are included in the audit and used for improvement of the management of the District's/College's finances. 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.

The District is restricted by law and Board Policy in the types of investments that can be made. The District's investment policy established safety of principal as the primary objective and investment strategy is to realize a reasonable yield (LRCCD Independent Auditor's Report June 30, 2013, page 23) ([IIID.163](#)).

The District provides a quarterly investment report to the Board of Trustees regarding the investment of funds held by the Foundation ([IIID.164](#)). The Foundation has a finance committee that meets with its investment advisor ([IIID.165](#), p. 8).

Annually, the District provides a report of all investments to the Board per Board Policy ([IIID.166](#)).

For assets held in the District's irrevocable trust (OPEB), the District has a committee that meets regularly with the financial advisor and trustee. The Trust investment returns are evaluated against benchmark data as outlined in Board Policy as well as to the discount rate used for the actuary report of 5 percent to measure actual results to plan.

Self Evaluation

The institution practices effective oversight of finances. Financial Aid cash management and reporting is administered by the District General Accounting department. All grants, contracts and MOUs are executed by the District Chancellor and appropriate Vice Chancellors (LRCCD Board Policy P-8315, LRCCD Authorized Signers List). The Sacramento City College Foundation is a separate 501(c) (3) organization that has its own finance committee ([IIID.167](#)).

Fiduciary operations such as the Associated Student Government of Sacramento City College, Agency accounts, and Trust accounts are subject to all internal controls and financial procedures described in District Policy and Regulations. The District provides a quarterly investment report to the Board of Trustees

Actionable Improvement Plan

None.

III.D.3.c The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee-related obligations.

Descriptive Summary

The District's annual Other Postemployment Benefit (OPEB) cost is calculated based on the Annual Required Contribution (ARC) of the employer, in accordance with GASB 45. The District prepares an actuarial report of the Annual Required Contribution (ARC) and funds this liability.

The District fully recognizes and funds other liabilities, including compensated absences. The annual financial statements detail the District's liabilities and funding. (LRCCD Independent Auditor's Report 6/30/14, page 37-38). ([IIID.168](#)).

The Los Rios Community College Retiree Health Plan established a trust that provides for a contribution towards all or a portion of health insurance premiums for eligible members who have retired from the District (LRCCD Adopted Budget 2014-15, page 26). ([IIID.169](#)). The District is fully funded for the vacation liability accrued to its classified and management employees and the liability for paid leave by faculty under a banked leave program (LRCCD Adopted Budget 2014-15, page 26, [IIID.170](#)).

The District includes policy in all collective bargaining agreements to limit accruals of vacation time balances for regular classified and management employees ([IIID.171](#), [IIID.172](#), [IIID.173](#), [IIID.174](#)).

Self Evaluation

In conjunction with the District, the College plans for and allocates resources for liabilities and future obligations. OPEB cost is calculated and the District funds this liability.

Actionable Improvement Plan

None.

III.D.3.d The actual plan to determine Other Post- Employment Benefits (OPEB) is prepared, as required by appropriate accounting standards.

Descriptive Summary

The District is required to prepare an actuarial report of its Other Post Employee Benefits (OPEB) on a two-year basis. Actuarial reports are conducted in a timely manner. The District provides a fixed monthly amount to eligible retirees toward their healthcare costs and has funded its OPEB obligation since 1986. The District established an irrevocable trust for

accumulated assets in 2007-08 in accordance with GASB 45 (LRCCD Adopted Budget 2014-15, page 26, [IIID.175](#)).

The annual budget includes a \$3.3 million continuing line item to fund the normal cost based on the actuarial results. The District is currently over-funded for its OPEB and does not have an annual required contribution.

Self Evaluation

The District prepares an actuarial report of its Other Post Employee Benefits (OPEB) on a two-year basis as required by appropriate accounting standards.

Actionable Improvement Plan

None.

III.D.3.e On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Descriptive Summary

The District's long term-debt for Measures A and Measure M general obligation bond programs is funded by local property tax assessments made by the County auditors (LRCCD Adopted Budget 2014-15, page 45-53, [IIID.176](#)).

The District accrues costs for Compensated absences as they are earned by employees. Compensated absences for employee vacation and banked leave are tracked and funded using continuing budget appropriations. Accumulated unpaid employee vacation benefits are recognized at year end as liabilities of the District (LRCCD Independent Auditor's Report June 30, 2013, page 23, [IIID.177](#)).

Redevelopment funds revenue is designated for principal and interest payments for the District's Certificates of Participation (LRCCD Adopted Budget 2014-15, p. 37, [IIID.178](#)).

Measure A and Measure M bond balances of \$2.8 billion is below the District's overall capacity as outlined by State statutes. The overall percentage of the District's general fund budget utilized for current or future obligations, including OPEB is around 1 percent (LRCCD Independent Auditor's Report June 30, 2013, page 38, [IIID.179](#)).

Self Evaluation

The District carefully plans for all annual debt repayment on locally incurred debt instruments. The College assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Actionable Improvement Plan

None.

III.D.3.f Institutions monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirements.

Descriptive Summary

The U.S. Department of Education three-year cohort default rate is the percentage of a school's borrowers who enter repayment on federal student loans during the stated federal fiscal year and default within three years after entering repayment. A default occurs when a borrower fails to make payments on his or her loan for 270 days. The default rate for the College over the past three years is 20.6 percent and is also shown on the annual fiscal reports to the ACCJC ([IIID.180](#)).

The default rate is currently within federal guidelines and is regularly monitored by the College in an effort to continue to reduce the default rate ([IIID.181](#), [IIID.182](#)).

The College is committed to educating students about their loan repayment obligations. The Financial Aid Office requires all loan applicants to "Direct Loan Entrance Counseling" during their application process ([IIID.183](#)). The College's website includes comprehensive information to students regarding loans, loan repayment, and loan default policies ([IIID.184](#)).

Federal resources provided for financial aid awards, loans, and College Work Study salaries to students are tracked in the Student Financial Aid Fund (SFAFD — Fund 74). Major Title IV federal student aid programs, such as Pell, FSEOG, and Federal Direct Loans, are based on individual student eligibility. Currently, the PowerFAID's system is used for processing student financial applications.

The United States Department of Education Common Origination and Disbursement website (COD) is used to process, store, and reconcile the College's financial aid data for these revenue sources. COD supplements the College's budget tracking system by providing a tool for processing and viewing its federal awards data.

G5 communicates with the COD system and is used by Department of Education's Office of Chief Financial Officer to process school-specific obligations and to make payments (drawdowns) against those obligations.

Self Evaluation

In conjunction with the District, the College monitors and manages student loan default rates, revenue streams, and assets in compliance with federal, state, and local regulations.

Actionable Improvement Plan

None.

III.D.3.g 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 follows Board policies and regulations regarding all contracts ([IIID.185](#)).

The formal review process for executing an agreement includes review at the College level, review by the District's General Services/Risk Management Departments, as well as review by the District's General Counsel before being signed by the appropriate Vice Chancellor. In addition, contractual agreements are approved or ratified by the Board of Trustees ([IIID.186](#), for example, [IIID.187](#), pp. 3-4).

Agreements for grants or special programs in which the College receives funding to perform certain activities or conduct specific programs pass through several levels of review. The College and District coordinate acceptance of grant contracts through the College Office of Planning, Research, and Institutional Effectiveness and the District Resource Development department ([IIID.188](#)), which helps determine fit with the College's and District's mission. In turn, contract applications are routed to District Grants and Contracts ([IIID.189](#)), Legal Services and Human Resources as appropriate ([IIID.190](#), [IIID.191](#)).

Each office completes a thorough review relative to its respective area. This review includes ensuring that the grant or program is consistent with the mission and goals of the College and District. When awarded, the District Grants and Contracts department ([IIID.192](#)) works with the College Administrative Services Division on financial reporting and compliance requirements, including federal compliance.

Contracts for goods or services are coordinated by District General Services ([IIID.193](#)). Proposed contracts are submitted by the College to District General Services, which routes them to the appropriate areas mentioned above for review prior to execution. These processes are clearly defined in Board Policies and Regulations: ([IIID.194](#), [IIID.195](#), [IIID.196](#), [IIID.197](#))

Self Evaluation

The College enters into contracts and grants 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 allow the College to maintain integrity in its involvement with external entities.

Actionable Improvement Plan

None.

III.D.3.h The institution regularly evaluates its financial management practices and the results of the evaluation are used to improve internal control structures.

Descriptive Summary

Annual independent audits are the primary external source of information for evaluating financial management practices. Feedback and findings from external auditors are used to evaluate and improve the District and College financial management systems (LRCCD Independent Auditor's Report June 30, 2013, [IIID.198](#)).

The District employs two regular Internal Auditors who are responsible for periodic evaluations of internal controls and who routinely test processes related to financial management. The District utilizes employees in Grants and Contracts ([IIID.199](#)), General Accounting ([IIID.200](#)), Accounting Operations ([IIID.201](#)), and Fiscal Services to monitor and help fulfill all financial compliance requirements ([IIID.202](#), [IIID.203](#), [IIID.204](#)). The College Vice President of Administration, College Business Services Office, and Administrative Analyst are responsible for implementing internal controls and financial compliance requirements ([IIID.205](#), [IIID.206](#)).

Each agency that provides grant and categorical funding to the College normally requires financial reports shortly after the expiration of the spending authority for each program. These reports provide the funding agencies with the opportunity to verify that the College has followed the agencies' guidelines and restrictions for expenditures. Special Programs funding for the College includes programs from the United States Department of Education, the California Community Colleges Chancellor's Office, and various local city, county, and private agencies. (LRCCD Adopted Budget 2014-15, page 26, [IIID.207](#), LRCCD Independent Auditor's Report June 30, 2013, pages 61-64, [IIID.208](#)).

The College Budget Committee helps evaluate budget development processes each year. The Committee's work includes the alignment of financial resource funding requests with Unit Plan and Program Plan objectives. The committee continuously reviews the resource allocation process, input and request forms, and budget development timelines to ensure that the budget allocation process supports College goals and the Program/Unit Planning cycle ([IIID.209](#)).

Self Evaluation

In conjunction with the District, the College conducts regular evaluation of financial management practices and uses the results of these evaluations to improve controls.

Actionable Improvement Plan

None.

III.D.4 Financial Resource planning is integrated with institutional planning. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement of the institution.

Descriptive Summary

The recent economic downturn underscored the need to integrate and coordinate financial resource planning with institutional planning. With reductions in funding and the explicit move to student success as a primary objective, it is increasingly evident that financial planning cannot occur in pockets or a vacuum.

Financial resource planning is used as a guide to direct the College in the allocation of the financial resources needed to meet ongoing College obligations through the College's strategic planning process. Financial resource planning is intended to provide a stable and transparent mechanism for the allocation of resources in a given year ([IIID.210](#)).

Institutional planning is a part of the overall SCC Strategic Planning System. Institutional planning is a data-driven planning cycle that begins with an assessment and evaluation of outcomes, measures of merit, and other supporting information that enable the College to establish a strategic direction in carrying out the mission and goals for the institution ([IIID.211](#)).

Financial resource planning is tightly integrated with overall institutional planning through the College's comprehensive Strategic Master Plan framework referred to as the "Family of Plans." ([IIID.212](#), p. 8). Beginning with the College's Value, Vision and Mission statements, the Strategic Master Plan sets a highly defined mechanism to assure that resources are allocated in support of College Goals. The SCC Planning Handbook ([IIID.213](#)) provides information on the structure, process, and connections of the various part of the SCC planning system, including instructions, checklists, steps, and FAQs.

The Strategic Master Plan ([IIID.214](#)) 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. There are four different types of plans within this planning structure: institutional, program, operational unit, and resource allocation. Institutional plans (e.g., Educational, Resource Management & Capital Outlay, and Student Support Service) define the context and scope of planning in each of the three major functional areas of instruction, administration and student services. Recently, SCC has added two new Institutional Plans: the Student Success and Support Programs Plan and the Student Equity Plan ([IIID.215](#)). These plans support College-wide work toward

improvements in student success and decreases in achievement gaps between groups of students.

Program Plans support College-wide processes and initiatives ([IIID.216](#)). Program Plans identify College objectives and initiatives, outcome measures, and resource requirements for achieving these outcomes. Program Plans are subject to regular review

Unit Plans are action plans that drive the daily operations College departments/units ([IIID.217](#)). Unit Plans address both new initiatives and maintenance of effort and define the objectives, outcome measures, and resources needed to accomplish objectives at the unit level that support College strategic directions and goals.

Unit Program Reviews connect several years of Unit Planning; they review three to six years of data and planning work and project future resource needs ([IIID.218](#)). Resource Plans define the process for obtaining input, criteria and prioritizing, as well as the recommendation for resource allocation.

SCC FAMILY OF PLANS					
Strategic Master Plan	The Strategic Master Plan provides the College framework for data evaluation, planning development, resource allocation, implementation, and evaluation.				
Institutional Plans	Education Master Plan	Student Equity Plan	Resource Management & Capital Outlay Plan	Student Services Master Plan	Student Success and Support Programs Plan
Program Plans	Plans for programs that support College-wide activities and initiatives. These plans link directly to resource allocation through “Above the line” funding. Examples include: Distance Education, Tutoring, Information Technology, Staff Development,				
Unit Plans	Department-level action plans that guide the daily work of College units. These plans link directly to resource allocation through unit base budgets and Budget Committee funding.				
Resource Plans	Financial	Facilities	Faculty	Classified Staff	Information Technology
Program Reviews	Program Reviews review 3 to 6 years of data and planning work and project the future resource needs of Instructional, Administrative Services, Student Services, and President’s College Service Areas.				

Beginning with the District’s strategic planning process, the College’s Family of Plans form a highly interconnected planning system in which the strategic direction from the District and College both informs and responds to activities at various levels of the College’s structure from the College Service Areas to Programs and Operational Units.

Financial decision making is driven by the evaluation of financial requests made through Program and Operational Unit Plans. A “unit” is singular area (e.g., a department such as Biology or Counseling), while a “program” is a College-wide effort that spans multiple departments and/or divisions. For example, the Basic Skills Initiative is an effort that involves both instructional and student services departments.

Unit Plans include, among other information, specification of unit objective, metrics for measuring success, and financial requirements. Each Unit Planning objective goes through a series of rankings at the Department, Division, and College Service Area levels ([IIID.219](#), p. 21 and following). Depending on the activities specified, Unit Plans and Program Plans may require consultation with various participatory governance bodies—e.g., IT and Facilities.

Unit Objectives are also ranked by the Budget Committee, the College’s financial resource participatory governance body. The Budget Committee’s review is based on both Unit Plan documentation and hearings that begin in mid-February of each year. The Budget Committee submits its rankings and recommendations to the College President ([IIID.220](#)). The President then formally responds to the Budget Committee’s recommendation ([IIID.221](#)). Finally, the President provides a Budget Memorandum that provides guidance on the use of financial resource for the upcoming year ([IIID.222](#)). This document represents the collaborative effort of the College to ensure that resource decision are made in a manner consistent with College goals and priorities.

Each spring semester Unit Plan Accomplishment Reports are submitted ([IIID.223](#)). These reports provide a review of each of the previous year’s Unit Plans and whether objectives were met, a brief explanation of the outcome, and information about whether student learning outcome (SLO) data supported the objective.

The College has eighteen Program Plans. Like Operational Units, cross-department programs must submit annual plans ([IIID.224](#)). Program Plans are intended to show how the program meets 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 a College office and are associated with a participatory decision-making group.

Program Plans are both plans for the upcoming year and a review of the prior year’s activities. The planning section includes: (1) program description and purpose, and (2) environmental scan and multi-year direction. The operational review and plan section includes: (1) review of accomplishments for the previous year, (2) program objectives and outcomes, and (3) procedures and resource requirements for the planning year ([IIID.225](#), p. 17-20). Program Plans are presented to the President’s Cabinet, which in turn provides feedback to the President. The President makes the final determination on funding and provides this information to the Budget Committee.

Self Evaluation

The College has a well-developed, clearly described and effective Financial Resource planning process that assures a strong and direct connection between financial resource allocation decisions and overall institutional planning. Assessment of the efficacy of financial resource use is a strong component of the planning process and is designed and executed to meet institutional goals and assure continuous improvement. On the recent Employee Accreditation Standards Survey 2014 (available on the PRIE Survey webpage [IIID.226](#)) 64 percent of the respondents agreed or strongly agreed that the allocation of financial resources is tied to Unit Plans ([IIID.227](#)).

Actionable Improvement Plan

None.

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STANDARD IV: Leadership and Governance
STANDARD IV.A: Decision-Making Roles and Processes



By Catherine Llarema, SCC student

Standard IV: Leadership and Governance

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

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

Sacramento City College institutional leaders help create an environment in which the College's core values of "working together, pursuing excellence and aspiring achievement" are encouraged. Institutional leadership begins with the College President and includes the Senior Leadership Team Chair, the Academic Senate President, the Classified Senate President, and Student Associate Council President. The three Vice Presidents and staff who lead the College programs and service areas also provide leadership. (See the administrative structure organizational chart, [\(IVA.1\)](#) Each constituency group has its own representative body with appropriate leadership from within the group (e.g., Senior Leadership Team, Academic Senate, Classified Senate, and Associated Student Government). [\(IVA.2\)](#) The Department Chairs Council provides additional faculty leadership, in which faculty representatives from all program and service areas gather to exchange information and engage in dialogue on key issues. [\(IVA.3\)](#), [\(IVA.4\)](#) Finally, the College has an extensive committee structure, which plays a role in the participatory decision-making process. [\(IVA.5\)](#) College governance or participatory decision-making processes are promoted and documented by the PRIE Office [\(IVA.6\)](#) and described in the Guide to Participatory Decision Making at SCC, also known as the "Blue Book." [\(IVA.7\)](#)

Staff, faculty, administrators, and students are encouraged to take initiative in improving programs and services. Professional growth is a key element of overall college improvement. The Staff Resource Center plays a primary role in providing the information and venues needed to engage the College community and provide its members with opportunities for professional growth. [\(IVA.8\)](#) Various awards and recognition ceremonies highlight achievements of faculty, staff, students, and administration. [\(IVA.9\)](#) All College

constituencies, including students, participate on College committees and decision-making bodies. The College has long sought student involvement, which has increased in recent years. In 2014-15 many participatory governance or decision-making committees had student representation. ([IVA.10](#))

Campus leadership promotes innovation and continuous improvement at the College by helping find resources and providing opportunities for members of the College community. For example, to support the Hispanic Serving Institutions Grant Proposal process, the President helped fund the participation of the Dean of Behavioral & Social Science, the Dean of Financial Aid and Student Services, and the Administration Assistant to the Dean of Language and Literature at the Hispanic Association of Colleges and Universities conference in Denver, Colorado. This work is supported by the College's Continuous Quality Improvement Program Plan, which provided funding was used to support travel of SCC personnel to the Hispanic Association of Colleges and Universities (HACU) conference, to a preview of a prospective analytics system (Civitas) and to the CCSSE/NSSE Engaging Latino Students conference. ([IVA.11](#))

Strategies for empowerment, innovation, and excellence are supported by the Los Rios Community College District Board Policies and Administrative Regulations. When ideas for improvement effect practices or have significant institution-wide implications, the College and the District utilize a participatory decision-making process outlined in Board Policies and Administrative Regulations. Included in these policies and regulations are statements regarding collaborative goal-setting and problem-solving processes built on trust and communication along with descriptions of the roles of the faculty, classified staff, students, administrators, and the Board of Trustees to ensure effective dialogue, planning, and implementation. ([IVA.12](#)), ([IVA.13](#)), ([IVA.14](#)), ([IVA.15](#)).

The College's planning process is data-based and includes metrics designed to support continuous improvement. For example, the Institutional Effectiveness (IE) reports include student achievement and success data, as well as data on progress toward College goals, and benchmarks comparing SCC to other similar colleges. ([IVA.16](#)) These reports are used by the extensively by the College Strategic Planning Committee and the Planning, Research, and Institutional Effectiveness Committee. ([IVA.17](#)) ([IVA.18](#)). They are also used for information on specific topics by other college groups such as the Executive Council and the President's Cabinet

Dialogue is encouraged throughout the College to assure effective planning for improvements that have policy or institution-wide implications. The College Strategic Planning Committee (CSPC), composed of representatives from all constituency groups, reflects participatory decision-making at all levels in the College planning processes. ([IVA.19](#)), ([IVA.20](#)) Sharing the reviewed goals campus-wide through various constituent meetings, discussions at Executive Council (which includes all four constituency leaders), and in other venues, the CSPC receives feedback on proposed College goals and strategies for institutional improvement. This system, along with the multiple levels of planning processes involving all constituencies, defines College goals and values.

There are many examples of the ways the College has addressed implementation of innovations or improvements with college-wide implications. Some of those include:

- **Student Success and Support Programs:** The focus of the Student Success and Support Program Initiative is to ensure that all first-time students participate in orientation, take placement assessment tests, and meet with a counselor to set up their educational plans to ensure greater success and encourage completion. Input was gathered from across the College, and dialogue was used to develop an institutional SSSP Plan. ([IVA.21](#)) This plan includes a number of innovative approaches that affect the whole College. ([IVA.22](#)) ([IVA.23](#))
- **Student Equity:** The Student Equity Plan focuses on reducing achievement gaps between student groups. ([IVA.24](#)) ([IVA.25](#)) The plan informs strategic decision-making, campus diversity initiatives, staff development, teaching methodologies, and curricular programs. The plan, which includes innovative activities and ideas that came from a variety of individuals, occurred after broad dialogue and utilized participatory decision-making structures to ensure that input came from individuals throughout the College. ([IVA.26](#)), ([IVA.27](#)), ([IVA.28](#))
- **“2 + 2 + 3” Pathway to Law School:** This collaboration with the California State Bar has identified a number of community colleges, four-year institutions, and law schools across the state to improve the number of under-represented groups entering law school. ([IVA.29](#)) ([IVA.30](#))
- **Sacramento Pathways to Success:** Sacramento Pathways to Success is a partnership between Sacramento City Unified School District, Sacramento City College, and California State University, Sacramento, to provide Sacramento students and their families with a clearer, simpler road map to college and career success. It was developed with wide input from across the College. ([IVA.31](#)), ([IVA.32](#))
- **Basic Skills Initiative:** This initiative provides coordination—a faculty coordinator and a steering committee that meets monthly—to plan, review, and evaluate projects that support success in the basic skills across the campus. These projects have included classroom innovations meant to retain lowest-level students and help more of them succeed in Basic Skills Math, English, ESL, and Reading classes. The innovations include imbedding tutors and counselors in Basic Skills classes, using additional staff for support (for example, in the Developmental Writing Assistance Program) and using technology (tablet computers with math students) to allow Math students to engage their subject matter in ways that help them succeed. ([IVA.33](#))

Structures are clearly in place, and the College leadership supports discussion, planning, and implementation of innovations and improvement. Several substantial and innovative projects have been developed in recent years. However, the College still strives to improve. Some concerns have been expressed about a need to improve engagement with discussion and decision-making throughout the campus. The Communication and Governance Survey 2014 ([IVA.34](#)) showed that while the percentage of those participating in College committees,

processes, and planning discussions had increased for faculty and classified staff compared to the same survey from 2011 ([IVA.35](#)), and that overall College employees report moderate levels of engagement with decision-making at the College, the rating of several items related to engagement in decision-making declined from 2011 to 2014.

Engagement in College decision-making: Percent of “high” or “moderate” responses by constituency groups. (Changes of 10 or more percentage points from 2011 to 2014 are noted by bold italics and shading)			
	Faculty	Classified staff	Administrator
My personal sense of engagement with College decision-making is...			
2011 Survey	72%	58%	100%
2014 Survey	68%	51%	100%
In general, engagement in decision-making across the college is...			
2011 Survey	53%	63%	70%
2014 Survey	50%	49%	94%
The degree to which engagement with decision-making is expected of SCC employees is...			
2011 Survey	60%	58%	70%
2014 Survey	48%	41%	100%
The degree to which engagement with decision-making is valued by College administration is...			
2011 Survey	54%	58%	100%
2014 Survey	62%	48%	88%
The degree to which my job allows time for me to participate in College decision-making is...			
2011 Survey	57%	60%	100%
2014 Survey	45%	37%	88%

Self Evaluation

College leaders support the idea that leadership and participatory decision-making are an important part of the College culture and work to create an environment for empowerment, innovation, and institutional excellence. This is exemplified in their support of promoting excellence through a variety of events for all constituencies, as well as through College staff resource funding for innovation and professional development. Each year the Honors and Awards Committee hosts the “Celebration of Excellence” highlighting College individuals and groups selected by peers for recognition. ([IVA.36](#)) Ongoing events for professional development are created, scheduled and promoted by the Staff Resource Center ([IVA.37](#)) ([IVA.38](#)) ([IVA.39](#)).

Many institutional leaders at SCC support an environment for empowerment, innovation, and institutional excellence by listening to concerns, sharing strategies for getting involved and providing support and resources. As an example, the Senior Leadership Team has started

including the participation of supervisory staff from a variety of departments and areas of the College to gain insights into the respective areas as well as soliciting ideas, which may contribute to the initiatives and pathways (IVA.40). Information is shared about grant opportunities, statewide committee opportunities, and workshops and conferences (IVA.41). Institutional leaders at SCC support professional development and encourage all staff to participate. (IVA.42), (IVA.43), (IVA.44)

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 efforts to improve institutional effectiveness. The District’s Strategic Plan explicitly states as a value that decisions should be made at the lowest level possible, and College processes put this belief into practice. (IVA.45) College strategic planning data include indicators for College goals (IVA.46) (IVA.47) and a range of other information on institutional effectiveness is available (IVA.48)

Recent surveys have provided information about engagement in decision-making across the College. The Communication and Governance Survey 2014 (IVA.49) showed that a plurality of respondents see communication and decision-making at the College as effective; however, the ratings in some areas have dropped since 2011.

Many respondents have been active in the decision-making processes of the College. Percentages of those active in these areas were slightly higher in the 2014 survey compared to the 2011 survey. College employees feel knowledgeable about items related to engagement with College decision-making. About two-thirds of employees report moderate to high levels of engagement on most of the survey items related to decision-making at the college. The lowest rating was in response to the question about the degree to which their jobs allow time to participate in College decision-making—over 50 percent responded “low” to that item. Classified staff expressed relatively low engagement, and administrators expressed relatively high engagement. Ratings of several items related to engagement in decision-making declined from 2011 to 2014.

Engagement in college decision-making: Percent of “high” or “moderate” responses by constituency groups. (Changes of 10 or more percentage points from 2011 to 2014 are noted by bold italics)			
	Faculty	Classified staff	Administrator
My personal sense of engagement with college decision making is...			
2011 Survey	72%	58%	100%
2014 Survey	68%	51%	100%
In general, engagement in decision making across the college is...			
2011 Survey	53%	63%	70%
2014 Survey	50%	49%	94%
The degree to which engagement with decision making is expected of SCC employees is...			
2011 Survey	60%	58%	70%
2014 Survey	48%	41%	100%

The degree to which engagement with decision making is valued by college administration is...			
2011 Survey	54%	58%	100%
2014 Survey	62%	48%	88%
The degree to which my job allows time for me to participate in college decision making is...			
2011 Survey	57%	60%	100%
2014 Survey	45%	37%	88%

Effective College communication 2014 Survey: Percent of “strongly agree” or “agree” responses. (Changes of 10 or more percentage points from 2011 to 2014 are noted by bold italics)			
	Faculty	Classified staff	Administrator
College communication processes share information effectively across the college.			
2011 Survey	43%	49%	90%
2014 Survey	36%	33%	73%
Information about major college processes is readily available to me.			
2011 Survey	49%	59%	100%
2014 Survey	42%	43%	87%
Information about the work of my division is readily available to me.			
2011 Survey	62%	77%	100%
2014 Survey	67%	43%	100%
Overall, the College is moving in the right direction with respect to campus climate and communication.			
2011 Survey	48%	64%	100%
2014 Survey	38%	33%	71%
My senate or representative council has sufficient opportunities to communicate about College decisions.			
2011 Survey	57%	54%	90%
2014 Survey	48%	40%	71%

Additional details on responses related to communication from the 2014 survey are shown below:

Please indicate your agreement/disagreement with each of the following statements.							
2014 Survey	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know	Count
College communication processes share information effectively across the college.	9	73	58	55	22	5	222
Information about major college processes is readily available to me.	19	82	57	37	18	9	222
Information about the work of my division is readily available to me.	41	93	38	32	13	5	222
Overall, the college is moving in the right direction with respect to campus climate and communication.	13	73	63	42	20	10	221
My senate or representative council has sufficient opportunities to communicate about college decisions.	20	84	67	15	8	27	221

Please indicate your agreement/disagreement with each of the following statements. Number of responses in each category is shown. (Modal response is shown in bold italics and shading.)							
2014 Survey	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know	Total Count
College communication processes share information effectively across the college.	9	73	58	55	22	5	222
Information about major College processes is readily available to me.	19	82	57	37	18	9	222
Information about the work of my division is readily available to me.	41	93	38	32	13	5	222
Overall, the College is moving in the right direction with respect to campus climate and communication.	13	73	63	42	20	10	221
My senate or representative council has sufficient opportunities to communicate about College decisions.	20	84	67	15	8	27	221

In spring 2014, a District-wide survey (LRCCD Employee Satisfaction and Perceptions Survey) was conducted. (IVA.50) The summaries of the comments made by SCC employees were provided to the College community by the President’s Office (IVA.51). In areas of personal satisfaction and general understanding of employee roles and organizational missions, the findings were overall satisfactory. The same was true for quality of student education and general workplace safety, as well as perceptions of District standing in the community. (IVA.52) However, concerns were expressed by employees, which reflect a need or desire for improvement in the areas of effective communication, participatory decision-making discussions, and improvement in areas of trust and respect (IVA.53) (IVA.54) (IVA.55). The overall concerns expressed in documents support the findings of the surveys.

The College is moving forward to use this evaluative information to improve. In a College-wide email sent on Oct. 10, 2014 (IVA.56), the President indicated that the information from the 2014 Employee Satisfaction and Perceptions Survey will be “helpful as we set College goals, plan committee work and professional development activities, and write reports for Accreditation such as a self-evaluation and planning agenda.” The College continues to gather information and take action to strengthen and improve College processes. For example, in 2012 the Academic Senate wrote a white paper requesting that Administration and Faculty work together to maintain collegiality, something that has long been integrated into the culture of the College. (IVA.57)

In 2014, the Academic Senate approved and shared a report from the Academic Senate Task Force on Participatory Decision Making that outlined some of the challenges the College has faced over the last few years and requested that all constituency groups work together to explore and improve participatory decision-making processes (IVA.58). In April 2015, a

workgroup, with representation from all college constituency groups, to review the Blue Book (the SCC guide to participatory decision-making) ([IVA.59](#)) was formed.

Actionable Improvement Plan

Actionable Improvement Plan 3 (IV.A.1, IV.A.2.a)

As part of the ongoing cycle of continuous improvement, the College President, President's Cabinet, and all constituency leadership will facilitate and further develop dialogue, activities, and initiatives designed to improve College engagement in, understanding of, and respect for participatory decision-making. The Blue Book Task Force was convened in April of 2015, an important first step to address these issues.

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

“A Guide to Participatory Decision-Making at Sacramento City College (commonly called the “Blue Book”) is the written document that describes the philosophy, definition, and components of participatory decision-making at the College. In it, the following are defined: administrative structure, Executive Council, constituency groups, College committees and other working groups, and the processes by which individuals can forward issues or concerns ([IVA.60](#)).

The Blue Book describes the overall components of governance—

At Sacramento City College, four complementary components comprise the governance function:

1. administrative structure and process, whereby the operations of the college are implemented within established policies and procedures facilitated by the management staff;
2. the constituent groups who assure representation and participation and speak for the interests of their members;
3. a committee system wherein the various constituencies review and recommend policies, regulations, and processes of the College/District that affect all aspects of the College community; and
4. input from any individual or group in the college on issues, concerns, or recommendations for improvement. The President is both a part of and stands outside of this structure and is ultimately responsible for its effectiveness.

The Blue Book is used annually in Standing Committee tri-chair orientations and as a reference in employee orientations. ([IVA.61](#)), ([IVA.62](#)) The Instruction Office, the Joint Deans Council, and the Academic Senate also use it as a resource/reference for identifying the appropriate manner for establishing advisory or ad-hoc groups (e.g., the Student Learning Outcomes Assessment Committee and the Sustainability Planning Committee) to investigate

and/or channel issues into the College's decision-making process.

The guide documents the Campus Issues process, which is regularly reviewed in Executive Council. This process provides everyone in the College community with the opportunity to present issues of concern, which are then generally forwarded to the appropriate constituency group for its recommendations prior to most decisions being made. Oversight of the Campus Issues process is the responsibility of the Office of Planning, Research, and Institutional Effectiveness (PRIE). Each issue is recorded and then periodically reviewed until it is resolved. The Campus Issues process often results in procedures and guidelines being written or revised to ensure that the issue has been fully addressed ([IVA.63](#)).

Additional informational material exists that documents the practices and processes that are intended to ensure that 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 Governance web page of the College website ([IVA.64](#)).

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 ([IVA.65](#)). Written information about policies and procedures is available through City Chronicles, a weekly email sent to all faculty, staff, and administrators ([IVA.66](#)). Additionally, newly hired faculty and classified orientations emphasize participatory decision-making at the College ([IVA.67](#)).

The College is governed by the Board of Trustees of the LRCCD, which adopts and periodically revises Board Policies and Administrative Regulations that establish the role of faculty, classified staff, administrators, and students in the participatory decision-making processes of the College and District.

Policies:

[IVA.68](#)

[IVA.69](#)

[IVA.70](#)

[IVA.71](#)

[IVA.72](#)

[IVA.73](#)

[IVA.74](#)

Regulations:

[IVA.75](#)

[IVA.76](#)

[IVA.77](#)

[IVA.78](#)

[IVA.79](#)

Self Evaluation

The 3000 and 4000 series of the District's Board Policies and Administrative Regulations have recently been reviewed and revised provide written documentation for practices related

to participatory decision-making processes. These policies and regulations are reflected in written documents, such as The Blue Book: A Guide to Participatory Decision Making at Sacramento City College ([IVA.80](#)), The Student Guide ([IVA.81](#)), Student Associated Council Handbook ([IVA.82](#)), The Faculty Handbook ([IVA.83](#)), and The Classified Handbook ([IVA.84](#)), all of which provide a solid foundation for participatory governance processes for faculty, classified staff, students, and administrators.

All faculty ([IVA.85](#)) and classified staff handbooks ([IVA.86](#)), and related documents are readily available on the SCC College website and provide explanations of governance processes. More publicity may increase awareness of these documents.

Actionable Improvement Plan

None.

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 classified staff in institutional governance is guided by a series of College practices and District policies, District Policy 3412. ([IVA.87](#)) From there the governance processes at each College are established. Faculty have additional rights and responsibilities in College governance processes; these are stated in Title 5 of the California Education Code and are commonly referred to as the “10+1”:

Section 53200 Definitions

“Academic Senate” means an organization whose primary function is to make recommendations with respect to academic and professional matters.

“Academic and Professional matters” means the following policy development matters:

1. Curriculum, including establishing prerequisites.
2. Degree and certificate requirements.
3. Grading policies.
4. Educational program development.
5. Standards or policies regarding student preparation and success.
6. College governance structures, as related to faculty roles.
7. Faculty roles and involvement in accreditation processes.
8. Policies for faculty professional development activities.
9. Processes for Program Review.
10. Processes for institutional planning and budget development.
11. Other academic and professional matters as mutually agreed upon.

“Consult collegially” means that the district governing board shall develop policies on academic and professional matters through either or both of the following:

1. Rely primarily upon the advice and judgment of the academic senate, OR
2. The governing board, or its designees, and the academic senate shall reach mutual agreement by written resolution, regulation, or policy of the governing board effectuating such recommendations. Title 5 ([IVA.88](#))

College planning and budgeting processes include a substantial role for all College constituencies. College Unit Plans and Program Plans receive input from faculty, administration, and classified staff ([IVA.89](#)). Representatives from all constituencies are part of the College Strategic Planning Committee, the Budget Committee, the Planning, Research and Institutional Effectiveness, and the Executive Council. The Employee Accreditation Standards Surveys 2014 ([IVA.90](#)) and 2008 ([IVA.91](#)) results show that a majority of respondents agreed or strongly agreed that data related to institutional effectiveness are regularly evaluated by the College.

Q9: Data are regularly evaluated by the College to assess institutional effectiveness and provide insight into actions needed for continuous process improvement.

From the Employee Accreditation Standards Surveys		
Q9	2014	2008
“Strongly agree” or “Agree”	67%	53%
“Disagree” or “Strongly Disagree”	15%	15%
“Don’t Know”	18%	32%

Faculty exercise their voices in College governance through a variety of means such as:

- Academic Senate ([IVA.92](#))
- Department Chairs Council ([IVA.93](#))
- Standing Committees (Tri-Chair Structure – faculty, classified staff, and manager)
- Faculty Workload Committee, such as the Academic Senate, the Senate/Union Joint
- College Strategic Planning Committee ([IVA.94](#))
- Executive Council ([IVA.95](#))

Senators of the **Academic Senate** are elected by each division on campus to serve a term of two years ([IVA.96](#)). Officers are also elected campus-wide for two years. The responsibility of the senators is to be an information conduit between their divisions and the Senate and to act on behalf of the division faculty they represent. The Academic Senate has primary responsibility for policy development and administrative affairs that pertain to academic and professional matters. Senators and Officers can serve two consecutive two-year terms, and then must sit out one term before serving again. The Academic Senate President (or designee) sits on the SCC Executive Council. Members of SUJIC are leaders from the LRCFT and District Academic Senate and consider items which fall under the purview of the both the LRCFT and the Academic Senate. Members of the DCC are faculty department chairs and consider items of relevance to department chairs ([IVA.97](#))

All managers are members of the **Senior Leadership Team** (formerly the Managers Council). The SLT provides a forum in which managers obtain information and discuss issues ([IVA.98](#)). Their general activities are to review and discuss District and College issues and proposals, create an opportunity for management to develop positions on issues, discuss all recommendations made to the Executive Council through the governance process, and make recommendations to the President on College-wide issues. Managers elect a SLT chair each year who sits on the SCC Executive Council ([IVA.99](#)).

Area deans manage the budgets in their respective areas and work with department chairs in assisting faculty to make resource requests derived from the Unit Planning process as well as planning the schedule of classes ([IVA.100](#)). In addition, all deans serve on the Joint Deans Council ([IVA.101](#)). The three vice presidents, the PRIE dean, the College Advancement, the IT dean, and the PIO report directly to the President and also offer input to the President at President's Cabinet ([IVA.102](#))

Administrators have designated seats on the CSPC ([IVA.103](#)) and the Faculty Workload Committee ([IVA.104](#), pp. 5-6). Administrators also serve on all College standing committees, with an administrator as a tri-chair of each committee.

The **Classified Senate** is a representative body of classified staff at the College that supports, represents, and promotes opportunities for classified staff development ([IVA.105](#)). It also addresses other issues of concern as they arise to classified staff. Classified staff can also be involved and often participate in the Unit Planning and resource request processes at the department or unit level ([IVA.106](#)), ([IVA.107](#)). Classified staff have an established place on the CSPC and the Executive Council ([IVA.108](#)), ([IVA.109](#)).

Classified staff members regularly participate in all College standing committees and serve as tri-chairs of these committees. In regard to the Curriculum Committee, which is an Academic Senate-led committee in accordance with California law AB 1725, ([IVA.110](#)) a classified staff member serves in a similar role of tri-chair but is referred to as the Curriculum Liaison. This position is an integral part in all curricular processes.

The primary responsibility of the **Classified Senate** ([IVA.111](#)) is to act as the representative body of the College's classified staff in professional matters. Officers are elected by all classified staff for one-year terms. They have the power to make recommendations to the College administration and the Executive Council on all issues and activities pertaining to classified staff not covered by their collective bargaining units and on all recommendations made to the Executive Council through the campus governance process.

The **Student Associated Council (SAC)** consists of students elected or appointed to positions that serve to represent and advocate on behalf of the student body at large. The Student Associated Council consists of the Student Senate and the Clubs and Events Board. The Student Senate is the recognized as the representative body of the students to participate in College's and/or District's participatory governance processes. The Student Senate President sits on the Executive Council and on the College Strategic Planning Committee, and other members are encouraged to participate in campus and district committees.

([IVA.112](#)), ([IVA.113](#)), ([IVA.114](#)), ([IVA.115](#)). The Clubs and Events Board is recognized as the group responsible for promoting the intellectual, artistic and social life of students. The Club and Events Board works closely with the Student Leadership and Development division to coordinate campus clubs and events ([IVA.116](#)), ([IVA.117](#)). Although not a part of the Student Associated Council, students across the district elect a representative as Student Trustee to the Board of Trustees ([IVA.118](#)), ([IVA.119](#)).

The Student Associated Council, the Academic Senate, the Classified Senate, and the Senior Leadership Team, all have their president/chair sit as full members of Executive Council ([IVA.120](#)).

These constituency groups, 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 ([IVA.121](#)). In turn, the Executive Council makes recommendations to the College President after seeking feedback from all constituency groups. Another mechanism for sending issues to Executive Council is the Campus Issues Form ([IVA.122](#)).

Members of the different constituencies from the College also hold positions on District committees ([IVA.123](#)) or groups such as the District Academic Senate, District Budget Committee, Educational Technology Committee, District Curriculum Coordinating Committee, and the Matriculation and Student Success Committee. The last two committees are Senate-led committees as detailed in Administrative Regulations. These committees offer opportunities to meet with colleagues from sister colleges in the Los Rios Colleges District (LRCCD) and with District Office personnel to ensure broad dialogue on issues effecting or relating to the entire District.

Some examples of recent dialog relating to issues across the entire District are the revision of the policy and regulations to P/R 3412 by the District Academic Senate in 2011, successful work of the CSPC on the College planning process, and the development of the Student Learning Outcomes Assessment Committee (SLOAC) ([IVA.124](#)).

The processes and structures described above provide clearly defined roles in institutional governance for all College constituencies. SCC is committed to constituent representation and engagement.

Self Evaluation

Processes and structures in place at SCC demonstrate that faculty and administrators have substantive and clearly defined roles in regard to institutional governance, and a substantial voice in matters of institutional policies, planning, and budget.

To provide information for continuous improvement, SCC undertakes periodic surveys of the effectiveness of decision-making and administrative processes. Recent surveys provide both positive notes and indicate areas where improvements can be made.

During spring 2011 the PRIE Office and the Public Information Officer conducted a survey about decision-making and communication at Sacramento City College. Over 160 SCC employees responded to the survey, including 105 faculty, 42 classified staff and 10 administrators. The survey was repeated in fall 2014. At that time 223 SCC employees responded to the survey; the greatest increase in response number was from classified staff. Overall, survey results indicate that respondents see communication and decision-making at the College as effective; however, the ratings in some areas have dropped since 2011 ([IVA.125](#)).

Many of the respondents have been active in the decision-making processes of the College. Involvement in campus processes was greatest for administrators and lowest for classified staff. Percentages of those active in these areas were, for the most part, slightly higher in the 2014 survey compared to the 2011 survey. College employees feel knowledgeable about items related to engagement with College decision-making. About two-thirds of employees report moderate to high levels of engagement on most of the survey items related to decision-making at the College. The lowest rating was to the question about the degree to which their jobs allow time to participate in College decision-making—over 50 percent responded “low” to that item. Classified staff expressed relative low engagement, and administrators expressed relatively high engagement. Ratings of several items related to engagement in decision-making declined from 2011 to 2014.

The following items ask about engagement with decision-making at the College. For this survey "engagement" means an active attention to and willingness to participate in the processes of decision-making. Response counts are shown. The modal response is shown in bold italics and shading.					
2014 Survey	High	Moderate	Low	Don't Know	Response Count
My personal sense of engagement with College decision-making is...	63	<i>90</i>	85	1	239
In general, engagement in decision-making across the College is...	22	<i>104</i>	86	27	239
The degree to which engagement with decision-making is expected of SCC employees is...	47	<i>90</i>	81	18	236
The degree to which engagement with decision-making is valued by College administration is...	41	75	<i>100</i>	21	237
The degree to which my job allows time for me to participate in College decision-making is...	28	78	<i>129</i>	4	239

Engagement in College decision-making: Percent of “high” or “moderate” responses by constituency groups. Changes of 10 or more percentage points from 2011 to 2014 are noted by bold italics and shading			
	Faculty	Classified staff	Administrator
My personal sense of engagement with College decision-making is...			
2011 Survey	72%	58%	100%
2014 Survey	68%	51%	100%
In general, engagement in decision-making across the College is...			
2011 Survey	53%	63%	70%
2014 Survey	50%	49%	94%
The degree to which engagement with decision-making is expected of SCC employees is...			
2011 Survey	60%	58%	70%
2014 Survey	48%	41%	100%
The degree to which engagement with decision-making is valued by College administration is...			
2011 Survey	54%	58%	100%
2014 Survey	62%	48%	88%
The degree to which my job allows time for me to participate in College decision-making is...			
2011 Survey	57%	60%	100%
2014 Survey	45%	37%	88%

There is a wide range of opinions about the degree to which administrative processes work effectively. “Agree” was the most common response to some of the items in this area. However, “Neutral” was the most common response to the prompt about administrative processes at the broad level of the whole College. Ratings in some areas, for some groups, increased from 2011 to 2014 while others decreased.

Please indicate your agreement/disagreement with each of the following statements.							
2014 Survey	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know	Response Count
I understand how decisions that affect my work are made.	24	79	47	48	22	4	224
I understand the overall administrative structure of the college.	44	104	36	30	10	0	224
Administrative processes in my division or unit work well.	24	70	59	38	29	4	224
Administrative processes at the broad level of the whole college work well.	8	59	80	38	24	14	223
College processes allow all constituent groups to participate in decision-making.	15	62	62	41	33	12	225
Data (qualitative or quantitative) are used in decision making at the college.	27	72	63	14	10	38	224

Administrative Processes: Percent of “strongly agree” or “agree” responses. (Changes of 10 or more percentage points from 2011 to 2014 are noted by bold italics and shading)			
	Faculty	Classified staff	Administrator
I understand how College decisions that affect my work are made.			
2011 Survey	38%	56%	90%
2014 Survey.	44%	41%	93%
I understand the overall administrative structure of the College.			
2011 Survey	66%	72%	90%
2014 Survey.	67%	59%	100%
Administrative processes in my division or unit work well.			
2011 Survey	54%	61%	80%
2014 Survey.	42%	32%	93%
Administrative processes at the broad level of the whole College work well.			
2011 Survey	34%	44%	90%
2014 Survey.	28%	24%	80%
College processes allow all constituent groups to participate in decision-making.			
2011 Survey	40%	56%	90%
2014 Survey.	31%	28%	93%
Data (qualitative or quantitative) are used in decision-making at the College.			
2011 Survey	43%	49%	80%
2014 Survey.	44%	38%	93%

Each employee group was knowledgeable about its own constituency leadership. However, it appears that College employees are not generally knowledgeable about the effectiveness of other constituency leadership groups. The pattern was similar to that of the 2011 survey.

Please rate the effectiveness of each of the following groups. Response counts are shown. The modal response is shown in bold italics and shading.					
2014 Survey	Good	Fair	Poor	Don't Know	Response Count
Academic Senate	97	55	10	59	221
Classified Senate	57	43	10	110	220
Senior Leadership Team	35	49	26	110	220
Associated Student Government	35	45	11	128	219
Executive Council	28	40	22	129	219
Department Chairs Council	57	60	9	94	220

Please rate the effectiveness of each of the following groups.				
2014 Survey	Faculty	Classified staff	Administrator	Response Count
Academic Senate				
Good	60	21	5	
Fair	33	9	6	
Poor	2	1	3	
Don't Know	11	42	1	
	106	73	15	194
Classified Senate				
Good	20	26	5	
Fair	10	24	6	
Poor	1	2	1	
Don't Know	75	20	3	
	106	72	15	193
Senior Leadership Team				
Good	14	10	7	
Fair	25	14	7	
Poor	13	4	1	
Don't Know	54	44	0	
	106	72	15	193
Associated Student Government				
Good	16	9	5	
Fair	19	15	5	
Poor	5	2	3	
Don't Know	65	46	2	
	105	72	15	192
Executive Council				
Good	11	8	4	
Fair	17	12	7	
Poor	12	4	1	
Don't Know	66	47	3	
	106	71	15	192
Department Chairs Council				
Good	33	7	9	
Fair	31	15	3	
Poor	5	2	0	
Don't Know	37	48	3	
	106	72	15	193

In addition to the survey results cited above, two other surveys asked questions related to this issue. The SCC Employee Accreditation Standards Survey 2014 and 2008 showed the following:

Q74: My senate or representative council has sufficient opportunities to provide input into College decisions.

Q74	2014	2008
“Strongly agree” or “Agree”	58%	62%
“Disagree” or “Strongly Disagree”	19%	6%
“Don’t Know”	23%	32%

While the percentages of respondents that “Strongly agree” or “Agree” did not change much from 2008 to 2014, it did change quite a bit for those that “Disagree” or “Strongly disagree” and those that “Don’t Know”. This indicates some work can be done to so that employees believe that their senate or council has sufficient input on College decisions ([IVA.126](#)).

A District-wide spring 2014 Employee Satisfaction and Perceptions Survey ([IVA.127](#)) indicated an overall satisfaction with the safety of working conditions and the perception that students receive a good quality education. Yet employees also expressed some fairly significant dissatisfaction with the level of communication across the organization, as well as the level of trust, collaboration, and participatory decision-making discussions between administrative staff and the other two employee constituency groups—faculty and classified staff at both the District and the College ([IVA.128](#)).

This concern is further illustrated in a report from the Participatory Decision Making Taskforce of the Academic Senate and approved by the Academic Senate ([IVA.129](#)).

The presidents of the Academic Senate, Classified Senate, Associated Student Council, and Senior Leadership Team acknowledge the input of all members of the campus community in institutional governance. There was general agreement that SCC includes all segments of the campus community in governance and this is a virtue of the College’s culture ([IVA.130](#), Question 50, 58, 77, 78, 79), ([IVA.131](#)).

Actionable Improvement Plan

Actionable Improvement Plan 3 (IV.A.1, IV.A.2.a)

As part of the ongoing cycle of continuous improvement, the College President, President’s Cabinet, and all constituency leadership will facilitate and further develop dialogue, activities, and initiatives designed to improve College engagement in, understanding of, and respect for participatory decision-making. The Blue Book Task Force was convened in April of 2015, an important first step to address these issues.

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

SCC relies on faculty, the Academic Senate, the Curriculum Committee, and academic administrators for recommendations about student learning programs and services. This is supported by results in the Employee Accreditation Standards Survey 2014:

Q14: The College relies on faculty expertise and advisory committees on matters of curriculum policy, design, and procedures.

Q14	2014
“Strongly agree” or “Agree”	76%
“Disagree” or “Strongly Disagree”	15%
“Don’t Know”	9%

Q15: The College recognizes the central role of faculty for establishing quality, measuring student learning outcomes, and improving instructional courses and programs.

Q15	2014
“Strongly agree” or “Agree”	67.6%
“Disagree” or “Strongly Disagree”	18.5%
“Don’t Know”	13.9%

[\(IVA.132\)](#)

District Policies 3412 ([IVA.133](#)), 7141([IVA.134](#)), and 8122 ([IVA.135](#)) outline and describe the governance groups that make recommendations about student learning programs and services.

The College Curriculum Committee (supported by its various subcommittees: General Education, Distance Education, Prerequisite/Corequisite/Advisory, Honors, and Multicultural Graduation Requirement) is a subcommittee of the Academic Senate, or Senate-led committee and is responsible for making decisions about curriculum and student learning outcomes ([IVA.136](#), [IVA.137](#)).The committee is faculty-weighted, but also consists of administrators, classified staff, and students, although it is quite difficult to get student participation. Led by a faculty co-chair and the Vice President of Instructional Services (who is a nonvoting member), the Curriculum Committee is responsible for the College’s curricular decisions, which, after approval, are forwarded to the District Curriculum Coordinating Committee. The Academic Senate ([IVA.138](#)) has additional subcommittees, or Senate-led committees [the Distance Education Committee ([IVA.139](#)) and the Student Learning Outcomes Assessment Committee (SLOAC) ([IVA.140](#))] that support faculty and other staff on issues of distance education, and SLO assessment, reporting, and development. Other proposals about student learning programs and services go to the Academic Senate, or

one of the Senate-led committees for discussion and approval.

Administrators at the College collaborate with department faculty, the Academic Senate, administrators of the other Los Rios colleges, and District Office personnel in all matters related to instituting new programs for the College ([IVA.141](#)). For example, the recommendations proposed by the Student Success Taskforce of the California Community College Chancellor's office are being implemented to establish services in the areas of orientation, assessment, and educational plans with the aim of increasing completion rates and student success. In fall 2013 District-wide workgroups were convened by the Associate Vice Chancellor for Student Services, which included representation from all constituency groups to begin the implementation of the Student Success Act legislation (AB 1456), also known as the Student Success and Support Program (SSSP). These workgroups included: Enrollment priorities, individualized Student Education Plan (iSEP), Online orientation, MIS data, MIS reporting, and Communications. In spring 2014 the workgroup for follow-up services was convened. Counseling faculty have been meeting since the initial development of the iSEP created by District IT to provide ongoing continuous evaluation and input. SCC served as the pilot college for this initiative in spring 2012. The SSSP iSEP workgroup continues to meet to work on improvements ([IVA.142](#)).

The College Unit Planning process offers further opportunity for additional development and recommendations about student learning programs and services ([IVA.143](#)). This process is led by faculty department chairs in most instructional and student services areas and classified supervisors in some others. It is supported by the academic administrators in all of these areas. Other recommendations related to student learning programs and services emerge from the program review process ([IVA.144](#)).

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 spring 2014 the Employee Satisfaction and Perceptions Survey indicated that employees feel that students receive a good quality education, which is a reflection of established structures at the College ([IVA.145](#)).

The Academic Senate, Curriculum Committee, and the administrators of the College form a collaborative body to make recommendations about student learning programs and services. Members of the Department Chairs Council ([IVA.146](#)) also function as a significant communications link to faculty in their respective areas. Faculty from all areas either know a process exists or are familiar with the process of introducing new curriculum or programs. They develop Student Learning Outcomes ([IVA.147](#)) and utilize SOCRATES, the curriculum management system, for these purposes ([IVA.148](#)).

After collaborating with faculty on campus, College administrators work with others in the District on Program Placement Council (PPC), which includes the Vice Chancellor of Education and Technology, the Vice Presidents of Instruction (VPIs), Vice Presidents of Student Services (VPSSs) (as needed), the District Curriculum Coordinating Committee

(DCCC) Chair (a faculty position), and a District Academic Senate (DAS) representative to determine at which campuses new programs will be instituted. The VPIs from each college meet regularly to discuss proposed programs from their perspective institutions. The proposals are then sent to the PPC to jointly agree on where these programs should be offered, or to make recommendations to areas of possible conflict that additional evidence and meetings, such as a convergence, are needed for a final decision.

In an effort to continue the implementation of the Student Success and Support Program recommendations of the CCCCCO, assessment and program plan workgroups have been established throughout the District ([IVA.149](#)). The focus of these groups is to explore a collective data base for assessment, align business and petition processes, identify preparation opportunities for students between tests so that assistance can be received before starting course sequences, and estimate costs of needed technology improvements.

Actionable Improvement Plan

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

The Los Rios Community College District has a set of policies and regulations clarifying each of the roles various constituency members hold ([IVA.150](#)). District Policies and Regulations are periodically updated to clarify or change procedures, as well as to stay in compliance with new or revised ACCJC accreditation standards and commission policies, CCCCCO Regulations, and California and Federal laws. ([IVA.151](#)). The District reviews its Board Policies and Administrative Regulations regularly to ensure they are appropriately updated. Any District constituencies may propose changes to the Policies and Regulations. Proposed changes are reviewed by the General Counsel, then vetted through the District's participatory governance or decision-making process. Quarterly, the Board of Trustees and other constituents are advised about what Policies and Regulations are under review, are in the process of revision, or have recently been revised ([IVA.152](#)).

Typically, the General Counsel brings the proposed changes to the monthly meetings of the VPAs, VPIs and VPSSs for review, approval and/or revision. Where Policies or Regulations affect matters within the purview of the Academic Senate and/or students, they are vetted with the Academic Senate and/or the Student Advisory Counsel. 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 it is 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 (District Regulations: [IVA.153](#)). The following provides an overview of the College governance structure, including a description of the roles and responsibilities of each group ([IVA.154](#)).

Sacramento City College has identified three overarching goals. One of those, SCC Goal C, states, “Improve organizational effectiveness through increased employee engagement with the College community and continuous process improvement.” Adhering to Board Policy, Administrative Regulations, and district practices, Sacramento City College has a detailed structure of practices and procedures regarding leadership and governance roles. The following is a list and description of each of these roles, with documentation about where this information can be located.

The Department Chairs Council (DCC) is a self-organized informal body consisting of department chairpersons from every academic department ([IVA.155](#)). The DCC meets twice monthly to share information, review issues affecting departments’ goals and functions, and provide advice pertaining to campus decision-making processes. The DCC meets frequently with members of the administration on matters of mutual interest, providing an additional line of communication outside the formal management structure of the academic divisions. The council elects a “Chair of chairs” from its own members to lead council meetings, establish council agenda, and act as liaison to the academic senate. The Department Chairs Council Handbook outlines the roles and expectations of department chairs more clearly ([IVA.156](#)), ([IVA.157](#), p. 3-4).

The SCC Academic Senate functions in accordance with Board Policy 3412 ([IVA.158](#)) and AB 1725 (passed in 1988), resulting in the “10 + 1” in Title 5 of the California Education Code:

Section 53200 Definitions

Academic Senate means an organization whose primary function is to make recommendations with respect to academic and professional matters.

Academic and Professional matters means the following policy development matters:

1. Curriculum, including establishing prerequisites.
2. Degree and certificate requirements.
3. Grading policies.
4. Educational program development.
5. Standards or policies regarding student preparation and success.
6. College governance structures, as related to faculty roles.
7. Faculty roles and involvement in accreditation processes.
8. Policies for faculty professional development activities.
9. Processes for program review.
10. Processes for institutional planning and budget development.
11. Other academic and professional matters as mutually agreed upon.

Consult Collegially means that the district governing board shall develop policies on academic and professional matters through either or both of the following:

1. Rely primarily upon the advice and judgment of the Academic Senate, OR

2. The governing board, or its designees, and the Academic Senate shall reach mutual agreement by written resolution, regulation, or policy of the governing board effectuating such recommendations ([IVA.159](#)).

The Academic Senate provides recommendations to the College President on all academic and professional matters. Faculty representatives, or senators, are elected from the ten academic divisions of the College for two-year terms. Officers of the Academic Senate are elected to serve two-year terms by a vote of the entire faculty. The Past-President is not an elected position. It is usually filled by the immediate past-president; however, it may be filled by another past-president if the immediate past president is not available. The Academic Senate president is also a member of the Executive Council.

Academic Senate website: [IVA.160](#)

AS Bylaws: [IVA.161](#)

AS Constitution: [IVA.162](#)

The SCC Classified Senate was formed in 1991 by a dedicated group of classified staff to facilitate their participation in the participatory governance process. Inspired by the Accreditation Self Study and the subsequent site visit by the accreditation team, a constitution and set of by-laws were written and approved by the entire constituency ([IVA.163](#)). The first elections were held and the organization was sanctioned by the statewide classified senate, California Community Colleges Classified Senate (4CS). The Classified Senate president serves on the Executive Council ([IVA.164](#)).

The presiding body of the Associated Students of Sacramento City College (ASSCC) is known as the Student Associated Council (SAC) ([IVA.165](#)). SAC consists of students elected or appointed to positions that serve to represent and advocate on behalf of the student body at large. The Sacramento City College SAC is a team of student leaders dedicated to representing the interests and protecting the future of a diverse student body. The SAC Handbook outlines the roles, expectations, and responsibilities of students ([IVA.166](#)). The SAC is composed of three different groups—the Student Senate, Clubs and Events Board, and the Joint-Budget Committee. The SAC follows the guidelines issued by the SAC Constitution ([IVA.167](#)), SAC Bylaws ([IVA.168](#)) and Board Policy 2311([IVA.169](#)).

In addition, the Clubs and Events Board follows a separate set of bylaws ([IVA.170](#)).

The Senior Leadership Team (SLT) provides a forum in which administrators and managers obtain information and discuss issues ([IVA.171](#)). All managers are members of the Senior Leadership Team. The SLT reviews and discusses District and College issues and proposals, creates an opportunity for management to develop positions on issues, discusses all recommendations made to the Executive Council through the governance process, and makes recommendations to the President on College-wide issues. Each year, the team elects a new “co-chair” as the co-chair moves to the chair position. The chair serves on the SCC Executive Council ([IVA.172](#)).

The charge of the SCC Executive Council is to act as an information clearinghouse to keep all areas of the campus informed about the functioning of the governance process, and to

provide the College President with information she needs to make informed decisions ([IVA.173](#)). The membership of the executive council consists of one faculty representative, one classified representative, one student representative, six members from the administration (The College President and SLT Chair are full members, the VPI, VPSS, VPA, PRIE Dean are ex-officio resource members), and the Communication and Public Information Officer ([IVA.174](#)).

Shared Governance Standing Committees (often just called the “standing committees”) are an avenue to bring together members of the College from all constituencies and components of the administrative structure who represent various interests and levels of expertise ([IVA.175](#)). Standing Committees participate in the decision-making process within the scope of their committee charge. Standing Committees utilize a tri-chair system—administrative, faculty, and classified—to ensure cross-constituency participation. Students are also encouraged serve on Standing Committees. The intent of the committee responsibility varies from committee to committee, but may include making recommendations, identifying, studying and reviewing issues, recommending and making recommendations concerning services and programs. Members participate in planning for the future by developing activities to further institutional directions. Committees have the responsibility to foster a climate of mutual trust, mutual resolution, positive communication skills, and timely reporting mechanisms ([IVA.176](#)).

The 11 Shared Governance Standing Committees include the Budget Committee ([IVA.177](#)), the Campus Development Committee ([IVA.178](#)), the Campus Safety Committee ([IVA.179](#)), the Educational and Information Technology Committee ([IVA.180](#)), the Honors and Awards Committee ([IVA.181](#)), the Learning Resources Committee ([IVA.182](#)), the Matriculation and Student Success Committee ([IVA.183](#)), the Planning, Research, and Institutional Effectiveness Committee ([IVA.184](#)), the Staff Development Committee ([IVA.185](#)), the Staff Equity and Diversity Committee ([IVA.186](#)), and the Student Equity Committee ([IVA.187](#)).

Several non-standing committees and subcommittees engage in various activities across the College. Some, like the Curriculum Committee and the Student Learning Outcomes Assessment Committee, are subcommittees of the Academic Senate, or Senate-led Committees. Others are subcommittees of standing committees, or task forces that focus on specific issues. The Academic Senate, for example, recently established a Participatory Governance Task Force to review leadership and governance practices, and to provide a report to the Academic Senate on its findings and recommendations (Non-Standing Committees and Subcommittees) ([IVA.188](#)).

Types of committees and their roles are described in the SCC Guide to Participatory Decision-Making (aka the Blue Book) ([IVA.189](#)).

A variety of mechanisms is utilized to ensure communication among the College’s constituencies. Email is utilized as a primary form of communication. A weekly email, City Chronicles, containing key information is distributed to all faculty, staff, and administrators ([IVA.190](#)).

Agendas and meeting minutes for each governing body are typically posted to the College website and are distributed to the appropriate constituency groups ([IVA.191](#)), ([IVA.192](#)), ([IVA.193](#)).

The College has several additional portals for communication, a major one being the SCC website. The College website underwent a major redesign and was launched in early 2014. It is much more user-friendly than its predecessor, making it easier to locate pertinent information. Many units regularly post information on the website to make it accessible to the campus community. The PRIE office, for example, maintains up-to-date information about survey results ([IVA.194](#)), institutional effectiveness reports ([IVA.195](#)), and planning information ([IVA.196](#)), including the family of plans and resource allocation information. Information about student learning outcomes (SLOs) is easily located on the College website ([IVA.197](#)).

Curriculum information can be accessed through SOCRATES, which is part of the LRCCD Intranet system ([IVA.198](#)). Information-sharing and communication about students with academic or behavioral challenges is facilitated through the College Early Alert program, also accessed via the website ([IVA.199](#)).

To assess the effectiveness of communication, the College relies primarily on survey methodology. Three surveys were administered in 2014 that focused, in whole or in part, on the effectiveness of communication at the College: the Los Rios Community College District 2014 Employee Satisfaction Survey ([IVA.200](#)), the SCC Governance and Communication Survey 2014 ([IVA.201](#)), and the SCC Employee Accreditation Standards Survey 2014 ([IVA.202](#)). Some of the results of these surveys will be discussed in the Self Evaluation section as well as elsewhere in the report.

SCC is a very large college and experiences the challenges of any large institution with respect to communication. The College has undertaken a variety of efforts to overcome those challenges. For example, the College website redesign was undertaken to make it more user friendly and provide a more efficient venue for communication. College publications (paper and online) ([IVA.203](#)) have been reviewed to ensure that they are produced effectively. The College President has developed a series of “video chats” to share information with the College community ([IVA.204](#)) and significant campus events are often recorded and made available on the website ([IVA.205](#)). The President also meets with department chairs and deans periodically and with each constituent leader twice each month ([IVA.206](#)),

Self Evaluation

Sacramento City College uses established governance structures, processes, and practices, to support College constituencies as they work together for the good of the institution. ([IVA.207](#)) These processes facilitate communication among the institution’s constituencies.

The College gathers information to evaluate its communication processes and work toward improvement. For example, the results of the Communication and Governance Survey 2014

show that, overall, SCC employees agree that College communication is effective. However, ratings are lower than in the 2011 survey. SCC employees feel knowledgeable about the effectiveness of College communication. Relatively few respondents answered “Don’t know” to these items. The most common answer to items related to the effectiveness of communication was “agree”. The percent strongly agreeing or agreeing is considerably lower than in the 2011 survey. This is especially noticeable in the responses of the classified staff, where all items declined by more than 10 percentage points. Administrators generally agreed more that communication is effective than did other groups.

The formal governance structures provided by Sacramento City College are testament to its commitment to engage faculty, classified staff, and students in the governance of the College. Clearly, there is a wealth of information regarding the various roles that members of the College community hold. Specific information about those roles is more readily accessible since the College website redesign was launched in 2014. However, recent surveys indicate that improvements can be made.

- *Volume of information*—The website redesign provides better access to the large volume of information available to the college community. However, the Communication and Governance Survey 2014 ([IVA.208](#)) shows that email is the most common means of learning about the College. Meetings are also a common communication venue. There were some differences between groups with administrators relying on meetings for communication more than the other groups. Even with the website redesign, some members of the College community are unfamiliar with the way the participatory governance process works and what roles different constituency groups play in that process. For example, based on the results of the Communication and Governance Survey 2014, it appears that College employees are not generally knowledgeable about the effectiveness of the constituency leadership groups other than their own. “Don’t know” was the most common response to most of these items for faculty and classified staff respondents. Each employee group was fairly knowledgeable about its own constituency leadership, but less so about the others. Administrators were most knowledgeable about the effectiveness of the constituency leadership groups. The pattern was similar to that of the 2011 survey ([IVA.209](#)).

Most faculty members rely on their division dean to engage in regular personal contact with administrators outside of the division to provide the communication necessary for effective faculty participation in decision-making. This process provides adequate communication for routine, though complex tasks, such as scheduling, hiring, and planning. However, the limited personal contact with administrators and the enormity of the division dean’s task in trying to bridge that gap can leave faculty with a sense of isolation, and disengagement in decisions that affect them. Special meetings are occasionally arranged between selected faculty and administrators to overcome specific communication problems. In addition the department chairs council was organized by faculty members to address these difficulties on a more regular basis, and has been used effectively by faculty and administrators since its inception.

Roles and responsibilities—The 2014 Communication and Governance survey indicates that there is a wide range of agreement about the understanding of overall administrative structures of the College. The majority of each employee constituent group agreed or strongly agreed that administrative processes are understood. However, only 59 percent of the classified staff respondents indicated that they understood the overall administrative structure of the College.

A survey of Department Chairs (noted at the end of the Department Chairs Council Handbook) ([IVA.210](#)) examined the degree of clarity in the department chair role. Responses to the question, “In your view, what are the most important tasks you perform as Department Chair?” were remarkably consistent. Most chairs identified scheduling, Unit Planning, communication with department members, Program Review, and regular department meetings. However, in response to the question, “What do you regard as the biggest challenges you regularly confront as a Department Chair?” several chairs noted challenges with understanding the requirements of being chair, the unclear division of labor between chairs and deans, and ineffective collaboration among constituencies. One particular example occurred during fall 2014. The department chairs from one of the academic divisions sought information and advice from the DCC regarding whose responsibility it was to find a substitute instructor when the regular instructor was absent due to illness. The Academic Senate President and the SCC LRCFT President were asked to attend this DCC meeting as well ([IVA.211](#)).

Participation—Finding people to participate in the Academic Senate, Classified Senate, Student Associated Council, Standing Committees, and the Accreditation Self Evaluation is a challenge. Each of these constituency groups has unfilled seats, or imbalanced participation across instructional divisions (Academic Senate Roster) ([IVA.212](#)). Currently, the situation has improved with respect to student representation. After years of low student participation on standing committees, most standing committees have a student representative as of 2014. The Communication and Governance Survey 2014 of SCC employees ([IVA.213](#)) showed that many of the respondents have been active in the decision-making processes of the College, including standing committees, senates and councils, the campus issues process, and division/Unit Planning discussions. Involvement in these activities was greatest for administrators and lowest for classified staff. Percentages of those active in these areas were mostly slightly higher in the 2014 survey compared to the 2011 survey, but some of the percentages were higher in 2011. Nonetheless, some committees are still limited in terms of classified staff and adjunct faculty participation. Historically, there are a few open seats on the Academic Senate, usually the adjunct seats ([IVA.214](#)). Based on attendance at Classified Senate meetings, classified staff participation is limited. (Classified Senate, Past Agenda and Minutes, [IVA.215](#)). In some cases, classified staff cannot leave their work stations without negatively impacting workflow, or they may not be able to obtain permission from their supervisor to engage in participatory governance activities. Even among full-time faculty members, a percentage do not get involved in governance activities for various reasons (Communication and Governance Survey 2014, [IVA.216](#)).

Some of the responses on the Department Chairs Council Survey ([IVA.217](#), p. 10) noted that department chairs find it difficult to persuade faculty members to participate in standing

committee work. The qualitative data analysis of the 2014 Effectiveness of Governance and Communication Survey revealed a wide range of factors that either promoted or in many cases limited engagement with governance processes, including workload, personal interactions, availability of information, service on committees, etc. Moreover, quantitative data from that same survey indicate that of all the constituency groups classified staff are the least likely to have a sense of engagement (Communication and Governance Survey 2014, [IVA.218](#)). The survey also showed that fewer than half the faculty and classified staff respondents felt that their jobs allow enough time for participation in College decision-making.

To encourage adjunct faculty to participate in participatory governance and decision-making processes, there is a new LRCCD-LRCFT pilot that allows a specific number of adjunct faculty to be paid for College service for membership and attendance at Academic Senate meetings as a way to encourage better participation ([IVA.219](#), p. 116).

Governance structures—Although structures have been created to allow for each constituency to have a voice in decision-making processes, in some cases understanding of and engagement with those structures are imbalanced with respect to standing committees. Although each has a faculty and a classified tri-chair, the administrative tri-chair is a member of administrative groups that provide direct personal interaction with the President and vice-presidents of the College. The faculty and classified staff each have one representative with direct access to the College President and vice-presidents. Another example is the structure of the Executive Council, which consists of both full members and ex officio resource people. The full members are the College President, the Academic Senate President, the Classified Senate President, the Senior Leadership Team Chair, and the Student Associated Council President. Ex officio resource people are the three College vice presidents, the Dean of Planning, Research & Institutional Effectiveness, and the Public Information Officer ([IVA.220](#)).

However, during the interviews conducted while developing this Self-Evaluation, it became clear that the structure of the Executive Council is not widely understood. The Communication and Governance Survey 2014 supports this perception. Each employee group was knowledgeable about its own constituency leadership, but when asked to rate the effectiveness of the Executive Council, over 60 percent of respondents replied, “I don’t know.” Consequently, some aspects of the formal governance structures of the College leave significant ambiguities in the effectiveness of communication between faculty, classified staff, students, and senior management. Many factors, including working environment, conflicting schedules, and limited formal contact with senior management may result in disengagement with and lack of knowledge about College governance and participatory decision-making. When asked if their job allowed time to participate in college decision-making, 88 percent of managers, but only 45 percent of faculty and 37 percent of classified staff agreed or strongly agreed (The Communication and Governance Survey 2014, [IVA.221](#)).

Specific challenges between faculty and administration—In some areas, the formal governance structures of the College leave significant ambiguities in the effectiveness of

communication between faculty and senior management. Many factors, including physical separation, completely different working environments, conflicting schedules, and limited formal faculty contact with senior management tend to create a sense of isolation and disengagement among faculty from campus governance. Moreover, administrative decision-making occurs throughout the calendar year, including over the summer, when most faculty are not available for consultation. Although the Academic Senate president is available to facilitate communication between administration and faculty during summer breaks, that is not always a sufficient mechanism for effective communication and decision-making ([IVA.222](#)). These challenges demand a firm commitment and constant efforts by all parties to provide the communication necessary for effective and satisfying cross-constituency participation in the governance of the College.

Actionable Improvement Plan

Actionable Improvement Plan 4 (IV.A.3, IV.A.5)

To improve effective and satisfactory cross constituency participation in the governance of the college, the College Leadership will:

- Develop a more robust Campus Issues process to facilitate timely response and thorough explanation for how and why decisions are being made.
- Create a clear and transparent process for utilizing survey data to make process improvements in communication and participatory decision-making.
- And provide both formal and informal venues for college-wide information sharing.

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 administrative staff, and other College personnel work closely to ensure compliance with the Accrediting Commission of Community and Junior Colleges Eligibility Requirements, Standards, and Policies. The College fully participates in regular institutional evaluations, producing the required Self Study or Self Evaluation reports, Midterm reports, Substantive Change reports, and Annual Reports. The College works collaboratively with the Visiting Team and Commission Staff to ensure that the College visits run smoothly.

The College filed the required Midterm Report in October 2012, which was accepted by the Commission ([IVA.223](#)). In this report, SCC addressed the recommendations from the 2009 Comprehensive Evaluation Visiting Team ([IVA.224](#)) and the 2009 Self Study Planning Agenda Items ([IVA.225](#)), ([IVA.226](#)).

In response to the 2009 recommendations, the College fully institutionalized student learning

outcomes and reporting structures, increased effectiveness by redesigning the College website, and made improvements in communication regarding capital construction projects. The College, along with the other three colleges in the District, established a portability of assessment results for students District-wide ([IVA.227](#)), ([IVA.228](#), p. 3).

The College filed a substantive change report in 2012 addressing the Federal Aviation Administration Air Traffic Control program recently adopted ([IVA.229](#)).

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, and most recently 2 + 2 + 3 Pathway to Law School ([IVA.230](#)).

The College complies with the requirements of the California Community Colleges Chancellor's Office, and maintains partnerships with 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 Community College District Office. The College also engages in interactions with other governmental organizations 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).

Many state and federal agencies require regular documentation that the College is in compliance with regulations, 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. For example, facilitation of regional accreditation is assigned to the Planning, Research, and Institutional Effectiveness Office. All required reports submitted to the ACCJC from 2003 are maintained on the College's Accreditation webpage, and have been submitted on time ([IVA.231](#)).

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. In addition, at both the College and District level, information about gainful employment ([IVA.232](#)), the SCORECARD ([IVA.233](#)), and other student-related information may be obtained at the College ([IVA.234](#)) ([IVA.235](#)) or District websites ([IVA.236](#)).

Self Evaluation

The College and District take their roles as public institutions seriously and recognize the importance of making information about programs and operations transparent and available to the public, demonstrating integrity in meeting ACCJC Eligibility Requirements, Standards, and Commission Policies as evidenced on the College Accreditation webpage ([IVA.237](#)), ([IVA.238](#)). This diligence and open attitude have been invaluable in maintaining existing partnerships and creating the public trust to develop new ones.

Actionable Improvement Plan

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

As an institution, Sacramento City College has implemented several relatively new processes to evaluate its governance and decision-making structures. In the College's 2011 midterm accreditation report, SCC identified planning agenda items involving governance and decision-making: effective communication, staff participation in governance, and effectiveness of governance structures. In fall 2009 a draft of a pilot survey on the effectiveness of College communication and governance at SCC was developed and presented at Executive Council, President's Cabinet, Academic Senate, and Classified Senate. The Effectiveness of Communication and Governance survey was piloted in spring 2010 ([IVA.239](#)).

Following the pilot survey, a task force was established and met during spring 2010. The task force determined that both qualitative methods (focus groups) and quantitative methods (survey research) would be used to gather information to evaluate the effectiveness of communication and gather feedback on the effectiveness of College governance structures and information on staff participation in governance ([IVA.240](#), p. 9).

In fall 2010, the Public Information Officer and PRIE Dean conducted focus groups representing each constituency group on the effectiveness of College communication and governance for each constituency group (faculty, classified staff, managers, and students). The results of the focus groups were used to understand the underlying issues and to develop a survey that gathered information related to communication and governance ([IVA.241](#)).

The Communication and Governance Survey was administered in spring 2011 ([IVA.242](#)) and again in fall 2014 ([IVA.243](#)) and will continue to be administered on a regular three-year cycle. The results of each survey are shared with the College President and Executive

Council at the first meeting after the release of the data. They are then shared with the Academic Senate, Classified Senate, Senior Leadership Team, Associated Student Government and other entities throughout the College. In addition, they are available for review at any time on the College’s website ([IVA.244](#)). With each survey completion, the data become part of the Institutional Effectiveness plan that the PRIE Office produces for the College Strategic Planning Committee and the PRIE Committee and will be used in the accreditation midterm report. The Communication and Governance Survey is also one of the surveys used to provide information used for the preparation of the accreditation Self-Evaluation written by SCC ([IVA.245](#)).

Compared to the 2011 survey findings ([IVA.246](#)) the Communication and Governance Survey 2014 ([IVA.247](#)) showed improvement in some areas and a decline in others. The following is a portion of the tally with some comparisons from 2011 to 2014:

- **Engagement in College decision-making:** The percent of respondents that selected “high” or “moderate” engagement in college decision-making increased for administrators on some items, but decreased for most items for faculty and classified staff.

Engagement in College decision-making: Percent of “high” or “moderate” responses by constituency groups. (Changes of 10 or more percentage points from 2011 to 2014 are noted by bold italics and shading)			
	Faculty	Classified staff	Administrator
My personal sense of engagement with College decision-making is...			
2011 Survey	72%	58%	100%
2014 Survey	68%	51%	100%
In general, engagement in decision-making across the College is...			
2011 Survey	53%	63%	70%
2014 Survey	50%	49%	94%
The degree to which engagement with decision-making is expected of SCC employees is...			
2011 Survey	60%	58%	70%
2014 Survey	48%	41%	100%
The degree to which engagement with decision-making is valued by College administration is...			
2011 Survey	54%	58%	100%
2014 Survey	62%	48%	88%
The degree to which my job allows time for me to participate in College decision-making is...			
2011 Survey	57%	60%	100%
2014 Survey	45%	37%	88%

- Effective Communication:** The percent of respondents that “strongly agree” or “agree” that the communication at the College is effective has decreased in for all constituency groups from 2011 to 2014, except for faculty and administrators in regard to their area divisions. There was an increase of 5 percentage points for faculty on one item, and for administrators it remained at 100 percent for one item.

Effective college communication 2014 Survey: Percent of “strongly agree” or “agree” responses. (Changes of 10 or more percentage points from 2011 to 2014 are noted by bold italics and shading)			
	Faculty	Classified staff	Administrator
College communication processes share information effectively across the College.			
2011 Survey	43%	<i>49%</i>	<i>90%</i>
2014 Survey	36%	<i>33%</i>	<i>73%</i>
Information about major College processes is readily available to me.			
2011 Survey	49%	<i>59%</i>	<i>100%</i>
2014 Survey	42%	<i>43%</i>	<i>87%</i>
Information about the work of my division is readily available to me.			
2011 Survey	62%	<i>77%</i>	100%
2014 Survey	67%	<i>43%</i>	100%
Overall, the College is moving in the right direction with respect to campus climate and communication.			
2011 Survey	<i>48%</i>	<i>64%</i>	<i>100%</i>
2014 Survey	<i>38%</i>	<i>33%</i>	<i>71%</i>
My senate or representative council has sufficient opportunities to communicate about College decisions.			
2011 Survey	57%	<i>54%</i>	<i>90%</i>
2014 Survey.	48%	<i>40%</i>	<i>71%</i>

- **Administrative Processes:** The percent of respondents that “strongly agree” or “agree” that they understand administrative and decision-making processes had some increases for administrators and some significant decreases for faculty and classified staff.

Administrative Processes: Percent of “strongly agree” or “agree” responses. (Changes of 10 or more percentage points from 2011 to 2014 are noted by bold italics and shading)			
	Faculty	Classified staff	Administrator
I understand how College decisions that affect my work are made.			
2011 Survey	38%	56%	90%
2014 Survey.	44%	41%	93%
I understand the overall administrative structure of the College.			
2011 Survey	66%	72%	90%
2014 Survey.	67%	59%	100%
Administrative processes in my division or unit work well.			
2011 Survey	54%	61%	80%
2014 Survey.	42%	32%	93%
Administrative processes at the broad level of the whole College work well.			
2011 Survey	34%	44%	90%
2014 Survey.	28%	24%	80%
College processes allow all constituent groups to participate in decision-making.			
2011 Survey	40%	56%	90%
2014 Survey.	31%	28%	93%
Data (qualitative or quantitative) are used in decision-making at the College.			
2011 Survey	43%	49%	80%
2014 Survey.	44%	38%	93%

Effectiveness of College Groups: Respondents from each employee group were knowledgeable about their own constituency leadership. However, it appears that College employees are not generally knowledgeable about the effectiveness of other constituency leadership groups. The pattern was similar to that of the 2011 survey. Note: Because of the large number of “Don’t Know” responses, an analysis comparing the percentage responding with the highest ranking between the two survey years was not conducted for these items.

Please rate the effectiveness of each of the following groups. (Response counts are shown. The modal response is indicated by bold italics and shading.)					
2014 Survey	Good	Fair	Poor	Don't Know	Response Count
Academic Senate	97	55	10	59	221
Classified Senate	57	43	10	110	220
Senior Leadership Team	35	49	26	110	220
Associated Student Government	35	45	11	128	219
Executive Council	28	40	22	129	219
Department Chairs Council	57	60	9	94	220

Please rate the effectiveness of each of the following groups. (Response counts are shown. The modal response is indicated by bold italics and shading.)				
2014 Survey	Faculty	Classified staff	Administrator	Response Count
Academic Senate				
Good	60	21	5	
Fair	33	9	6	
Poor	2	1	3	
Don't Know	11	42	1	
	106	73	15	194
Classified Senate				
Good	20	26	5	
Fair	10	24	6	
Poor	1	2	1	
Don't Know	75	20	3	
	106	72	15	193
Senior Leadership Team				
Good	14	10	7	
Fair	25	14	7	
Poor	13	4	1	
Don't Know	54	44	0	
	106	72	15	193
Associated Student Government				
Good	16	9	5	
Fair	19	15	5	
Poor	5	2	3	
Don't Know	65	46	2	
	105	72	15	192
Executive Council				
Good	11	8	4	
Fair	17	12	7	
Poor	12	4	1	
Don't Know	66	47	3	
	106	71	15	192
Department Chairs Council				
Good	33	7	9	
Fair	31	15	3	
Poor	5	2	0	
Don't Know	37	48	3	
	106	72	15	193

In addition to the Communication and Governance survey, an Employee Accreditation Standards Survey was administered in 2008 ([IVA.248](#)) and recently in 2014 ([IVA.249](#)) in accordance with the accreditation self study cycle. One section of this survey includes questions involving governance, leadership, and decision-making. The results are shared College-wide through the PRIE office website.

Lastly, the Los Rios Community College District administered an Employee Satisfaction and Perceptions Survey during spring 2014. Although this survey wasn't specifically geared toward assessing governance and decision-making, several questions focused on the effectiveness of communication ([IVA.250](#)).

Other means for identifying areas for improvement in College governance are through issues brought to the Academic Senate, Classified Senate, Student Associated Council, the Senior Leadership Team, Department Chairs Council, Deans Council, and Standing Committees, etc. For example, in response to concerns voiced by standing committee tri-chairs regarding collaboration and transparency, in fall 2011 the College President hosted two critical meetings related to engagement with shared decision-making and communication at the College:

1. A meeting of the standing committee tri-chairs was used to move toward an increased understanding of the standing committees and to increase the alignment and integration of their work. The tri-chairs' meeting continues to be attended by the College President. ([IVA.251](#))
2. A meeting of individuals from across the College who are involved in staff development activities was used to broaden communication between areas of the College and to increase the alignment and integration of staff development activities ([IVA.252](#), p. 10)

Additionally, in spring 2012, both the Senior Leadership Team and the Academic Senate decided to initiate reports from standing committee chairs or from other decision-making groups as a regular part of their meetings ([IVA.253](#)), ([IVA.254](#)).

The Academic Senate has also responded to numerous concerns that have been brought to its attention regarding a lack of transparency in administrative decision-making. In May 2012, the Academic Senate approved a white paper that identified faculty concerns about lapses in participatory decision-making per AB1725 ([IVA.255](#)). In that white paper, the Academic Senate issued a statement outlining the expected practices of shared governance. This white paper was shared with the administration ([IVA.256](#)) after being adopted by the Senate ([IVA.257](#)).

More recently, in spring 2014, the Academic Senate formed a Participatory Governance Task Force as a result of ongoing and growing concerns about administrative lapses in participatory decision-making. A report created by that group identified a number of issues to be addressed to improve the College's participatory decision-making process. That report was approved by the Academic Senate on Nov. 4, 2014 ([IVA.258](#)), shared with constituency leaders via email on Nov. 17, 2014, and shared in various stages at three Executive Council meetings Nov. 3, 2014 ([IVA.259](#)), Nov. 17, 2015 ([IVA.260](#)), and Dec. 1, 2014 ([II.261](#)), and Feb. 2, 2014 ([IVA.262](#)).

Self Evaluation

Clearly, numerous mechanisms have been put in place to engage in regular and systematic evaluation of SCC's communication and governance processes. Given that no regular and systematic evaluation processes had been in place before the 2009 accreditation site visit, this is a significant positive shift. There are, however, several issues that involve the dissemination, engagement, and effectiveness of the communication of information:

- *Communication of findings*—Survey results are shared with the major constituency decision-making groups, such as the Academic Senate, Classified Senate, and Senior Leadership Team. The mechanism that exists to share these findings with the wider College community is not proving to be effective. Members of the constituent representative groups are meant to share the information within the areas that they represent. However, often by the time it trickles down and then back up, the decision has been made.
- *Recent implementation*—Because most of these processes have been newly implemented as a result of the 2009 accreditation recommendations, they haven't yet gained a level of institutional familiarity. Many people at the College are not aware that these surveys are regularly administered.
- *Use of survey data for improvement*—The College has made significant improvement in gathering information about participatory decision-making. Even though a vast amount of survey data is available to guide improvement, meaningful changes in governance have not yet happened. The stability of the results from the 2011 and 2014 Communication and Governance Surveys is a testament to this. In the absence of data-driven, proactive changes, faculty have engaged in reactive mechanisms. The Academic Senate White Paper and the Participatory Governance Task Force Report are two such examples. Given the availability of data and analyses of that data from the PRIE Office, the College as a whole needs to be much more proactive in addressing communication and governance concerns.
- *Increased Workload* —Since 2011, according to the Communication and Governance surveys, faculty and classified staff engagement levels declined. The most common reason cited for this was “workload creep”—a lack of time due to increasing job-related responsibilities. The number of tasks that all college staff are required to complete interfere with levels of engagement in governance processes, and efforts need to be made to mitigate the growing workload. Since these changes have taken place in the period of the economic downturn in which hiring for faculty and staff who retired or resigned was either ended or delayed, it is hoped that workload issues will be addressed as hiring levels improve.

Actionable Improvement Plan

Actionable Improvement Plan 4 (IV.A.3, IV.A.5)

To improve effective and satisfactory cross constituency participation in the governance of the college, the College Leadership will:

- Develop a more robust Campus Issues process to facilitate timely response and thorough explanation for how and why decisions are being made.
- Create a clear and transparent process for utilizing survey data to make process improvements in communication and participatory decision-making.
- And provide both formal and informal venues for college-wide information sharing.

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<http://www.scc.losrios.edu/prie/research/college-planning-and-data-reports/scc-survey-reports/>
- IVA.133. Los Rios Community College District Policy 3412, Academic Senate
<http://losrios.edu/legal/Policies/P-3000/P-3412.pdf>
- IVA.134. Los Rios Community College District Policy 7141, Curriculum Development
<http://losrios.edu/legal/Policies/P-7000/P-7141.pdf>
- IVA.135. Los Rios Community College District Policy 8122, Budget Planning
<http://losrios.edu/legal/Policies/P-8000/P-8122.pdf>
- IVA.136. Sacramento City College Curriculum Committee
<http://www.scc.losrios.edu/instructionalservices/curriculum/curriculum-committee-2014-15/>
- IVA.137. Los Rios Community College District Policy 7141, Curriculum Development
<http://www.losrios.edu/legal/Policies/P-7000/P-7141.pdf>
- IVA.138. Sacramento City College Academic Senate
<http://www.scc.losrios.edu/academic senate/>
- IVA.139. Academic Senate Distance Education Subcommittee
<http://www.scc.losrios.edu/distance/academic-senate-de-subcommittee/>
- IVA.140. Student Learning Outcomes Assessment Committee
<http://www.scc.losrios.edu/slo/sloac/>
- IVA.141. Participatory Decision Making Webpage
<http://www.scc.losrios.edu/prie/institutional-effectiveness/governance/>
- IVA.142. Matriculation Committee Minutes November 12, 2013
<https://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/c5de2fd2-3ffc-454b-9137-aeb3a6414ec2/M11-12-2013.pdf>
- IVA.143. College Unit Planning for the 2014-15 Planning Year (work done in 2013-14)
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- IVA.144. Sacramento City College Program Plans
<http://www.scc.losrios.edu/prie/planning/family-plans/program-page/>
- IVA.145. Los Rios Community College District Employee Perception Survey, 2014
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- IVA.146. Department Chairs Council
<http://www.scc.losrios.edu/dcc/>
- IVA.147. Department Student Learning Outcomes (Course SLOs and Student Service Department SLOs)
<http://www.scc.losrios.edu/slo/course-slo/>
- IVA.148. SOCRATES (Online curriculum management system)
<http://www.scc.losrios.edu/instructionalservices/socrates-access/>
- IVA.149. Student Success and Support Programs Plan Budget
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- IVA.150. Los Rios Community College District Policies and Administrative Regulations
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- IVA.151. Los Rios Community College District Recently Updated Policies and Regulations
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- IVA.152. Los Rios Community College District Quarterly Legal Updates
<http://www.losrios.edu/legal/gc-quarterly.htm>
- IVA.153. Los Rios Community College District Policies and Administrative Regulations
<http://www.losrios.edu/legal/GCpolreg.htm>
- IVA.154. Sacramento City College Participatory Decision Making Website
<http://www.scc.losrios.edu/prie/institutional-effectiveness/governance/>
- IVA.155. Sacramento City College Department Chairs Council
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<http://www.scc.losrios.edu/academicsenate/documents/sacramento-city-college-academic-senate-bylaws.pdf>
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- IVA.165. Sacramento City College Student Associated Council
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- IVA.166. Student Associated Council Handbook
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- IVA.167. Student Associated Council Description
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- IVA.168. Student Associated Council Bylaws
<http://www.scc.losrios.edu/sld/documents/358.pdf>
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<http://losrios.edu/legal/Policies/P-2000/P-2311.pdf>
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<http://www.scc.losrios.edu/sld/documents/student-associated-council-caeb-clubs-events-board-bylaws.pdf>
- IVA.171. Sacramento City College Senior Leadership Team
<http://www.scc.losrios.edu/president/slt/>
- IVA.172. Sacramento City College Senior Leadership Team
<http://www.scc.losrios.edu/president/slt/>

- IVA.173. Sacramento City College Executive Council
<http://www.scc.losrios.edu/president/executive-council/>
- IVA.174. Public Information Office
<http://www.scc.losrios.edu/pio/>
- IVA.175. Shared Governance Standing Committees
<http://www.scc.losrios.edu/prie/institutional-effectiveness/governance/participatory-governance/standing-committees/>
- IVA.176. Shared Governance Standing Committees
<http://www.scc.losrios.edu/prie/institutional-effectiveness/governance/participatory-governance/standing-committees/>
- IVA.177. Budget Committee
<http://www.scc.losrios.edu/prie/institutional-effectiveness/governance/participatory-governance/standing-committees/budget/>
- IVA.178. Campus Development Committee
<http://www.scc.losrios.edu/prie/institutional-effectiveness/governance/participatory-governance/standing-committees/campus-development/>
- IVA.179. Campus Safety Committee
<http://www.scc.losrios.edu/prie/institutional-effectiveness/governance/participatory-governance/standing-committees/campus-safety-committee/>
- IVA.180. Educational and Information Technology Committee
<http://www.scc.losrios.edu/prie/institutional-effectiveness/governance/participatory-governance/standing-committees/educational-information-technology/>
- IVA.181. Honors and Awards Committee
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- IVA.183. Matriculation and Student Success Committee
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- IVA.184. Planning, Research, and Institutional Effectiveness Committee
<http://www.scc.losrios.edu/prie/>
- IVA.185. Staff Development Committee
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- IVA.187. Student Equity Committee
<http://www.scc.losrios.edu/prie/institutional-effectiveness/governance/participatory-governance/standing-committees/student-equity/>
- IVA.188. Non-Standing Committees and Subcommittees
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- IVA.191. Academic Senate Agendas and Minutes
<http://www.scc.losrios.edu/academicsenate/agendas-minutes/>
- IVA.192. Classified Senate
<http://www.scc.losrios.edu/classifiedsenate/>
- IVA.193. Department Chairs Council Minutes
<http://www.scc.losrios.edu/dcc/2014-2015-minutes/>
- IVA.194. Sacramento City College Survey Data Reports
<http://www.scc.losrios.edu/prie/research/college-planning-and-data-reports/scc-survey-reports/>
- IVA.195. Institutional Effectiveness Reports
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- IVA.196. Planning Homepage
<http://www.scc.losrios.edu/prie/planning/>
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<http://www.scc.losrios.edu/slo/>
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<http://www.scc.losrios.edu/president/city-clips/>
- IVA.205. Events Calendar
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- IVA.211. Department Chairs Minutes, October 2, 2014
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<http://www.scc.losrios.edu/prie/institutional-effectiveness/accreditation/>
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- IVA.234. Sacramento City College Future Students Webpage
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- IVA.235. Sacramento City College Homepage
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STANDARD IV.B: Board and Administrative Organization



Standard IV.B. Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-College Districts/systems clearly define the organizational roles of the District/system and the Colleges.

IV.B.1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the College or the District/system.

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

The College's governing board is the Los Rios Community College District Board of Trustees, which also governs American River College, Cosumnes River College, and Folsom Lake College ([IVB.1](#)). The LRCCD Board of Trustees sets policy for the District, including Sacramento City College. The board is composed of seven regional, publicly elected Board members and one non-voting Student Trustee, elected by the student body of the LRCCD. The Board of Trustee meetings are held once a month. Intensive two-day Board retreats are held twice annually (Board Policy 3122 ([IVB.2](#)), 3132 ([IVB.3](#))).

The Los Rios Community College District (LRCCD) Policies specify the makeup, roles, responsibilities as well as the procedures that dictate the Board of Trustees' operation. It is a function of the Board to reflect the public interest by developing policy, providing oversight, setting policy and a strategic direction for the District ([IVB.4](#)) ([IVB.5](#)) ([IVB.6](#)) ([IVB.7](#)) ([IVB.8](#)) ([IVB.9](#)) ([IVB.10](#)).

The Board is charged with active involvement 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 3112:

The Los Rios Community College District 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 Los Rios Community College 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: Leadership, Adoption of Policies, Evaluation, and Maintaining Relationships. ([IVB.11](#))

The District's policies are reviewed on a rotating schedule, the details of which can be viewed on the District Counsel's website. Further, policies and regulations are created and amended to address changes in the District's operation, law, and the needs of students. ([IVB.12](#))

Each year, the Board and the Chancellor, develops its goals for the coming year and prepares a report on its accomplishments of the previous year ([IVB.13](#)).

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). ([IVB.14](#)) ([IVB.15](#)) ([IVB.16](#))

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

As an independent body, the LRCCD Board 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. [\(IVB.17\)](#) The Board's published policies and bylaws are consistent with the District's mission, and Board procedures and decisions that are charged with the oversight and control of the District, help ensure the quality of instruction at all Los Rios Colleges. [\(IVB.18\)](#)

The Board of Trustees supports collegiality and promotes the improvement of student learning programs and services. Recently during the unprecedented statewide budget cuts, the Board supported the use of reserve monies to ameliorate the impact of the California budget cuts on community college programs. This decision ensured that quality of programs for students were maintained for a period of three years. This demonstrates the way the Board supports individual college initiative through the adoption of prudent budgetary measures and provides consistency so that educational development is continually assured.

The Board establishes policies to ensure educational quality, financial integrity, and legal matters involving the District. This authority is outlined in LRCCD Policy 3112, and in Policy 8315, responsibility is given to the Board to approve large contracts, collective bargaining agreements, hiring, etc. [\(IVB.19\)](#), [\(IVB.20\)](#). The Board supports staff development and leadership activities for classified staff, faculty, and administrative personnel as follows:

Faculty leaders of the Academic Senate, including the Curriculum Committee Faculty Co-Chair are provided reassigned time of 1.6 FTE annualized for each of the four Colleges, and .5 FTE annualized for the District Academic Senate. Members of the District Academic Senate regularly attend the Academic Senate of California Community Colleges (ASCCC) Plenary Sessions; Curriculum, Accreditation, and Leadership Institutes; the Area Meetings and other ASCCC events as needed. In addition, SCC faculty have assumed statewide leadership roles and offices that are recognized, encouraged, and supported by the Board and Chancellor. [\(IVB.21\)](#)

Support for classified staff includes in-house training, the LRCCD Classified Leadership Academy, Annual Classified Retreat, Interest Based Approach Training (IBA), and some classified leaders are provided with release time to attend statewide leadership conferences. [\(IVB.22\)](#), [\(IVB.23\)](#)

Administrators serve on a variety of local and state leadership roles, such as: Editorial Board of ACCCA and SCC representative to the California Education Regional Consortium; Board of State Council on Developmental Disabilities, Trustee in the Washington Unified School District, West Sacramento; Trustee for Point Loma Nazarene University, San Diego; Vice-Chair, California Community Colleges Athletic Association Management Council; Chair, CCCAA Management Council Competition Committee and President; Northern California Football Conference; Legal Chair Person, State Association of College Stores; Member, City of West Sacramento Successor Agency Oversight Board; member of City of Davis Successor Agency Oversight Board; member of UCD Health System Community Advisory Board; Member, Hispanic Chamber of Commerce Education Committee; Board member for the Davis Chamber of Commerce; Board member for the West Sacramento Chamber of Commerce; Board Member for La Cooperativa Campesina De California; Chair of the

Cleaner Air Partnership (Don Palm, Dean, Davis Center-Yolo Workforce Investment Board ([IVB.24](#)); Mary Leland, Director, Advancement/SCC Foundation-Washington Unified School District ([IVB.25](#)); Art Pimentel, Dean, West Sacramento Center-West Sacramento Chamber of Commerce ([IVB.26](#)); Kathryn Jeffery, President, Sacramento City College-West Sac Prep Charter School ([IVB.27](#)).

To improve the flow of communication with the community (which is currently limited to public comments at the start of monthly Board meetings, correspondence received through the District Office, and various community and College events attended by Board members), a new email communication access system was implemented in summer 2014. This allows community members to email the Board or the Chancellor. ([IVB.28](#)), ([IVB.29](#))

Overall, Board agendas and minutes demonstrate that the LRCCD Board of Trustees acts in accordance with its own policies and bylaws. ([IVB.30](#))

Actionable Improvement Plan

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, such as the General Counsel and the AVC of Communications who participate during the orientation, as well as the College presidents, often taking tours of the Colleges. There is a new Board member Orientation Manual created for the newest trustee but also shared with all more seasoned Board members ([IVB.31](#)). Even before election to the LRCCD Board, all candidates are given the opportunity for an orientation, which includes briefings and question/answer opportunities with the Chancellor, the General Counsel, the AVC of Communications, and College Presidents. New members are sent to the Community College League of California New Trustee Orientation workshop offered each January, and are encouraged to attend the American Association of Community Colleges. In addition, new members are given a local orientation that includes an introduction to the policies and procedures of the District. An orientation process is provided to the student trustee as well ([IVB.32](#)) ([IVB.33](#)). 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. ([IVB.34](#))

The governing board of the Los Rios District is composed of seven members elected by the voters within their service areas, and one student trustee elected by students District-wide. 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. ([IVB.35](#)) The student trustee serves a one-year term. ([IVB.36](#))

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. In addition, census, which is conducted every ten years, allows for all Trustee areas to reflect the diverse populations of the Los Rios Community College District.

Actionable Improvement Plan

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

In 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.” ([IVB.37](#))

Typically, the LRCCD Board of Trustees initiates its annual self-evaluation process during its fall retreat, and completes it during the following spring retreat. ([IVB.38](#)) ([IVB.39](#)). In following this process, the Board completed the Self-Evaluation instrument at its October 2013 retreat. The results were then tabulated, reviewed, and discussed at the Feb. 28–March 1, 2014, retreat. The process began again at the Board’s fall 2014 retreat.

Self Evaluation

The Board’s self-evaluation process is clearly defined in Policy 3112. The process is implemented and the results published on a regular annual cycle.

Actionable Improvement Plan

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 ([IVB.40](#)) ([IVB.41](#)) ([IVB.42](#)). Policy 3114 provides an overall statement of ethics and describes 12 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. ([IVB.43](#))

Self Evaluation

The Board's "Statement of Ethics" cited in Policy 3114 provides the expectations for the members of the Board of Trustees. 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. To date, no board member ethics violations have occurred.

Actionable Improvement Plan

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 and College reports to ACCJC, for example, the college Midterm Report 2012 ([IVB.44](#)). It received and provided input on a presentation about accreditation in several Board of Trustees meetings that included its several annual retreats. The Board received a thorough presentation at its Board of Trustees Retreats held on October 11, 2013 ([IVB.45](#)), February/March 2014 ([IVB.46](#)), October 2014 ([IVB.47](#)), and at a Special Board Workshop on Accreditation November 19, 2014 ([IVB.48](#)).

At these meetings, 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. The practice of Board updates regarding accreditation is longstanding (e.g. Rios Community College District Board

of Trustees Retreats October 2007 and October 2008. [IVB.49](#): Hard Copy will be available in the Team Room).

On Sept. 10, 2014, the Board of Trustees held a Q&A activity at ARC, which was designed for Standard IV members to talk to board members to get information on how the board carries out its duties related to Standard IV requirements. ([IVB.50](#)) On Nov.19, 2014, the Board of Trustees held a workshop designed to inform the board about the accreditation process and what to expect during the upcoming October 2015 visit ([IVB.51](#)). In addition, the Board of Trustees reviews and acts on all accreditation Substantive Change Requests, Mid-Term Reports, and Self Evaluation drafts.

Self Evaluation

The Board receives regular reports about accreditation, and it is engaged throughout the process.

Actionable Improvement Plan

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 ([IVB.52](#)) and 9142 ([IVB.53](#)), 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. 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.” ([IVB.54](#)) ([IVB.55](#)). In addition,

the Board of Trustees appoints the College Presidents, Vice Chancellors and Associate 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, 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 ([IVB.56](#)) ([IVB.57](#)) ([IVB.58](#)).

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 ([IVB.59](#)) ([IVB.60](#)) ([IVB.61](#)). 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 ([IVB.62](#)).

Self Evaluation

The Board has responsibility for the selection and evaluation of 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.

Actionable Improvement Plan

None.

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." ([IVB.63](#)) 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, the Classified Senate, and the Student Associated Council 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 ([IVB.64](#)) ([IVB.65](#)). The President oversees the College budget, makes final budget allocations, and informs the College about budget issues ([IVB.66](#)). 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 ([IVB.67](#)). In addition, programs participate in the Program Review process, which is directly overseen by vice presidents and deans ([IVB.68](#)). 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. To address the transfer and career development needs of students, curriculum has also undergone significant changes (many because of new state regulations on course repeatability and the opportunities that come with the new Degrees for Transfer). That information is located in the Standard II section, along with details regarding the introduction of Student Learning Outcomes (SLO) into the College curriculum ([IVB.69](#)). 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, 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.

Actionable Improvement Plan

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 states that a College President serves as its chief administrator ([IVB.70](#)). While operating under District guidelines, this gives the President some flexibility regarding the exact nature of administrative roles and responsibilities to better serve the changing needs of the institution. To carry out such actions, various responsibilities are delegated to vice presidents and other administrative personnel housed within various administrative organizations. In recent years, the College administrative structure has evolved to include creation of the Associate Vice President role (which is new in Student Services), reorganizations to reflect the increased importance of the oversight of financial aid, assignment of full time administrators to the Centers, and the comprehensive assignment of all programs and services to an administrator ([IVB.71](#)). In addition, the President works with a number of leadership groups, both governance-based and role-based, to serve the College's changing needs. The main bodies are the President's Executive Staff, the President's Cabinet, the Executive Council, and the Senior Leadership Team ([IVB.72](#)).

The Executive Staff consists of the President and three Vice Presidents and meets twice a month, while the President's Cabinet includes those positions, plus the Director of the Advancement/SCC Foundation, the Dean of Planning Research and Institutional Effectiveness (PRIE), the Dean of Information Technology, and the Communications and Public Information Officer. The Cabinet meets twice a month. The Executive Council is a representative body of the constituencies, which consists of the College President, the President of the Academic Senate, the President of the Classified Senate, the President of the Student Association Council, and the Chair of Senior Leadership Team. In addition, all three Vice-Presidents, the Communications and PIO, and the Dean of PRIE serve as ex officio resource members. Under the direction of the College President, the Communications and Public Information Officer's role is to develop, expand and enhance public understanding of College programs and their impact on the community and economy, gather and disseminate information about the College, and to plan and provide counsel on strategic communications ([IVB.73](#)).

The Senior Leadership Team ([IVB.74](#)) consists of all College managers whose meetings provide a forum during which College-wide opportunities and issues can be discussed with recommendations going to the Executive Council ([IVB.75](#)) and to the President ([IVB.76](#)). The overall structure is guided by the principle of participatory decision-making, in which all affected groups discuss policy and the general guidance of the College before meaningful decisions are made ([IVB.77](#)).

Self Evaluation

The administrative structure is sufficient to support the size and complexity of the College. The structure allows the voices of all constituents to be heard, backed by the general commitment to the principle of participatory decision-making.

Actionable Improvement Plan

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 President both oversees organizational structures and communicates with the College community to guide the institutional improvement of the teaching and learning environment. Under the guidance of the President, the College Strategic Planning Committee engages in discussion and data review related to the college mission, values, and goals. The President also oversees the processes related to Unit and Program Planning, as well as Program Review, which determine College priorities as well as integrate planning with resource allocation in support of student learning outcomes. The President provides direct oversight to the College service responsible for research and represents the College at the District in discussions that relate to external conditions that affect College programs and services, including partnerships and such research commitments as Civitas. The President also works with the Executive Council to establish procedures to review College processes, including recommendations from the budget committee on aspects of the budget process. During the economic downturn the President worked with College administrators and leaders to identify and implement strategies that could best maintain College services while recognizing constraints on both fiscal and human resources. Additionally, the President obtains information on College achievements that reflect the implementation of programs and services ([IVB.78](#)) ([IVB.79](#)).

The President communicates the institutional values, goals, and direction across the College through various means. The first general method is by making use of key administrative bodies such as the Executive Staff, the President's Cabinet, the Executive Council, and the Senior Leadership Team. Meeting at various intervals but numerous times a semester, the President has the opportunity to relate current issues to the College's longstanding goals. ([IVB.80](#)) ([IVB.81](#)).

The President is able to use the Communication and Public Information Office to communicate institutional direction, which includes the bi-weekly City Chronicles ([IVB.82](#)). City Chronicles is sent via email to all SCC employees with information about the activities of standing committees, accomplishments across the campus, professional development

resource materials, issues that may impact the College, and other related topics.

The need for a data-driven, evidence-based process of assessing College performance is represented by the ongoing efforts of the Office of Planning, Research and Institutional Effectiveness (PRIE) ([IVB.83](#)), which oversees all research efforts at SCC. PRIE supports the quest for higher institutional quality by conducting, gathering, and aiding research efforts, then making those results available throughout the College. It is also involved in the planning process and makes recommendations on resource allocation to other relevant campus bodies.

One important collection of documents issued by PRIE annually is the set of Institutional Effectiveness Reports ([IVB.84](#)). This report is used to help guide strategic planning across the entire College especially through the College Strategic Planning Committee ([IVB.85](#)). The Dean of PRIE serves on the President's Cabinet, Executive Council, and the Senior Leadership Team along with the President, which enables frequent contact and communication about how research should link to planning and resource allocation. Sacramento City College functions under a "family of plans," which connects research to planning and resource allocation ([IVB.86](#)). They are Institutional Plans (broad plans for instruction, student services, student equity, students success & support programs, and administrative services), Program Plans (college-wide plans that are more narrowly focused than the Institutional Plans), Unit Plans, and Resource Plans.

College planning 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 PRIE website ([IVB.87](#)), accessible to all staff, has a page with links to data used in the planning process. Data categories include College Goals 2014-2015 ([IVB.88](#)), LRCCD Strategic Plan ([IVB.89](#)), 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 ([IVB.90](#)) ([IVB.91](#)).

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 ([IVB.92](#)) ([IVB.93](#)).

These processes guide the institution in developing planning processes that are systematic, goal-driven, engaged in by the College community, and tied to resource allocation.

Self Evaluation

The administrative structure allows for the communication of institutional values and goals across the College, and the President supports and advocates those goals. The College goals and values guide the President's interactions with administration, faculty, and classified staff.

Actionable Improvement Plan

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

As the chief executive officer for Sacramento City College, the President has an important role in ensuring the implementation of statutes, regulations, and governing board policies as well as assuring that College institutional procedures and practices are responsive to and consistent with institutional vision, mission, and values. This role is established in District policy 2411, which states that a College President is responsible for leading the institution in a manner consistent with the principles set by the District ([IVB.94](#)).

The President's leadership role requires regular attendance and active participation in District level leadership councils that include but are not limited to the Chancellor's Executive Staff, Chancellor's Cabinet, Board of Trustees, and Los Rios Foundation meetings. Additionally, the President participates in Board of Trustees retreats and study sessions. In these venues the President participates with other district leaders in the discussion of Board policies and administrative regulations, the implementation of state and federal statutes and regulations, and responds as needed to address mandates as required by the California Community Colleges Chancellor's Office. The President communicates information from these meetings to College leadership groups, including Executive Council, President's Cabinet, and Senior Leadership Team. Frequently, information to the College at large is presented via SCC-Everyone emails, articles published in the College e-newsletter City Chronicles, and occasionally via the college newspaper, The Express. During spring 2014, the President launched a new communication tool, City Clips, which featured topic specific interviews with College personnel in a video format. City Chronicles (weekly) ([IVB.95](#)) and City Clips (periodically) are produced by the College Communications and Public Information Office ([IVB.96](#)).

At the District level, the Chancellor's Cabinet reflects commitment to participatory governance and helps assure the implementation of governing Board policies ([IVB.97](#)). The Chancellor's Cabinet includes representatives from the leadership of all four College constituencies—faculty, classified staff, managers, and students, as well as the various bargaining units. The SCC President works with the other College/District leaders who attend Chancellor's Cabinet, and with the College vice presidents to communicate information to the College community on Board policies and administrative regulations via Executive Council, President's Cabinet, Senior Leadership Team ([IVB.98](#)) ([IVB.99](#)), and the participatory decision-making links on the SCC website—PRIE, Governance ([IVB.100](#)), and District Policies & Regulations ([IVB.101](#)).

All processes that result in strategic goals and directions at both the District and College levels also demonstrate the leadership role of the President. (IVB.102) (IVB.103). The President serves as an agent between the College and District in communicating District and Board of Trustees directions and initiatives to the College. Moreover, the President is an advocate for the College community to inform District personnel, the Chancellor and Board of Trustees about College interests and annual goals, activities and outcomes in support of District and Board goals and strategic directions and initiatives.

The President works with the College community to ensure that College processes reflect institutional mission and policies. One example of this is the President's role in the planning and resource allocation cycle in which the President works with the College community to identify College priorities and effectively and strategically allocate College resources, using the program and unit plans developed by College divisions, departments, and programs (IVB.104). The SCC Strategic Planning Process includes a review component that is reflective and provides a framework to annually reassess the planning process to identify its strengths and areas for improvement.

Self Evaluation

The President meets every semester with the District's General Counsel to ensure that the President is properly informed regarding Board Policy and Educational Legal issues. By working with members of the College's leadership, which includes constituent representatives who also serve on district leadership councils, the President ensures that District and Board directions and expectations are communicated to the College community (IVB.105) (IVB.106) (IVB.107). Additionally, the President works with the College community through the College's ongoing structures to ensure that District and Board initiatives are implemented in College practices and procedures (IVB.108) (IVB.109).

Actionable Improvement Plan

None.

IV.B.2.d. The President effectively controls budget and expenditures.

Descriptive Summary

Within the College's integrated planning and resource allocation systems, the President's role is that of leadership and oversight (IVB.110).

There are a number of components to the College's budget and resource allocation processes, including the general fund allocations that are based in district funding formulas, categorically based funds, college generated funds, and foundation funds. The College's planning processes integrate resource allocations through funding components in Unit and Program Plans (IVB.111). The President, in consultation with President's Cabinet and Executive Council (especially the Vice President for Administration), provides leadership to

the budget allocation process and provides budget guidance to the College about available funds via the annual President's Budget Memo and by leading the discussions on College Program Plans. The College's budget process includes developing three-year projections of revenues and expenditures that the President uses to establish the baseline picture for College funding. Also, with the President's budget memo as a reference, the College's budget process involves recommendations from the Budget Committee ([IVB.112](#)) to the President on recommended funding for unit plan objectives. The President works with the Budget Committee to review and determine final funding for recommended projects. The President works with the senior leadership, especially the Vice President for Administration, to provide updates to the College community on expenditure rates and changes to the College budget picture throughout the year. During the economic downturn, the President led discussions with College leaders and represented the College in District discussions about how to distribute resources and allocate budget modifications and reductions/cuts based on College goals and priorities, and held College-wide meetings/forums to discuss options for budget management ([IVB.113](#)).

Self Evaluation

The President provides both leadership and oversight in the management of the College budget and expenditures. The integration of the resource allocation process with College planning ensures that College needs are identified and met. The President works directly with College leaders and shared governance bodies to address changes in financial resources and budget requirements, as well as make decisions on proposed expenditures. The College's balanced, three-year approach to evaluating both expenditures and revenues helps ensure financial stability and support for College operations and programs.

Actionable Improvement Plan

None.

IV.B.2.e. The President works and communicates effectively with the communities served by the institution.

Descriptive Summary

The President is active in building relationships with community partners. This involves participation in off-campus meetings and activities to communicate routinely with leaders of community agencies, legislators, local chambers of commerce, potential scholarship and equipment donors, and former employees and students ([IVB.114](#)). The President serves on a number of boards in a range of community organizations, which includes a local charter school (founding partners include Sacramento City College, UC Davis and Washington Unified School District in West Sacramento), the Sacramento Chapter of the American Heart and Stroke Association, and the California Community College Athletic Association ([IVB.115](#)). Also, the President has established and maintained meaningful connections to community service organizations, such as Sacramento Homeless Connect, Sacramento

Housing and Redevelopment Agency, Roberts Development Center, and MLK 365 ([IVB.116](#)). The President has established very strong connections with organizations serving K-12 needs leading to the creation of Sacramento Pathways to Success, a partnership between SCC, Sac State, and Sacramento Unified School District, which was launched in spring 2013, and the participation of SCC and Sac State in Engaging Latino Students in College Transfer and Completion, a national project by invitation sponsored by the University of Texas at Austin in fall 2014. Most of the above listed groups/activities help deepen a belief among younger students and their families of the necessity and completion of a post-secondary education. ([IVB.117](#)).

The President, in coordination with College deans, VPI and faculty at the SCC Davis Center and SCC West Sacramento Center, has enhanced links to Sacramento State and UC Davis, which has benefited the College and its students ([IVB.118](#)). The West Sacramento Center is building a stronger relationship with the West Sac Early College Prep Charter School where the SCC President serves on the Board ([IVB.119](#)). The intent is to extend pathway services to the students of the charter school similar to those of the Sacramento Pathways to Success ([IVB.120](#)).

The President is very involved in the SCC and the Los Rios Foundations ([IVB.121](#)), ([IVB.122](#)). This includes cultivating new foundation members, identifying and cultivating prospective donors, making personal contact with new and existing donors in person and in writing to acknowledge gifts to the College. The President is involved in planning fundraising events, and is frequently available to meet with donors as needed. The President is responsible for evaluating fundraising performance and assists in developing the strategic plan for fundraising at the college. The President attends quarterly SCC Foundation Board and Los Rios Foundation Board meetings ([IVB.123](#)). The President has worked with the SCC Foundation Director to create the President's Circle, a membership project intended to cultivate relationships with donors ([IVB.124](#)), ([IVB.125](#)), ([IVB.126](#)), ([IVB.127](#)). The President is engaged with the management of SCC Foundation funds and has been integral to troubleshooting and refining some of the fiscal processes used in an attempt to provide clarity related to SCC Foundation for individual fund tracking. The President has been a supporter of aligning SCC Foundation funds with the College planning process, particularly Annual Fund donations being directed toward the Budget Committee's Unit Planning expenditure needs ([IVB.128](#)).

Self Evaluation

The President works many hours with community organizations and helps create a positive image of the College.

Actionable Improvement Plan

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 takes place among the participatory governance committees and other affiliated groups described in III.B.3.f below delineates the operational responsibilities and functions in the District. The District Function Map document lays out how the District currently allocates responsibility among the District and the Colleges for the many operational functions of the District ([IVB.129](#)). Using the accreditation standards as a structural frame, the original District map was created in 2002. The map was revised in 2007 and again in 2014. The 2014 revisions were made following review and recommendations from the Colleges and District-wide participatory governance and leadership groups to clearly show how operational responsibilities in the District are assigned. The document indicates whether the Colleges or the District has primary, secondary, or shared responsibility for a particular operational function, with definitions of the meaning of those ascriptions. The District prides itself on remaining flexible so that the delineation of responsibilities can change following participatory governance review as circumstances and needs change.

Self Evaluation

The concept of the mapping document continues to provide a tool that gives clear delineation and communication about the operational responsibilities and functions of the participatory governance structure in the District. The District Accreditation Coordinating Committee (DACC) continues to update the mapping document, ensuring that it is accurate and incorporated as stated, as well as vetting for suggestions so that accreditation standards are met.

It is 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.

Actionable Improvement Plan

None.

IV.B.3.b. The District/system provides effective services that support the Colleges in their missions and functions.

Descriptive Summary

As can be seen from the mapping document referenced above, 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 assure the quality of these services, the District units undergo their own Program Review and planning processes, which include a review by the unit members of data from existing measures or indicators of performance (such as surveys when those exist relative to the performance of the unit). The units use the review results to identify unit strengths and areas for improvement.

One key tool for evaluating effectiveness is the 2014 Employee Satisfaction and Perceptions Survey ([IVB.130](#)). That survey consistently reflects employee sentiment that “there is a collaborative work environment between the District and the Colleges,” and that people understand their roles, feel expectations are realistic, and that they are supported in their work. At the same time, classified staff responses in 2014 suggested that staffing, promotion opportunities, communication, and trust may be areas for improvement ([IVB.131](#)).

Self Evaluation

The mapping document indicates that the District provides effective services that support SCC’s missions and functions. The District works in tandem with the College to provide services as needed as part of its function within the multi-college District. In this role the District best supports the mission and functions of its different 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.

Actionable Improvement Plan

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

In relation to both IV.B.3.c. and IV.B.3.d., the District has a long history of conservative financial management that contributes to stability and consistency in District operations. A

District-wide budget committee ensures broad-based constituency input into District's fiscal policies. The District has a formula-driven budget process, including enrollment, square footage, etc., to ensure the even and fair distribution of financial resources. This process is described in the 2014-15 LRCCD Adopted Budget book pages 127 to 133 ([IVB.132](#)). It is important to note that the District's "bucket" formula assists in assuring a fair distribution of resources, and that allocation of funds in many areas is determined through the consideration of several factors, which include enrollment, weekly student contact hours, and assignable square footage at the Colleges. Faculty staffing decisions consider criteria that are described in the current revised "Guidelines for Authorizing New and Replacement Faculty Positions" document used by the Colleges to determine their local priorities and by the participants in the District faculty position allocation process ([IVB.133](#)). While the state's full-time/part-time faculty ratio requirement is not an accreditation standard-related measurement or metric, the District does use the ratio to inform the faculty position allocation process to meet its interest in achieving reasonably equitable full-time/part-time faculty ratios across all Colleges in the District. Productivity/access goals are also District-level considerations. The budget process guidelines, District budget committee membership, and the District budget calendar are clearly described in District Policy 8122 ([IVB.134](#)).

The District financial statements and audit reports show a positive ending balance, careful financial planning and sound control of expenditures ([IVB.135](#)).

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 Los Rios 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.

Actionable Improvement Plan

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 at the weekly Chancellor's Executive Staff meeting, at their bi-annual meetings to review progress on their desired outcomes, at periodic executive staff retreats, and at several other times in the course of the year. At those times the Chancellor delegates responsibility for administering the Colleges to

the presidents and holds them accountable for the operation of the Colleges and for meeting the goals (reflecting the five goal areas of the District strategic plan) relating to the individual Colleges that the presidents have set for themselves and the Colleges (Chancellor’s Cabinet [IVB.136](#)).

Self Evaluation

The mission of the President’s Office of Sacramento City College is to provide leadership for the operation of the College, support the Mission, Vision, and Values of the College, work collaboratively with sister Colleges in the Los Rios Community College District, and contribute to the mission of the Los Rios Community College District. As the College’s chief executive officer, the role also includes managing resources, overseeing areas of Instruction, Student Services, and Administration. This is further supported by the three Vice Presidents of each area, and, through leadership and innovation, they, along with the College President, ensure that local practices are sustained and, when necessary, additional procedures are developed via the participatory decision-making process.

The Executive Council is the primary participatory decision-making body for the College ([IVB.137](#)). The Council is composed 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 Communications 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 ([IVB.138](#)). 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 final decisions. Communications with 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. 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 ([IVB.139](#)).

Actionable Improvement Plan

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 District uses many forms of communication with its employees at the District office and with its employees at the Colleges. These 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. 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 ([IVB.140](#)).

Another important form of cross-District communication occurs in the many meetings of the District-level participatory governance committees (such as the Academic Senate ([IVB.141](#)))-led committees: the District Curriculum Coordinating Committee ([IVB.142](#)), the District Matriculation and Student Success Committee ([IVB.143](#)), and non-Senate led committees, the District Budget Committee, the District Academic Calendar Committee, the District Educational Technology Committee ([IVB.144](#)), 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, the District Research Council, the Communicators (public information officers) group, the Information Technology Deans group, and the Library Deans group. The District publishes on its website the agendas and/or minutes of its committees and the Academic Senate.

Self Evaluation

The interests of the Board of Trustees are represented via communications from the Chancellor who is a liaison between the Board and the College presidents. Communication is accomplished through a variety of means: email, web posting, and hard copy, as well as at the convocations that begin each semester. These communications are also made available to all faculty and staff through District committee agendas and minutes. For faculty, the District Academic Senate agenda and minutes help ensure effective communication within the District. All communication is made readily available at the District Office website.

Actionable Improvement Plan

None.

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 discussion of information gathered from regular employee satisfaction surveys and the Community College Survey of Student Engagement, as well as from discussions of the District's participatory governance and decision-making processes in the Chancellor's Executive Staff group, in other District groups such as the vice presidents' groups and the Academic Senate, and in the review of related regulation and policies changes that occurs in

the Chancellor's Cabinet ([IVB.145](#)). A major rewrite to Policy and Regulation 3412 was made in 2013 to better clarify committee responsibilities and constituent membership ([IVB.146](#)) ([IVB.147](#)) ([IVB.148](#)).

Self Evaluation

The Los Rios Community College District works well with all four colleges and has a well-defined governance and decision-making structure as evidenced in Policy and Regulations 3412.

Actionable Improvement Plan

None.

Standard IVB References

- IVB.1. Los Rios Community College District Board of Trustees Homepage
http://www.losrios.edu/lrc/lrc_trustee.php
- IVB.2. Los Rios Community College District Policy 3122, Student Trustee
<http://www.losrios.edu/legal/Policies/P-3000/P-3122.pdf>
- IVB.3. Los Rios Community College District Policy 3132, Board of Trustees Representation and Terms of Office
<http://www.losrios.edu/legal/Policies/P-3000/P-3132.pdf>
- IVB.4. Los Rios Community College District Policy 3111, Board of Trustees Authority
<http://www.losrios.edu/legal/Policies/P-3000/P-3111.pdf>
- IVB.5. Los Rios Community College District Policy 3112 Board of Trustees Supervision and Control
<http://www.losrios.edu/legal/Policies/P-3000/P-3112.pdf>
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- IVB.7. Los Rios Community College District Policy 3114 Board of Trustees Statement of Ethics
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- IVB.8. Los Rios Community College District Policy 8321 Expenditures, Contracts and Contract Procedures
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- IVB.13. Los Rios Community College District 2013-14 Achievements and 2014-15 Desired Outcomes
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- IVB.18. Los Rios Community College District Policy 3113 Board of Trustees Attributes and Conduct
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- IVB.20. Los Rios Community College District Policy 8315 Contract Authority and Signatories, Authorization of Signatories
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- IVB.24. Yolo County Virtual One Stop Jobs
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- IVB.25. Washington Unified School District
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http://www.losrios.edu/lrc/lrc_about-chanc.php
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- IVB.31. Board of Trustee Orientation
<http://irweb.losrios.edu/Accreditation/AccreditationCover/ACCREDITATION.htm>
- IVB.32. Student Trustee Homepage
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- IVB.38. Los Rios Community College District Board of Trustees Evaluation Process
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<http://www.scc.losrios.edu/president/organization-charts/>
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<http://www.scc.losrios.edu/prie/college-strategic-planning-committee-cspc/>
- IVB.86. Sacramento City College Family of Plans
<http://www.scc.losrios.edu/prie/planning/family-plans/>
- IVB.87. Planning, Research and Institutional Effectiveness Homepage
<http://www.scc.losrios.edu/prie/>
- IVB.88. College Goals and Planning Timelines
<http://www.scc.losrios.edu/prie/planning/college-goals-planning-timelines/>
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<https://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/ca7a1017-d1dd-448c-b324-43c8740f510b/StrategicMasterPlanRevisedMay2012.pdf>
- IVB.90. Sacramento City College Survey Data Reports
<http://www.scc.losrios.edu/prie/research/college-planning-and-data-reports/scc-survey-reports/>
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<http://www.scc.losrios.edu/prie/research/college-planning-and-data-reports/>
- IVB.92. College Strategic Planning Committee Meeting Agendas and Minutes
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<http://losrios.edu/legal/Policies/P-2000/P-2411.pdf>
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- IVB.96. Sacramento City Express Article: I walked with the President
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[https://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/adc1b3c6-0bd8-4434-b7f0-b7f08e49c411/9-8-14 SLT Agenda.pdf](https://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/adc1b3c6-0bd8-4434-b7f0-b7f08e49c411/9-8-14%20SLT%20Agenda.pdf)
- IVB.99. Executive Council Agenda December 1, 2014
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- IVB.100. Sacramento City College Participatory Decision Making Webpage
<http://www.scc.losrios.edu/prie/institutional-effectiveness/governance/>
- IVB.101. Los Rios Community College District Policies and Administrative Regulations
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- IVB.103. Sacramento City College Benchmarks Institutional Effectiveness Report 2014
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- IVB.106. Executive Council Minutes, November 4, 2014
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[https://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/b32c8540-024f-4d83-b9e4-c43d61043c66/11.17.14 EC MINUTES.pdf](https://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/b32c8540-024f-4d83-b9e4-c43d61043c66/11.17.14%20EC%20MINUTES.pdf)
- IVB.108. Los Rios Community College District Board of Trustees and Chancellor Achievements 2011-12
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<https://dms.scc.losrios.edu/share/proxy/alfresco/api/node/content/workspace/SpacesStore/726d98de-3e18-4f39-ae8b-f0bc00aa863c/BOARD-CHANCELLOR-GOALS-2012-13.pdf>

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<http://www.scc.losrios.edu/budget/>
- IVB.111. Budget Hearing Guidelines
<https://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/60f3a2e2-0bef-47fc-a501-d9c012574092/2013-14%20BC%20Budget%20Hearing%20Guidel>
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- IVB.130. Los Rios Community College District Employee Satisfaction and Perceptions Survey 2014
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- IVB.135. Los Rios Community College District Final Audit Report 2014
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- IVB.136. Los Rios Community College District Chancellor's Cabinet Minutes and Agendas
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- IVB.137. Sacramento City College Executive Council
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- IVB.140. Spring 2015 Convocation Program
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- IVB.142. Los Rios Community College District Curriculum Coordinating Committee Minutes
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http://www.losrios.edu/lrc/irtemp/lrc_dccminutes.php
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Responses to the Recommendations from the most recent Educational Quality and Institutional Review



By Darby Vickery, SCC Student

Responses to the Recommendations from the most recent Educational Quality and Institutional Review

- Responses to the Recommendations from the 2009 Accreditation Team Visit
- Response to the Recommendation from the 2013 Distance Education Substantive Change Report

Responses to the Recommendations from the 2009 Accreditation Team Visit

2009 Team Recommendation 1 - Student Learning Outcomes

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

Response

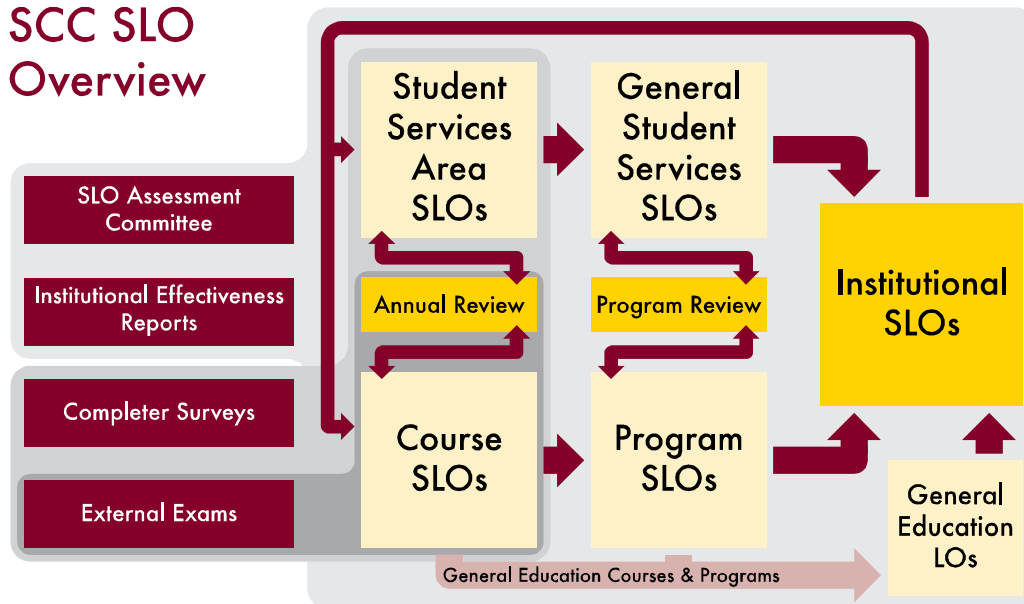
The college has addressed this recommendation, as documented in the 2012 Midterm Report ([PR.1](#), pp. 6-18) ([PR.2](#)) and continues to make additional improvements. The College has built on the strong foundation it had established for SLOs and is widely assessing learning outcomes. The college has Student Learning Outcomes at the Course (SLO), Program (ProLO), General Education (GELO), and Institutional Levels (ISLO); reports of assessment are submitted on a cyclical basis as planned ([PR.3](#)). Faculty and student services staff have developed SLO assessment plans that includes a cycle of consistent (i.e. regular and ongoing) assessment across sections of the same course, different courses, programs, and student services interventions. The assessment results are discussed at the appropriate venues, and are used to make improvements to student learning. The Student Learning Outcomes Report that is part of the SCC Institutional Effectiveness Reports summarizes this work ([PR.4](#)).

SLOs are developed, implemented, and evaluated at number of levels, from the course through to the institutional level. At SCC, Course SLOs are developed and assessed in an ongoing fashion by classroom faculty ([PR.5](#)). Those Course SLOs are part of an annual reporting cycle and are used to generate department level Program SLOs (referred to as ProLOs at SCC) which are reported on Program Reviews ([PR.6](#)). Appropriate Course and Program SLOs are used to generate General Education Learning Outcomes (referred to as GELOs at SCC). Program SLOs and General Education SLOs then contribute to Institutional SLOs (referred to as ISLOs at SCC) ([PR.7](#))

A parallel process for SLO development occurs regarding Student Services SLOs. Student Services Area SLOs are developed and evaluated by faculty members interacting with students in various student services areas. These Student Services Area SLOs are included in an annual review process and serve as a source for the development of General Student

Services SLOs that, in turn, inform the development of Institutional SLOs. (Student Services Program Review [PR.8](#))

SCC SLO Overview



Assessment and feedback regarding SLOs occurs in a variety of ways, including annual reports filed by individual faculty, cyclical Program Review by departments, and reviews of SLO data by the SLO Assessment Committee (SLOAC). Additionally the SLOAC ([PR.9](#)) and Institutional Effectiveness Reports ([PR.10](#)) provide feedback and guidance on the overall SLO process at SCC. In some cases, results from completer surveys administered to students help evaluate particular course and student services area SLOs and external exams (vocational license exams, for example) provide feedback on Course and Program SLOs ([PR.11](#)).

Immediately following the College's 2009 Self Study and Comprehensive visit, the College began to plan and implement processes in response to 2009 Recommendation 1 related to SLO assessment. This response included building a more user-friendly SLO website and a venue that would streamline assessments of ProLOs, GELOs, and ISLOs with the course level SLOs and the student services SLOs.

In Spring 2010, in working toward consistent assessment of Student Learning Outcomes at the course, program, general education, and degree level, Sacramento City College incorporated the analysis of SLO data into the Unit Plan and increased the analysis of SLOs in the Program Review processes. In summer of 2010, templates for SLO plans and reports were revised to facilitate this analysis. The course SLO report archives show the use of this form [PR.12](#). (A link to the form is on the Department SLO page [PR.13](#)). A faculty SLO analyst was appointed for the 2010-2011 academic year, at 20 percent release time, to lead the SLO implementation activities planned for fall 2010. The PRIE Office prepared a General Education SLO analysis, based on CCSSE data, assessing General Education Learning Outcomes ([PR.14](#)).

In fall, 2010, a convocation activity for the entire college kicked off the SLO implementation activities. The SLO coordinator and SLO analyst worked in tandem with department chairs on SLO implementation on the newly revised reporting forms, including types of assessments, assessment results, and changes planned based on those results. By the end of the semester, course SLO assessments had been implemented for instructional departments throughout the college.

In spring 2011, SLO reports using the new forms were filed college-wide. Course SLO's were widely assessed across instructional areas and the resulting findings used at the department level to improve student learning. Departments completed a mapping of General Education courses to GE learning outcomes. By the end of fall 2011, approximately 170 course SLO assessments reports had been completed and posted on the College website ([PR.15](#)). The SLO subcommittee, now called the Student Learning Outcomes Assessment Committee, evaluated additional course assessment reports to include in the assessment of General Education SLOs and a preliminary report was produced ([PR.16](#)). The subcommittee also presented a variety of models for Program Learning Outcome assessments to instructional department chairs for their review. A college-wide survey on ProLO models was conducted to determine next steps for the college's ProLO assessment effort in spring, 2012. The results of that work were included in the SLO Report that is part of the Fall 2012 Institutional Effectiveness Reports ([PR.17](#))

In fall 2012, the college hired a new Faculty Researcher, who began designing an updated website and plans for facilitating and streamlining assessment reporting. Due to unforeseen circumstances, the individual resigned during the spring of 2013 and the college was unable to access much the work accomplished during the 2012-13 academic year. The college was tasked with beginning again in fall of 2013 and has done so in earnest. A new Faculty Researcher was hired and the committee overseeing SLO assessment work was revised and reinvigorated. In fall 2013, the Academic Senate broadened the work of the SLO committee, which is reflected in the committee's new title: the Student Learning Outcomes Assessment Committee (SLOAC). Furthermore, SLOAC has wide participation from all constituencies at the college ([PR.18](#))

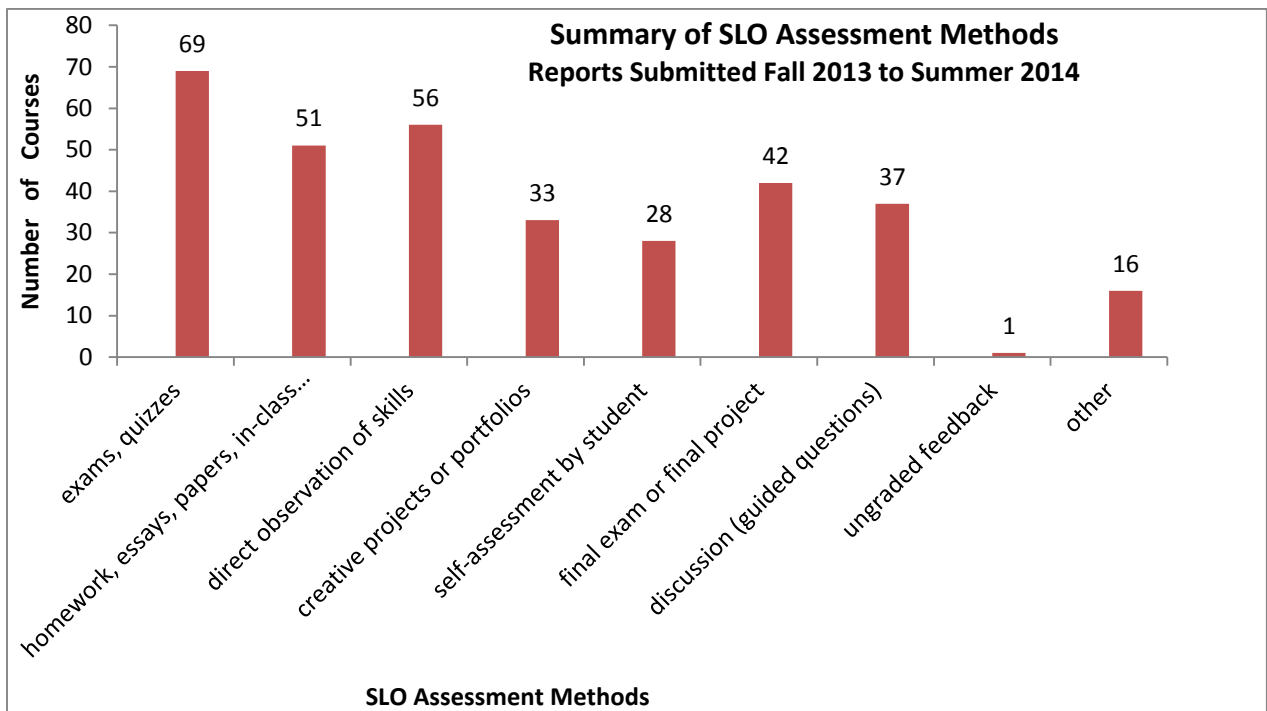
SLO assessment reporting plans are documented. SLO assessment dialogue and results are shown in course SLO reports ([PR.19](#)), unit plan accomplishment reports ([PR.20](#)), program reviews ([PR.21](#)), ([PR.22](#)), and meeting minutes ([PR.23](#)). Assessment of course, student service interventions, and program SLOs occurs on an ongoing basis ([PR.24](#)). Assessment of all course SLOs is ongoing; reporting of that assessment may be targeted as reflected in department SLO assessment reporting plans ([PR.25](#)). For example, as part of their multi-year assessment plans departments may chose focal SLOs for department dialogue and reporting purposes. Instructional and Student Services Program Learning Outcome assessment is embedded in Program Review documents. (Instructional Program Review [PR.26](#), Student Services Program Review [PR.27](#))

Courses are assessed consistently across different sections of the same course. Departments included multiple sections of the same course when assessing course SLOs.)

Number of sections analyzed per course (Annual course SLO assessment reports Fall 2013 to Summer 2014)		
Number of sections analyzed per course	Number of courses	Total number of sections
1	60	60
2	30	60
3	10	30
4	4	16
5	5	25
6	1	6
7	1	7
8	3	24
26	1	26

Data from the Student Learning Outcomes Report ([PR.28](#))

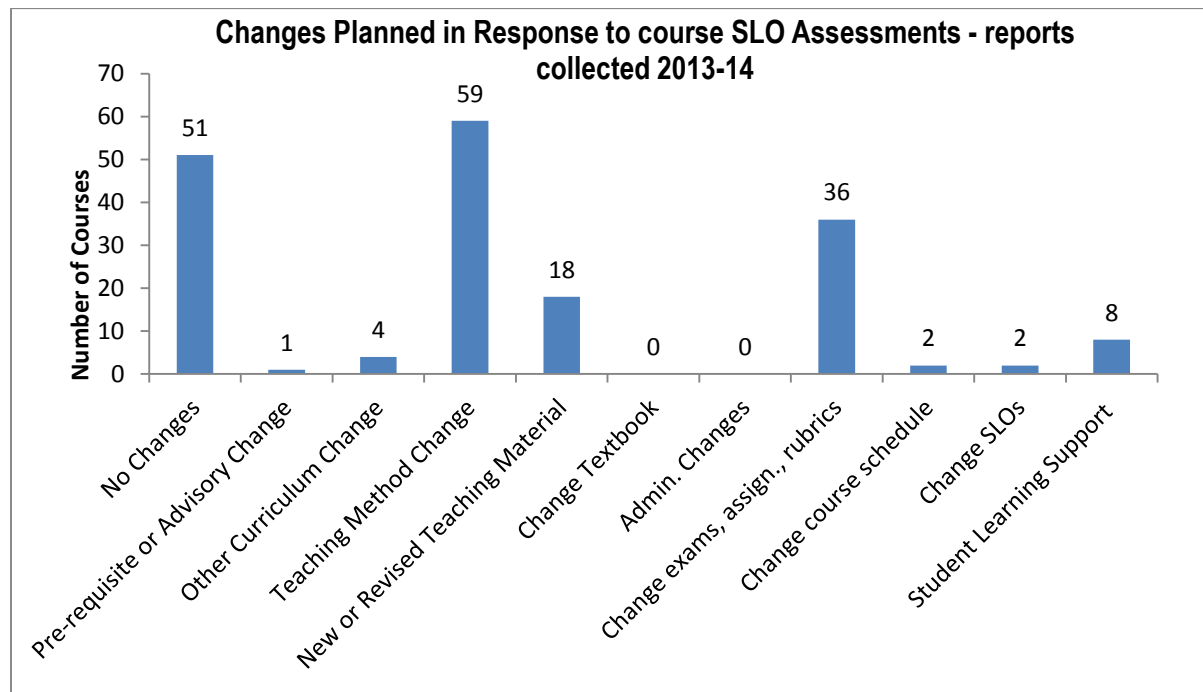
Multiple measures are used to assess SLOs. Methods used to assess course SLOs include exams, quizzes, homework, essays, papers, and final exams or projects. By aligning the expected learning outcomes with these assessment methods, professors were able to more effectively analyze students' learning.



Data from the Student Learning Outcomes Report ([PR.29](#))

SLO assessment results are used by the departments to make changes designed to improve student learning. For example, as a result of the assessment of SLOs faculty have

made a variety changes to their courses. Plans to modify teaching methods and changes in exams or assignments most were widely reported.



Changes made in response to SLO assessment are also reflected in SCC’s unit planning process. Unit Plan Accomplishment Reports include information on whether SLO data was used to develop and/or evaluate the results of unit plan objectives. The unit plan objectives using SLO data were related to all three College Goals. The great majority (88%) of the objectives that used SLO data were fully or partially accomplished during the 2013-14 academic year. Many objectives that were not accomplished have end years of 2014-15 or later.

2013-14 Unit Plan objectives that used SLO data		
	N	Percent
Fully or partially accomplished	57	88%
Not accomplished*	15	13%
<i>Note: Many objectives that were not accomplished have end years of 2014-15 or later.</i>		

Data from the Student Learning Outcomes Report ([PR.30](#))

Multiple faculty and staff have been involved in collaboration and dialogue and SLO assessment plans, results, and follow-up have been shared with SCC community.

The Student Learning Outcomes Assessment Committee facilitates collaboration and dialogue about SLOs ([PR.31](#)). In fall 2013, the Academic Senate enhanced their Student Learning Outcomes Subcommittee by developing and approving a broader Student Learning

Outcomes Assessment Committee (SLOAC) that has substantive participation from all constituencies at the college. The charge of the SLOAC is:

“While maintaining the values of shared governance and academic freedom, the Student Learning Outcomes Assessment Committee (SLOAC) exists to facilitate discipline, division, and college-wide discussions on the development and implementation of Student Learning Outcomes Assessment. The SLOAC will recognize and support development of student learning assessment materials and reports that directly assess course, program, service, and institutional student learning outcomes to provide high quality education for our students and ensure compliance with education policy and accreditation standards.”

Planning and discussions for this broader committee began in the spring of 2013 ([PR.32](#)).

The Program SLO reporting process for degrees and certificates has been continuously improved. Program SLOs for degree and certificate programs have been defined for over 97% of SCC degrees and certificates. However, during recent years, some difficulties were encountered in the documentation of Program SLOs in Program Review Documents. Improvements were made by clarifying the process and adding a Program SLO reporting matrix to the Program Review form. The College has made steady progress on Program SLO assessment, with 85.6 percent of programs having ongoing assessment of Program SLOs in Spring 2015, up from 65 percent in Spring 2014, and 47% in Spring 2013 (Annual ACCJC reports [PR.33](#)). This academic year (2014-15) an online system is being implemented that will link course SLO assessments to Program SLOs, allowing much more effective reporting of Program SLO assessment ([PR.34](#)) ([PR.35](#)) ([PR.36](#)).

Institutional SLOs have been revised to improve their applicability to all SCC students. We are currently revising our Institutional Student Learning Outcomes (ISLOs). In the past, we have used a combination of General Education SLOs (GELOs) and Student Services SLOs (SSLOs) as our ISLOs. (ISLOs = GELOs + SSLOs). However, our evaluation of the ISLO process suggested that the learning outcomes of students completing certificates might not be fully captured. Completion of a certificate in a Career Technical Education area does not require a completion of a GE pattern. Thus, certificate completers would be captured by the Student Services SLOs but not by the GELOs ([PR.37](#)).

In Fall 2013, the SLOAC proposed a revision of the ILOs to be sure that all students are fully included ([PR.38](#)). The new ISLOs were approved by the Academic Senate in spring 2014 (3/18/14 minutes ([PR.39](#))). The revised ISLOs were derived from the GELOs and Student Services Outcomes but were refocused to ensure that the key learning outcomes of students completing certificates were included. The revised ISLOs describe the Learning Outcomes of all students that earn a Certificate, Degree, or Transfer from SCC ([PR.40](#)):

Upon completion of a course of study (degree or certificate) across personal, academic, and social domains, a student will be able to...

- use effective reading and writing skills. (Written Communication)
- demonstrate growth and lifelong learning skills, including healthful living, effective-speaking, cross-cultural sensitivity, and/or technological proficiency. (Life Competencies)

- use information resources effectively and analyze information using critical thinking, including problem solving, the examination of how personal ways of thinking influence reasoning, and/or the use of quantitative reasoning or methods. (Critical Thinking and Problem Solving)
- apply content knowledge, demonstrate fluency, and evaluate information within his or her course of study. (Depth of knowledge)

Students completing SCC degrees or transferring with their GE requirements completed will accomplish the ISLOs as part of their General Education courses (see GELOs). Students completing certificates will accomplish the ISLOs as a part of their required courses for the certificate.

2009 Team Recommendation 2 - Facilities planning process

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

Response

The college has addressed this recommendation, as documented in the 2012 Midterm Report ([PR.41](#)). During Spring 2010 and Fall 2010, the Campus Development Committee addressed the accreditation recommendation regarding an evaluation of the planning process for capital projects ([PR.42](#)) ([PR.43](#)) ([PR.44](#)) ([PR.45](#)). Information is shared at Convocation and Executive Council Meetings which include the leadership of the constituency groups: Senior Leadership Team, Academic Senate, Classified Senate, and Student Associated Council. Upon request, the VPA will visit the constituency group meetings to explain details and answer questions ([PR.46](#)) ([PR.47](#)) ([PR.48](#)).

Facilities planning at both the main and outreach campuses currently reflects a coordinated approach between the district and the college based on an integrated set of planning processes. Capital projects are covered by a host of district regulations and processes and are described in the Resource and Capital Outlay Plan. ([PR.49](#)) Planning for a capital project begins with the development of the District's Long Range Capital Needs Plan (LRCNP), which reflects a collaboratively developed long-term vision for facilities growth, modernization, and renovation throughout the District based on enrollment forecasts and facility assessments ([PR.50](#)). The LRCNP is dependent on quantitative evaluation of existing space, the ability to serve students, and carefully documented projections of future needs. The Five-Year Construction Plan, which is developed as a shared responsibility between the College and the District, represents the prioritization of new construction, modernization, renovation, and maintenance projects. The SCC Facilities Master Plan reflects the planned construction projects outlined in the Los Rios Long Range Capital Needs Plan and the Five-Year Construction Plan ([PR.51](#)), ([PR.52](#)). Additional information related to planning can be found on the PRIE Planning website ([PR.53](#)).

The College has used information from recent capital projects (for example, the new Davis Center or the Performing Arts Center remodel) to improve the process for future work. In 2012-13 the Administrative Services Office expanded information about process and timelines along with routine briefing as part of the quarterly metrics briefs produced by the VPA office ([PR.54](#)). This information includes the modernization schedule and is provided to key constituency groups ([PR.55](#)). This has enabled dates and critical next steps to be regularly available and updated for the college community ([PR.56](#)).

Updates and revisions to the Facilities Resource Plan have been completed and the revised document has been posted to the college web site. Changes related to the 2009 ACCJC report of accreditation have been incorporated into the Facilities Resource Plan and the Institutional Resource Allocation and Capital Outlay Plan. All relevant documents have been updated and posted to the college web site ([PR.57](#)).

A 2014 update of the College's Facilities Master Plan (FMP) was completed in March 2014 that captures the status of implementation of the FMP and open decisions/actions that need to be resolved over the next two fiscal years. The 2010 Facilities Master Plan and campus supplemental briefs from 2010 and 2014 provide a road map for working facilities projects for the campus to maximize use of facilities to accommodate new/growing programs and service needs for the college ([PR.58](#)).

2009 Team Recommendation 3 - Website

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

Response

The college has addressed this recommendation, as documented in the 2012 Midterm Report ([PR.59](#)) and has continued to redesign the website beyond what was recommended. While addressing the recommendation, it became clear, in addition to the recommended work, the college needed to completely overhaul the web system and create a "better one". There were concerns about the user experience, the platform (sites were not easily created or updated), about the hierarchy of information, about the confusing links and crosslinks, and a general sense that the appearance was dated and uninteresting. Faculty and staff were finding "work-arounds" that included sites on platforms entirely separate from the Los Rios system and sites with strikingly different styles. The current website has an address or URL that is easy to remember ([PR.60](#)), and the following describes the sequence of events and criteria used in creating and implementing the new website:

1. The new college website was launched March 31, 2014. The site is built in Wordpress, a content management system that can be used by the broader college community.
2. The new site integrates the functions formerly served by Inside SCC and the areas

covered by the previous college website. The materials addressed in Inside SCC are now primarily found on the Faculty/Staff landing page ([PR.61](#)).

3. In order to make documents, forms, schedules, and handbooks more easily accessible to the college community, databases with these types of information have been created for both faculty/staff and student audiences ([PR.62](#) and [PR.63](#)). The content is stored in a system called Alfresco. Information can be published so that it is available without further authentication unless the author determines that employee authentication is required.
4. The site includes mandated information as specified by external agencies; for example, accreditation information, student success information, and gainful employment information are available in the footer of the college webpages.
 - [Accreditation](#)
 - [Salary Surfer](#)
 - [Student Success \(PDF\)](#)
 - [Gainful Employment](#)
 - [Sacramento Pathways To Success](#)
5. In order to keep the site accurate and with timely information, the college has hired a webmaster to work with staff on website maintenance. Additionally, there are training videos on the site as well as site tours to assist with access and maintenance. ([PR.64](#))
6. In order to keep the site responsive to the college community a web governance committee has been created which reviewed the site throughout the design, development, and implementation processes and will provide policy and technical guidance going forward ([PR.65](#)).
7. In order to ensure timely completion of the web redesign with appropriate participation from all constituency groups and content related groups, a web redesign project team was created with participation from the PIO's office, faculty (Graphic Communication professor with reassigned time for design and training work), Graphic Impressions, and Information Technology ([PR.66](#)).

During the design and development process, focus group meetings with different site audiences, as well as presentations during the different development stages were held with college governance groups including the Academic Senate, the Classified Senate, the Senior Leadership Team, SAC, and Department Chairs Council ([PR.67](#)), ([PR.68](#)), [PR.69](#), [PR.70](#), [PR.71](#))

2009 Team Recommendation 4 - Assessment Portability

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

Response

The college has addressed this recommendation, as documented in the 2012 Midterm Report ([PR.72](#)). The Los Rios Community College District (LRCCD) is comprised of four colleges, American River College, Cosumnes River College, Folsom Lake College, and Sacramento City College. Each college develops its own curriculum for reading, writing, mathematics, and ESL in collegial consultation with its sister colleges. As more and more students attended multiple colleges in the district, it became apparent that assessment portability was necessary. Sacramento City College faculty, staff, and administrators have actively participated with their colleagues across the District in the implementation of reciprocity of student placement assessments across all four colleges. Assessment portability was on the agenda of the LRCCD Board of Trustees retreat in October 2011 ([PR.73](#)).

In spring 2010, the initial evaluation of the portability process was completed. In the following academic year work was done across the district that resulted in a MOU signed by all colleges regarding a pilot period during which placements are portable across the district. The official Assessment Portability start date was Fall 2011. Students who assessed in spring 2011 were able to “transport” resulting placements starting fall 2011. Assessment Center Representatives and other faculty and managers continued preparations to best communicate portability opportunities and limits to students and faculty ([PR.74](#)). The research component of this project resulted in a research proposal, and related programming modifications.

In spring 2014 SCC applied and was accepted to take part in the pilot for state-wide common assessment project. This effort highlights the fact that portability for the Los Rios CCD is just a local manifestation of a state-wide issue, and SCC is actively working to solve the issue at both local and state-wide levels.

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Response to the Recommendation from the 2013 Distance Education Substantive Change Report to the ACCJC

In its response to the 2013 SCC Distance Education Substantive Change Report the ACCJC Substantive Change Committee recommended that the College review the distance education success rates and implement a strategy for improvement for modalities with low course success rates.

Since that time SCC has undertaken a review of course success rates for different modalities and is implementing a strategy for improvement of those rates that are lower than other modalities. This work has been supported by the DE subcommittee of the Academic Senate ([DE.1](#)). The 2015-16 Distance Education Program Plan documents the work being done and the college's plans for the future in this area ([DE.2](#)).

Overall, distance education courses are an effective way for students to complete coursework, as evidenced by an increasing student enrollment distance education courses and student survey results. The 2014 Student Accreditation Survey ([DE.3](#)) provides data related to the experiences of DE students. Over 1000 students responded to the survey (N = 1014). The survey asked "Have you taken distance education classes at SCC? (e.g. online or televised classes)." Over 80 percent of respondents who had taken DE classes, as well as those who had not taken DE classes, agreed or strongly agreed with items related to their access to college information and services. There were only small differences in the responses of student respondents who had or had not taken classes via Distance Education (DE) modalities.

2014 Student Accreditation Survey Results		
Percent Agree + Strongly Agree		
Item	Has taken DE classes	Has not taken DE classes
e. I have access to current and accurate information about the college through college publications and the college website.	94%	91%
f. I have access to any needed student services (counseling, orientation, etc.)	91%	89%
g. I have access to any needed learning support services (tutoring, computer labs, etc.)	89%	90%
h. The college provides students with clear expectations concerning the principles of academic honesty.	94%	91%
i. The college demonstrates an understanding of, and concern for, issues of fairness and diversity.	87%	84%
j. The college library provides adequate resources and materials for my academic needs.	87%	83%

Most respondents agreed or strongly agreed with items related to course quality and availability. For most items the answers were substantially similar for students who had taken or had not taken DE classes. Seventy-nine percent or more of respondents agreed or

strongly agreed with all but one of these items regardless of whether or not they had taken DE classes. The exception was the item about the availability of courses at varied times and locations. Students who had taken DE classes rated this item nine percentage points lower than those who had not taken DE classes. It may be that if students that have difficulty finding open face-to-face classes, they then choose to take a DE class.

2014 Student Accreditation Survey Results		
Percent Agree + Strongly Agree		
Item	Has taken DE classes	Has not taken DE classes
a. My professors know their subject matter.	95%	93%
b. My professors explain course requirements, objectives and grading policies.	94%	94%
c. My classes use technology effectively.	86%	80%
d. I am aware of what skills and knowledge I need to learn to succeed in my classes.	93%	90%
e. There are enough courses offered at varied times and locations for me to achieve my educational goals in a reasonable amount of time.	56%	65%
f. SCC provides educational programs and learning support services to students with different needs.	79%	80%

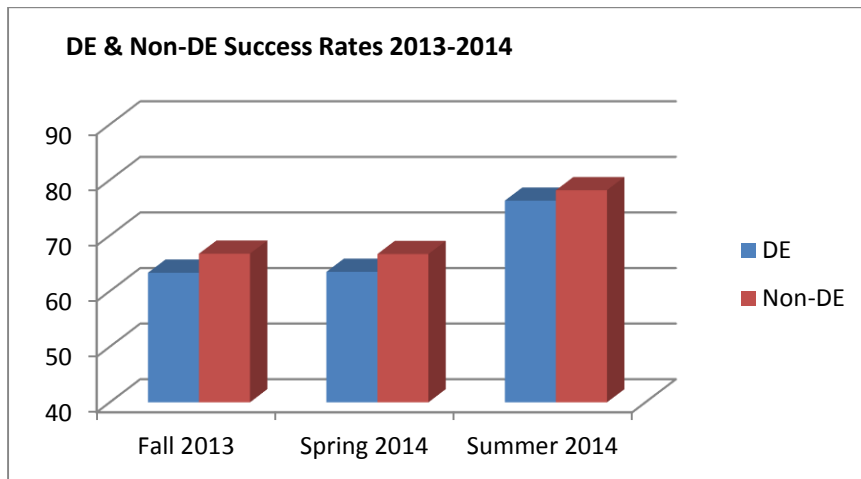
Course success rates are very similar for face-to-face courses and internet-based courses. Success rates in one-way video or two way audio modalities are considerable lower. Those modalities are very rarely used at SCC. (Data below from the CCCCO data mart; these numbers do not exactly match those developed by PRIE due to difference in how early class drops are counted).

Credit Course Success Rate		
California Community Colleges Chancellor's Office Data – August 2014		
Report Run Date As Of : 8/12/2014 4:18:57 PM	Enrollment Count	Success Rate
Sacramento City Total	59,448	66.41%
Common modalities		
Delayed Interaction (Internet Based) = Online	5,531	63.75%
Non Distance Education Methods	53,786	66.74%
Rarely used modalities (these are being phased out)		
One-way interactive video and two-way interactive audio	69	49.28%
Video one-way (e.g. ITV, video cassette, etc.)	62	40.32%

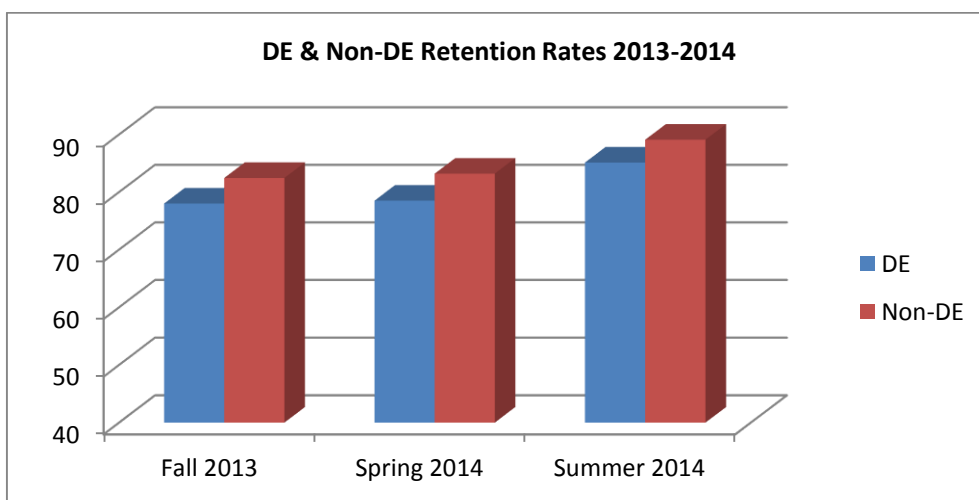
PRIE further examined trends in course success for online sections in which 51% or more of the instruction time was delivered through the internet. These analyses indicate that student success in distance education courses is affected by the number of students who drop the

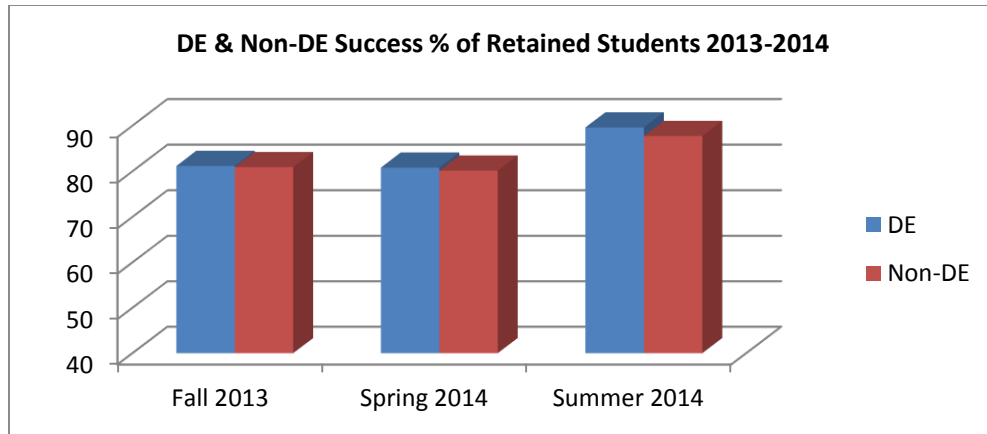
course, rather than the grades of students who remain in the course. In this following analysis, “distance education” is defined as courses that are calculated by instructional schedulers to include 51 percent or more of their instructional time as delivered using a distance education modality.

At Sacramento City College, student success rates are roughly 3-5% lower in online DE courses compared to face-to-face courses ([DE.4](#)).



However, when success is measured as the percentage of *retained* students who pass rather than the percentage of *initially enrolled* students who pass, the success rates are equal to or greater than the success rates of face-to-face classes. This indicates that distance education courses have a lower retention rate (higher attrition rate): more students drop or are dropped from distance education courses than drop or are dropped from face-to-face courses, but those students who do finish distance education courses are equally or slightly more likely to pass than those retained in face-to-face courses. Hence, in order to increase success rates in distance education courses, retention rates must be increased.





A variety of objectives were put into place for the 2013-14 academic year and progress was made on many of those. The results are reported in the 2015-16 Distance Education Program Plan ([DE.4](#)):

Objective	Outcomes	2013-14 Results/Progress
1. Measurement of Key Indicators	Student Surveys Other available data	Enrollment growth was measured In Fall 2013 a Student Satisfaction Survey was conducted.
2. Monitor Student Online Access to Instructional and Student Services Resources	Faculty assessment of college environment.	Ongoing. Service gaps exist in tutoring and counseling services for DE. The Writing Center is successfully implementing a pilot in Fall 2014.
3. Distance Education Faculty Development	Faculty completion of @One courses focused on online teaching best practices. Instructional development workshops delivered successfully delivered LRCCD Innovate Conference. Lynda On-Demand Training library provided	25 faculty participated in @One courses. Fourteen different workshops were developed and delivered on multiple dates in different modalities. More than 50 SCC faculty, staff, and administrators attended instructional sessions at the Innovate conference. Lynda licenses are in use 100% of the time.

<p>4. Work with SCC and LRCCD Stakeholders to Modify SOCRATES Categories and Definitions for DE Used in DE Course Approval Process</p>	<p>SOCRATES meetings attended.</p>	<p>Not completed in 2013-14 but ongoing meetings during 2014-2015 year</p>
<p>5. Provide Resources to Assist DE Faculty with Creation of Interactive Course Content</p>	<p>Headsets for recording audio provided to 12 DE faculty.</p> <p>Camtasia available on LR-114 computers.</p> <p>The COVE is available for some faculty media production.</p>	<p>Ongoing. Leveraging existing media production resources, such as The COVE (Center for Online and Virtual Education), interactive video classrooms, and Online Teaching Lab, to provide faculty with access multimedia tools and requisite training.</p> <p>Continuing to deliver headsets as needed and plan to expand available hardware to include webcams.</p> <p>Researching the usage of isolation booths for a faculty lecture capture space.</p>
<p>6. Maintain an Online Faculty Toolkit and Learning Object Repository</p>	<p>Material added to website to aid faculty in test bank usage.</p>	<p>Ongoing as new technologies emerge.</p>
<p>7. Support Streaming and On-Demand Media Conversion, Storage, and Hosting for DE Faculty / Courses</p>	<p>Services currently provided in conjunction with media services staff.</p>	<p>Though we are able to provide all services listed, the current media server does not meet accessibility requirements.</p> <p>Currently exploring other option in conjunction with district colleagues and SCC IT.</p>
<p>8. Create Opportunities for Institutional</p>	<p>Research in progress. Research shows that students who study at a distance have higher rates</p>	<p>Ongoing.</p> <p>Student services departments are making use of social media tools.</p>

Engagement of Online Students	of satisfaction and success when they feel connected to their college community. Promote opportunities for institutional engagement by extending the campus community into the virtual environment.	Examples include utilizing social networking tools, and providing access to interactive campus events via video streaming, such as those available through The Center for Online and Virtual Education (COVE) at SCC.
9. Examine the Feasibility of Enhanced Student Authentication Technologies	Research notes are in progress.	Ongoing
10. Participate in the District-wide Maintenance and Upgrade of the D2L Learning Management System	Completion of upgrade. Completion of upgrade training workshops with faculty.	Upgrades for D2L will occur annually.
11. Summer Coverage for DE Support Services	An extension was funded for the 10-month classified A/V Tech I	12 months of coverage are now available.
12. Seek Compliance with "State Authorization" Regulations	Recommendations for compliance given.	A request to fund W-SARA was denied. All out of state students have been disenrolled.
13. Realign working environment to more effectively utilize space, create a more efficient environment for those seeking support services.	Creation of two interior offices, a meeting consultation space, and a drop-in D2L lab.	Collocating DE and Instructional Development support staff and the D2L drop-in lab has increased the availability of in-person support.

SCC continues to work to improve student success in all modalities, including DE. Four key objectives have been identified for work done in 2015-16 to support increased student success in DE courses:

<i>Strategy A: Increase student success rates in DE courses</i> <i>From 2014-15 the Distance Education Program Plan (DE.4):</i>	
Objective	Expected, Measurable Outcome
1: Provide DE certification and training opportunities for faculty.	Numerous faculty will successfully complete 30 total @ONE courses. Twenty Lynda.com software training licenses would be utilized by faculty.
2: Provide support for faculty who teach DE or who want to teach DE	Numerous faculty will receive instructional design assistance by appointment, one-on-one D2L troubleshooting assistance, participate in D2L workshops, and implement new technologies or software in their DE courses. Analysis will reveal best infrastructural support mechanism in LR building for assisting faculty with their use of DE technologies.
3: Increase student technology competency	Numerous students will be served with one-on-one tutoring via the Learning Skills and Tutoring Center.
4: Increase DE student support services	LRC resources will be dedicated to online tutoring. Counseling will begin implementing online counseling services.

The following is from the DE program Plan ([DE.4](#)):

The first objective will address student retention and success rates in distance education courses by helping faculty increase their pedagogy and technology skills. Providing DE certification and training opportunities for faculty will help those instructors design their online courses so that students can navigate them more effectively and complete them at higher rates. For example, helping faculty enroll in and take the @ONE course that teaches faculty how to make their materials accessible for all audiences could increase student retention.

The second objective, supporting DE faculty with individualized instructional design, technology, and pedagogy assistance will also help faculty to improve their abilities to design and adapt their coursework so that students can more easily access faculty instruction and demonstrate knowledge of course subject matter. For example, an instructional designer may help faculty create assessment tools that more accurately measure student knowledge, thereby increasing students' willingness or ability to complete coursework, thus improving the potential for student success.

The third objective, increase student technology competency, will increase students' abilities to easily navigate the college's technologically facilitated educational and enrollment

management systems, often experienced as barriers to completion of student educational goals. Increasing students' technology competencies will also suit them well as they complete coursework through the use of the district's learning management system, Desire2Learn, and other computer-based tools that require facility with computer software and technology. Systematizing the tutoring of computer skills will add a much needed mechanism for the delivery of such technology skills and will complement the academic computing lab staff's assistance and the existing online tutorials and materials available for instruction of such skills. Increasing students' educational technology capacity is predicted to lead directly to increased student success.

The fourth objective is to increase the support services available for distance education students. Students often self-select distance education courses because they are unable to access campus and by extension campus services. Helping these students with distance-delivered counseling and tutoring services will fill a known gap in service and is already in the early stages of piloting. Complementary efforts to identify the causes or contributory factors impacting distance education student attrition will lead to even more ways of increasing retention and completion in distance education courses.

Response to the 2013 Distance Education Substantive Change Report Recommendation

- DE.1. Academic Senate's Distance Education Subcommittee
<http://www.scc.losrios.edu/distance/academic-senate-de-subcommittee/>
- DE.2. Distance Education Program Plan
<https://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/d09b3f61-94f5-4cc4-9f3e-cab1860ec76e/2015-16 DE Program Plan.pdf>
- DE.3. 2014 Student Accreditation Survey
<http://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/1a232857-c74e-4e6e-a634-e0031b58c02b/Student Accreditation Survey Fall 2014.docx>
- DE.4. Distance Education Program Plan
<https://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/d09b3f61-94f5-4cc4-9f3e-cab1860ec76e/2015-16 DE Program Plan.pdf>

Actionable Improvement Plans



Actionable Improvement Plans

Actionable Improvement Plan 1 (I.B.3, I.B.4)

The College Leadership will develop “best practices” for engagement of departments and units in the planning process to:

- Include strategies for effective communication, timely completion, and deeper understanding of the planning process and models that would be effective for groups of various sizes and responsibilities.
- Support ongoing continuous process improvement with respect to the engagement of departments with the planning process.

Actionable Improvement Plan 2 (II.A.1, II.A.1.c, II.A.2.a, II.A.3.c)

Through the Student Learning Outcomes Assessment Committee (SLOAC), the College will institutionalize its updated and enhanced processes and accountability tools to ensure that all student learning outcomes, at all levels, are assessed on a systematic and cyclical basis and ensure that the results are used for continuous improvement.

Actionable Improvement Plan 3 (IV.A.1, IV.A.2.a)

As part of the ongoing cycle of continuous improvement, the College President, President’s Cabinet, and all constituency leadership will facilitate and further develop dialogue, activities, and initiatives designed to improve College engagement in, understanding of, and respect for participatory decision-making. The Blue Book Task Force was convened in April 2015, an important first step to address these issues.

Actionable Improvement Plan 4 (IV.A.3, IV.A.5)

To improve effective and satisfactory cross-constituency participation in the governance of the College, the College Leadership will:

- Develop a more robust Campus Issues process to facilitate a timely response and thorough explanation for how and why decisions are made.
- Create a clear and transparent process for utilizing survey data to make process improvements in communication and participatory decision-making.
- Provide both formal and informal venues for College-wide information sharing.

Responses to the Planning Agenda Items from 2009 Self Study



Responses to Planning Agenda Items from 2009 Self Study

Planning Agenda Items 1, 11, and 12 — Effective Communication and Governance (Standards I.A.3, I.B.6, III.A.6, III.B.2.b, III.D.2.b, IV.A.1, IV.A.2, IV.A.5, V.B.3.f)

Note: Since these items are related they are addressed together.

Planning Agenda Item 1 — Effective communication:

By spring 2010, the College President and the Public Information Officer 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.

Planning Agenda Item 11 — Staff participation in governance:

Beginning 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.

Planning Agenda Item 12 — Effectiveness of governance structures:

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.

Summary of Response from 2012 Midterm Report

Three related planning agenda items, initially numbered items 1, 11, and 12 in the 2009 SCC Accreditation Self Study, and, after an initial analysis were addressed by a combined approach.

In the 2009-10 academic year a draft survey on the effectiveness of governance at SCC was developed and piloted. Preliminary results were presented at the College Executive Council ([PA.1](#), p. 2). In fall 2010 the PIO and PRIE dean conducted focus groups designed to understand the underlying issues related to the effectiveness of communication at the College. As a result of the pilot survey and the focus groups, it was determined to combine work on the three planning items noted above

In spring 2011 a survey of College communication and decision-making was conducted. The survey asked about engagement with College decision-making and about the effectiveness of College communication, administrative structures and participatory decision-making. The role of all constituency groups in developing the survey is discussed in the introduction to the “Effectiveness of Decision-Making at Sacramento City College” report ([PA.2](#), p.3). Over 160 SCC employees responded to the 2011 survey, including 105 faculty, 42 classified staff, and 10 administrators. Many respondents had been active in the decision-making processes of the College, including standing committees, senates and councils, the campus issues process, and

division/Unit Planning discussions. Involvement in these activities was greatest for administrators and lowest for classified staff. The results of the 2011 survey showed that overall most College employees felt moderately knowledgeable about and engaged with decision-making at the College. However, there was evidence of a lack of shared knowledge about College decision-making. Managers generally expressed a more positive view of College decision-making than faculty or classified staff. (The complete results of the survey can be found on the PRIE survey data webpage [PA.3](#)).

During spring 2011, the Senior Leadership team (SLT) discussed the survey results ([PA.4](#)). During summer 2012, the effectiveness of communication at the College was a major topic in the two-day Senior Leadership Team Retreat ([PA.5](#)). In addition, the College President hosted a meeting of the standing committee tri-chairs to broaden communication and increase the alignment of committee work ([PA.6](#), [PA.7](#)). The Effectiveness of Communication and Governance Survey is now on a three-year cycle; it was most recently conducted in fall 2014 ([PA.8](#), [PA.9](#), [PA.10](#)).

Plan from 2012 Midterm Report

1. Over the next year, the Executive Council, which includes the leadership of the College constituency groups, will review the participatory decision-making processes of the College and revise the “SCC Guide to Participatory Decision Making” (aka the Blue Book) to reflect new approaches.

Status

The Blue Book was revised in the 2012-13 academic year; the process was completed in April 2013. The 2012-13 academic year revision ([PA.11](#)) updated the document to align it more fully with current practices of participatory decision-making at the College. For example:

- The name of the student constituency representational body was changed to “Student Associated Council.” References to student government have been updated.
- A variety of short-term and long-term committees, taskforces and other working groups have formed over the past few years. The sections of the Guide to Participatory Decision Making related to the definition of committees and groups have been updated.
- The Executive Council felt that it would be useful to (1) reiterate that information and recommendations may come to the Executive Council via the constituency leaders and Standing Committee tri-chairs directly as well as through the campus issues process, (2) emphasize that the campus issues process should be used for major issues with broad, College-wide implications, and (3) clarify that the President’s response to a campus issue may be to delegate it to a campus group, such as a standing committee, for action. References to the campus issues process have been revised to reflect these considerations.
- The Curriculum Committee is a subcommittee, not a standing committee, of the Academic Senate. References to Curriculum Committee have been updated.

- The Blue Book update now reflects current practices and committee compositions, charges, and titles.

Plan from 2012 Midterm Report

2. The PRIE Office will work with the standing committee tri-chairs and the leadership of College constituency groups to continue to promote understanding of and engagement in College governance and participatory decision-making.

Status

The work of the PRIE Office includes:

- Working with Executive Council to review and revise the Blue Book ([PA.12](#), [PA.13](#), [PA.14](#)).
- Facilitating the campus issues process. ([PA.15](#), and see President's responses to closed campus issues for a list of the steps taken during the resolution of each issue. [PA.16](#)).
- Organizing annual meetings of Standing Committee Tri-Chairs ([PA.17](#))
- Providing training on Participatory Decision Making (PDM) for several groups. For example, a presentation on PDM is part of each new Classified Staff Orientation ([PA.18](#)).

In 2013 and 2014 flex presentations related to PDM focused on ensuring input into the College planning system by all constituency groups. For example:

Planning 101: Unit Plans – What, How, and Why?

01/17/2013

Marybeth Buechner 10:30 am - 11:30 am RHN 258 If you've ever wondered how to fill out a unit plan form, why you need to do so, or where the information goes after you put it on the form, come join us. Marybeth Buechner will go over the whats, hows, and whys of unit planning. We'll discuss how unit plans fit into the overall planning system at SCC. We'll talk about how unit plans are processed at the department, division, and CSA levels and how information from those plans is used by IT, Facilities, and others ([PA.19](#)).

College Unit & Program Planning

08/2014

Flex/PD - Fall

Presented by Marybeth Buechner. This workshop will provide overview and detail to the unit and program planning process. As the dean of the PRIE office we are available as a general resource for assistance with planning that contributes to the college's program/service effectiveness. Come and discover the many benefits to the unit and program planning cycle ([PA.20](#)).

The PRIE dean is currently working with the Staff Resource Center to provide additional workshops that address PDM directly. For example:

The Blue Book, A Guide to Participatory Decision-Making at SCC

02/2015

Flex/PD - Spring

The PRIE office is responsible to provide workshops and professional development for the college. Enclosed in the “Blue Book“ are resources for college personnel in the communication structures to decision-making. The Staff Resource Center will be supporting the PRIE office throughout the semester to provide training and information concerning the guide. See the calendar of events for scheduled times throughout the semester ([PA.21](#)).

The PRIE Office has worked consistently to promote understanding and engagement in participatory decision-making and College government, as the examples and evidence included in this report show. Further improvement will require additional efforts from the full College leadership. After a request from the Academic Senate, and in response to the Effectiveness of Communication and Governance Survey, beginning in April 2015 the College began a full comprehensive review of the Blue Book and the College’s participatory decision-making practices. This work is focused on fully reviewing and making needed improvements to the College participatory decision-making processes and practices, and is anticipated to continue into Fall 2015 (Executive Council minutes, March 2, 2015 [PA.22](#)).

Plan from 2012 Midterm Report

3. The PRIE Office and other College groups will use survey methodology periodically to gather information about the effectiveness of communication and governance across the College and to disseminate that information to the College community.

Status

The Los Rios Community College District administered an Employee Satisfaction and Perceptions Survey in spring 2014 ([PA.23](#)). The complete results were shared with each College president, and the tallied responses were shared with the entire staff. The SCC president shared a summary of both the “free response” and “multiple choice” results with the entire College staff ([PA.24](#), [PA.25](#)). The results indicated that satisfaction is high with the work and work environment, but frustrations continue with collaboration and coordination at the College.

The Effectiveness of Communication and Governance Survey is on a regular 3 year cycle (2011, 2014, etc.). It was most recently administered in fall 2014 (This administration was delayed from spring 2014 so as not to conflict with the District-wide Employee Satisfaction and Perceptions Survey). The survey planning for 2014 was discussed by the College Strategic Planning Committee (CSPC meeting April 30, 2013 [PA.26](#)). The next scheduled administration of the survey will be in 2017.

The results of the Effectiveness of Communication and Governance 2014 survey showed that College respondents were generally knowledgeable and engaged with College decision-making and felt that College communication was fairly effective. However, ratings of several

items related to communication and decision-making declined from 2011 to 2014, especially for classified staff respondents. The lowest rating was in response to a question about the degree to which respondents' jobs allowed time to participate in College decisions. The survey also indicated that respondents from each employee group were knowledgeable about their own constituency leadership, but not that of other constituencies. As a result, "Don't know" was the most common response to most of these items for faculty and classified staff respondents when asked about the effectiveness of constituency leadership groups overall. The response pattern was similar to that of the 2011 survey (Effectiveness of Communication and Governance 2014 [PA.27](#)).

Survey results were posted on the PRIE webpage and the link was included in the online college newsletter (City Chronicles, Nov 17, 2014 [PA.28](#)). The results are available to constituency leaders and have been discussed by some constituency groups. (e.g., [PA.29](#))

The results of the survey and other College dialogue have led some at SCC to consider that a portion of the communication and planning challenges may have resulted from the uncertain budget climate in the State of California, as well as new policies and processes specified by the State and/or the California Community College Chancellor's Office (CCCCO), which have sometimes greatly reduced the amount of time to make decisions. Since decision-making occurs year round, including between semesters and during the summer, it can be difficult to adequately confer with all constituent groups. For faculty to be involved in critical decision-making activities, the Academic Senate president is available during the winter and summer breaks to engage in issues that concern faculty, and has the ability to contact the rest of the Academic Senate Executive Committee on critical issues. To make this more widely known to all constituencies, in May 2014 the Academic Senate approved a motion that the Academic Senate Executive Board can act on behalf of the Academic Senate during the summer break ([PA.30](#)).

For the last few years, groups across the College have been implementing ways to improve knowledge of and engagement with participatory decision-making at the College. For example, in fall 2011 the College President hosted two critical meetings related to engagement with shared decision-making and communication at the College:

1. A meeting of the standing committee tri-chairs was used to move toward an increased understanding of the standing committees and to increase the alignment and integration of their work.
2. A meeting of individuals from across the College who are involved in staff development activities was used to broaden communication between areas of the College and to increase alignment and integration of staff development activities.

The College President reported the intent and outcomes of each of these events to the Executive Council ([PA.31](#)). In spring 2012, both the Senior Leadership Team and the Academic Senate requested monthly reports from standing committee chairs as a regular part of their meetings ([PA.32](#), [PA.33](#)). In addition, the Academic Senate has been working on ways to support effective communication as part of participatory decision-making at the College. In May 2012, the Academic Senate approved a white paper ([PA.34](#)) that reinforced

the commitment of the Academic Senate and administration to continue to communicate and to work collaboratively in participatory decision-making at the College. During summer 2012, the effectiveness of communication and participatory decision-making was a topic in the two-day Senior Leadership Team Retreat ([PA.35](#)). Three faculty leaders were invited and two attended an afternoon of the SLT Retreat to consider participatory decision-making issues ([PA.36](#)). In fall 2014 the Academic Senate voted to approve a report from the Participatory Decision Making Task Force of the Academic Senate, which recommended that constituency groups work together to examine current participatory decision-making practices, expectations, and areas needing improvement ([PA.37](#), [PA.38](#)). In Spring 2015, a taskforce to review Participatory Decision Making structures (e.g. as laid out in the Blue Book) and practices was organized by the College President. (Executive Council minutes, March 2, 2015, [PA.39](#)).

Planning Agenda Item 2 — Student Learning Outcomes:

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. (Standards I.B.1, II.A.1.c, II.A.2.a, and II.A.2.f)

Status

This Planning Agenda Item has been addressed in the response to the **2009 Accreditation Recommendation 1**.

Planning Agenda Items 3 and 4 – Training on the Use of Data (I.B.5 and II.A.1.b)

Planning Agenda Item 3 – Training on institutional quality data:

By fall 2010, the Planning Research and Institutional Effectiveness 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.

Planning Agenda Item 4 — Training on survey data.

Continuing through spring 2012, the Instructional and Student Services Leadership and the PRIE Dean will conduct workshops through spring 2012 focusing on the use of data such as the Community College Survey of Student Engagement and Noel-Levitz Student Satisfaction Survey in program review, and Student Learning Outcomes assessment and planning.

Summary of Response from 2012 Midterm Report

The use of institutional quality data has been increased at the College, and training in the use of this data to affect change has been emphasized. Since 2009, the PRIE office has increased its interactions with a variety of College groups, providing targeted data reports for the Student Equity Committee, faculty involved in Learning Communities, the Basic Skills Initiative Advisory Group, departments planning to add pre-requisites to courses, and others. Whenever data is provided for a College group, PRIE also provides training on the interpretation of that data. Examples of the data provided by the PRIE Office can be found at the following website: <http://www.scc.losrios.edu/prie/>. Upon request, the PRIE office

provides training on data use for assessment validation, Unit Planning, survey development, and Program Review as needed by individuals and groups.

Beginning spring 2010, the PRIE Dean, the PRIE Committee, and others presented Flex workshops related to the use of data in various settings. Beginning in 2010, the PRIE Committee also took on a substantial role in the dissemination of data to the College and the training of College groups on the use of institutional quality data. The committee included a review of institutional quality data as a regular part of its work and continues to provide input to the PRIE Office on how to make the data more user-friendly and effective for planning. The full set of PRIE Committee minutes and agendas can be found at the following link: [\(PA.40\)](#)

In 2010-11, the PRIE Office offered a workshop on the use of CCSSE data for faculty at the Department Chairs Council (Department Chairs Council minutes, November 18, 2010, [PA.41](#)) and the Senior Leadership Team meeting (July 11, 2011, [PA.42](#)). During spring 2011, the SLO subcommittee discussed the use of CCSSE data as indicators of General Education Learning Outcomes at the College.

As of fall 2011, the focus of training on survey data shifted to the use of in-house surveys by departments for planning purposes. Examples of groups developing surveys with the help of the PRIE Office include the Photography Department, English Department, Cosmetology Department, ESL Department, Summer Success Academy, student government, and faculty involved in the West Sacramento Learning Community. The 2008-2009 PRIE Program Review provides information on what type of data departments worked on with the PRIE Office.

Plan from 2012 Midterm Report

The PRIE Office will continue to provide ongoing training in the use and interpretation of data through workshops and individual, on-demand assistance. During summer 2011, the PRIE dean held individual conversations with all College deans and supervisors about planning and the use of data in the planning process. The results of these discussions will be used to shape future training in the use of data for planning.

Each fall the PRIE Committee will review a wide range of data about the College and choose a focus for College-wide discussion in the spring. The VPSS and VPI will facilitate discussions about data related to student enrollment and success and work with areas in the use of that information for continuous improvement.

Status

The PRIE Office has provided a variety of training opportunities related to the use and interpretation of data, including Flex workshops on course success data and Institutional Effectiveness Report data, presentations at convocations, discussions at meetings, documents, and one-on-one work with College employees.

The following is the description of a flex activity from spring 2014:

The Meaning Behind the Numbers: A lot of information about student success and achievement has been reported lately—the "Scorecard" from the CCCCCO, our local information on course success and SLO achievement, the College-set standards required by ACCJC, information for the new SSSP program, etc., are all swirling around us. Come to this discussion where we will focus on what those number mean for us and our students. We don't promise all the answers, but we do think we can find some useful ideas. ([PA.43](#))

At the January 2014 College convocation, the PRIE dean, as an invited part of the President's address, gave a presentation called "A Few Numbers about Course Success," which explained how course success rates are calculated, how to interpret the data, and the impact that College faculty, staff, and managers might have on increasing the course success rate ([PA.44](#)).

PRIE staff consider it a key part of their job to provide information on the use of data and often take time at meetings to discuss data and its interpretation. PRIE staff participated as members of the following groups during the past three academic years:

Standing Committees:

- Planning, Research, and Institutional Effectiveness Committee
- College Strategic Planning Committee
- Staff Equity and Diversity Committee
- Student Equity Committee
- Matriculation Committee
- Campus Safety Committee
- Honors and Awards Committee
- Staff Development Committee

Non-standing and other committees:

- Curriculum Committee
- Basic Skills Advisory Group
- SLO Advisory Group / SLOAC
- CCSSE/NSSE Engaging Latino Students project
- 2+2+3 Law School project
- Hispanic Serving Institutions grant writing team

District and regional groups:

- LRCCD District-Wide Research Council
- District Grants Coordination Committee
- RP Regional Researcher's Group
- Sacramento Pathways Project

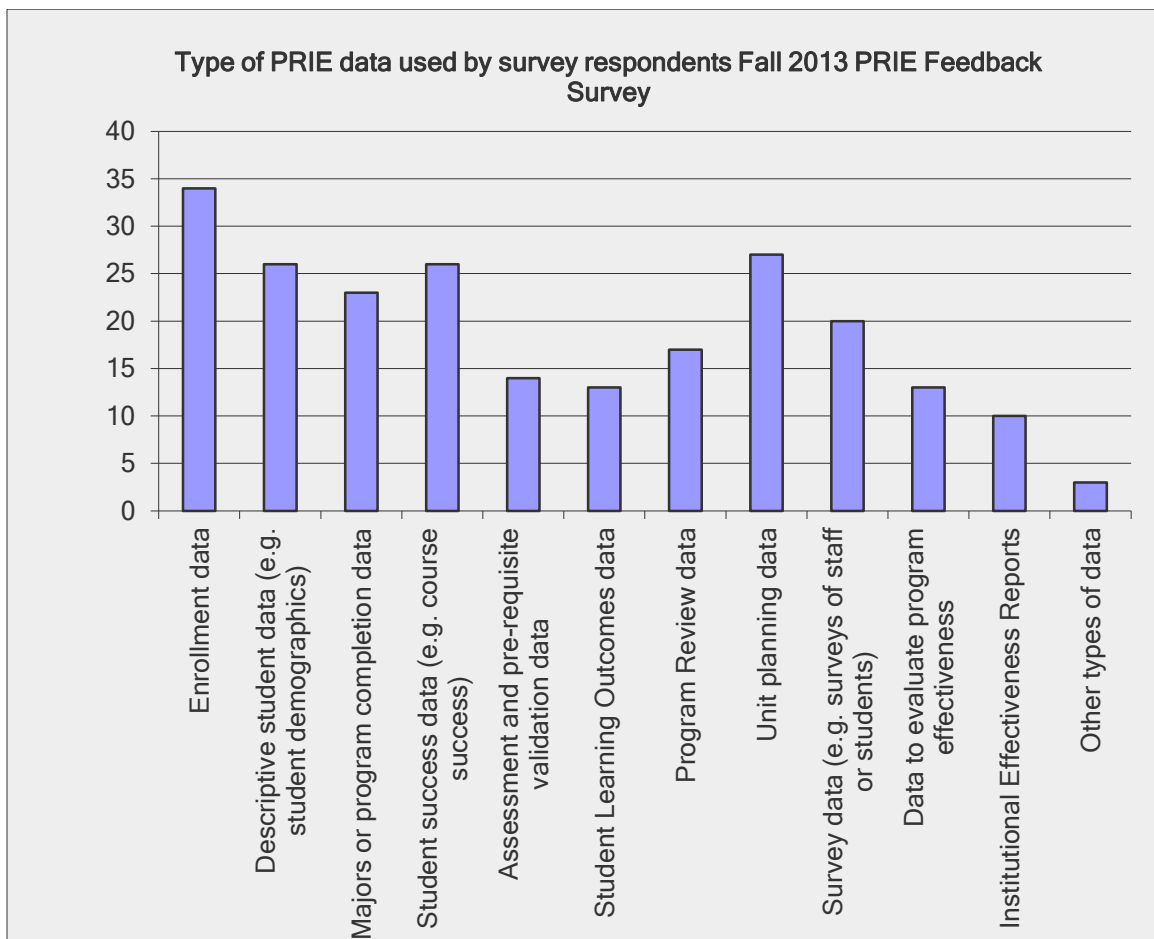
Constituency Leadership groups:

- Joint Dean's Council

- College Senior Leadership Team
- President’s Cabinet
- College Executive Council
- Classified Senate

In addition, PRIE staff are often called upon to provide guidance in data use and interpretation for groups such as the Department Chairs Council or the Academic Senate.

PRIE staff work extensively with College employees who have questions about data collection, use, or interpretation. PRIE conducted a feedback survey in fall 2013 that asked what types of PRIE data individuals from around the College had used. The greatest number of respondents had worked with PRIE on Unit Planning, enrollment data, descriptive student data, and student success data. Detailed results are shown below.



Each fall the [PRIE Committee](#) reviews relevant qualitative and quantitative data about the College and chooses a focus for College-wide discussion. That discussion is led by liaisons from the committee to groups across the College. For the past few years, the PRIE Committee has chosen data related to student achievement of educational goals for College-

wide discussion. In 2014-15 the committee focused on discussions about the meaning and use of evidence and data as they are used by the College (PRIE minutes, September 26, 2014, [PA.45](#)).

The PRIE Committee also suggests additions to the evaluative data as needed. In the 2013-14 academic year, the PRIE Committee recommended implementation of addition information gathering from students about their progress to their educational goals, which resulted in a new way to gather data that evaluates the effectiveness of College processes (PRIE minutes September 26, 2014, [PA.46](#) and the results of the student progress survey available on the PRIE Survey reports page: [PA.47](#)). The student members of the committee contributed substantially to this recommendation.

Planning Agenda Item 5 — Matriculation Redesign:

Beginning 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 fostering high levels of student engagement and 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 to identify and monitor the various pathways new students take through front door matriculation activities. (Standards II.B.1 and II.B.3.c)

Summary of Response from 2012 Midterm Report

During the 2009-2010 academic year, the matriculation system at SCC was revised under the direction of Vice President of Student Services Michael Poindexter. A priority of the revision was that students be engaged at every stage in the matriculation process. This resulted in the development of the Student Services Guiding Principles (attached), which also support College goals (SCC Goal B4. Support “**front door**” policies and practices that assist students with the transition to college, [PA.48](#), [PA.49](#), [PA.50](#)).

The Student Services Guiding Principles specifically address the College’s “Focus on the Front Door”: Student Services will ensure 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. (Student Services Program Review: [PA.51](#), [PA.52](#)).

In spring 2011, an Orientation task force was formed to address a redesign of orientation activities and explore the implementation of mandatory orientation.

Plan from 2012 Midterm Report

The Matriculation Committee will work with Student Services leadership to complete Matriculation Plan revisions during summer and fall 2012. The recommendations of the Orientation task force will be included in this implementation. Student Services offices and the PRIE Office will work to develop data to assess the impacts of the changes. The work of the Orientation Task force, supplemented by results from the 2012 CCSSE (Community College Survey of Student Engagement), will be included in the Matriculation

Report that is part of the Institutional Effectiveness Reports produced by the PRIE Office (Institutional Effectiveness Reports and College data [PA.53](#) and [PA.54](#)).

Status

The first-year experience has been reviewed and revised extensively in line with the successful passage of SB 1456 (also known as the Student Success Act) in September 2012. The Student Success Act of 2012, which laid out the state's new Student Success & Support Programs, or SSSP, required implementation of a statewide priority registration system tied to assessment, orientation, and education plan development to increase student success rates. SSSP provides target funding to the core matriculation services of orientation, assessment, counseling and advising, and development of education plans. Los Rios established the Steps to Success to move students from application through to completion of an educational plan ([PA.55](#)).

Implementation of the Student Success Act has included all the steps in this planning agenda item. The key elements (mandatory orientation, assessment, and the creation of an initial education plan) are in place and a central part of the Student Success and Support Program (SSSP) Plan (formerly the Matriculation Plan) ([PA.56](#)). Fall 2014 is first semester of full implementation, and initial statistics show significant success: 76 percent of fall first-time College students completed the "Steps to Success," compared to 48 percent for fall 2013 ([PA.57](#)).

Matriculation Report that is part of the Institutional Effectiveness Reports produced by the PRIE Office includes data related to the work of the SSSP at SCC ([PA.58](#)).

Planning Agenda Item 6 — Evaluation of Student Services Structures:

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.B.4)

Summary of Response from 2012 Midterm Report

In response to input from across the areas, Student Services initiated the realignment of its departments and reporting structure, and the organizational chart for student services was modified. These area discussions included information from student services retreats, program reviews, individual department meetings, area representative meetings, student focus groups, and quarterly achievement reports. One Student Services dean position at SCC, which had been staffed as an interim position through March 2012 after the previous dean resigned, was eliminated. Positions were renamed to address the function of the services provided to students in that area. The changes focus on the way services will be provided to students in the future as departments move into the main campus's new student services building in 2015.

The organization chart reflects the ways that the Student Services College Service Area is working more efficiently and effectively in meeting the needs of students seeking to enter the College, utilize support services, and work toward meeting their educational goals (certificates, degrees, transfer or work) ([PA.59](#)).

Plan from 2012 Midterm Report

The Vice President of Student Services and the Associate VPSS will fully implement the new organizational structure and reporting responsibilities for Student Services and evaluate the effectiveness of that structure.

Status

After reviewing data showing the ways students enter the College, the Student Services Division concluded that it needed to advocate for additional positions to close the gaps that were beginning to surface in the front door processes so that students were not sent from office to office or building to building. The positions were submitted and approved to include an administrative dean's position, counselors, paraprofessionals, and outreach positions to enhance the current structure. The development of these positions was also created and funded from the data drawn from the recently developed Student Success and Support Program Plan ([PA.60](#)). The dean's position was necessary to provide guidance in meeting the requirements of the plan and to coordinate, track and assist the College in instituting a more comprehensive first year experience for new first time in college students. Additional counselors and paraprofessionals were requested to assist students in completing core standards and to assure students' readiness to begin college. An Outreach Specialist was hired to represent the College in service area high schools to assist students in their transition from secondary education to community college.

The reorganization of Student Services has been enhanced by the construction of a new student services building to house many front door services, providing a one-stop approach to serve students, including Admission and Records, Disability Services, Assessment, Outreach, Information and Orientation, counselors, and student workers. Each of these departments is crucial for new students finding their way to the College and enrolling in it. Departments and staff are scheduled to move into the new building between the spring and fall semesters 2015. There, departments offering similar or connected services will be in closer proximity to decrease student and staff confusion.

Planning Agenda Item 7 — Library Funding:

By spring 2010, the Learning Resources Center (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.1.a)

Summary of Response from 2012 Midterm Report

During spring and fall 2010, discussions related to this item were ongoing at the District level. A team of faculty and managers is working on a uniform funding plan for District libraries. At SCC, this work has been incorporated into the College Planning System by inclusion in the Library Materials Program Plan.

Plan from 2012 Midterm Report

The Vice Chancellor of Education & Technology, Los Rios Community College District, will place the District-wide Uniform Library Materials Proposal on the Chancellor's Executive Staff Agenda in the near future for discussion. Recommendations from the Chancellor's Executive Staff will be implemented at SCC by the Learning Resource dean and College librarians under the guidance of the College President and vice presidents.

Status

A proposal was developed by librarians and LRC deans to ensure that funding for library materials would be uniform throughout the District (it would have set a minimum funding level that Colleges could exceed as desired), and to ensure that all libraries could pay for their share of needed electronic materials. The proposal was shared through college-based processes, including with the college presidents and VPs. The Vice Chancellor of Education & Technology carried the District-wide Uniform Library Materials Funding Proposal to the Chancellor's Executive Staff for discussion in Fall 2012. The Proposal was not approved by the Chancellor's Executive Staff. (Proposal for Uniform LRCCD Library Funding Response Scott-Skillman, [PA.61](#))

At SCC, library materials funding continues to be allocated within the College Planning System; each year the Library Materials Program Plan is submitted through standard College processes. The library continues to see uniform funding throughout the District as desirable. The lack of uniformity among the four colleges in the District has complicated efforts to purchase ebooks and other electronic resources collectively, though, and has made equitable access to services and materials for all students in the District more difficult. For example, one problem has been that electronic materials (ebooks and online databases, for example) are available to all students throughout the District. In the library's online system, there is no way to allow access for students at one college but to deny access for those at another college.

Planning Agenda Item 8 – Evaluation of Learning Support Areas:

Beginning fall 2009, the PRIE dean will work with learning support services areas staff and respective area deans to standardize the process of evaluating the services the labs provide and communicating the results of the evaluations. (Standard II.C.2)

Summary of Response from 2012 Midterm Report

In fall 2009, a survey toolkit for evaluation of learning support areas was developed. Academic support labs were encouraged to choose items from the toolkit and add their own to develop surveys that measure the effectiveness of their work. This work was expanded under the leadership of the VPI; information has been gathered on how the tutoring areas gather and use data in three areas: usage of tutoring services, perceptions of the effectiveness of those services, and direct measures of the outcomes of tutoring. In spring 2012, the tutoring group developed plans to implement a pilot of a core set of data to be gathered by all areas that provide tutoring.

Plan from 2012 Midterm Report

The VPI and VPSS will continue to work to align tutoring services available across the College. The tutoring workgroup will continue to meet. Beginning fall 2012, tutoring coordinators will establish student surveys for fall 2012 incorporating standard data sets. The PRIE dean will work with a math faculty member to increase the number of faculty from across the College who are assessing direct measures of outcomes.

Status

The tutoring workgroup, led by the VPI, has established a process by which a tutoring area evaluative survey will be conducted every third semester. As a result, during the fall 2012 and spring 2014 semester, SCC learning support areas conducted a survey of students asking about their perceptions of the effectiveness of tutoring. The survey asked students to evaluate the extent to which tutoring helped them to be active learners and supported their success in their courses. In the most recent survey (spring 2014), students who use 13 different tutoring labs or centers completed over 1,300 surveys. Areas conducting the survey included the Academic Computing Labs, Business Division Open Lab, Davis Center, Design Lab, ESL Lab, HOPE Center, Learning Skills & Tutoring Center, Math Lab, Photography Lab, Reading Lab, RISE, West Sacramento Center, and Writing Center. Each of these areas has been provided with the results of its survey. A link to the 2014 survey results can be found on the PRIE survey reports website ([PA.62](#)). This report summarizes the overall results of the combined surveys. It also includes the data from the previous (fall 2012) administration of the survey ([PA.63](#)).

The results indicate that overall, tutoring at SCC is highly effective in helping students become active problem-solvers, assisting them in aspects of class work, increasing their interest in the course content, and making it more likely that they stay in class and complete their educational goals. These results were quite consistent for both the fall 2012 and the spring 2014 surveys.

The tutoring workgroup continues to expand its work on assessing the impact and effectiveness of academic support labs/centers that provide tutoring.

Planning Agenda Item 9 — Review Hiring Process

By fall 2010, the College Equity Officer will convene a task force 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.A.1.a)

Summary of Response from 2012 Midterm Report

The taskforce was convened in spring 2010. It is a subcommittee of the Staff Equity & Diversity Committee, with all constituency groups represented. A pilot proposal, which consisted of an optional real classroom teaching demonstration, was presented to the Academic Senate during the fall 2010 semester. This pilot was first brought to the Academic Senate on September 7, 2010. Discussion continued on September 21, 2010, and the pilot

program moved forward ([PA.64](#)). Committee members with subject expertise serve as content experts after each interview process to assist other committee members in evaluating the accuracy and completeness of candidate's responses. The process was vetted by Human Resources at the District and by SCC President Kathryn Jeffery, who approved the pilot for spring 2011.

During spring 2011, hiring committees piloted the new process. Since then, it has been used in 13 interviews.

Plan from 2012 Midterm Report

The Academic Senate has approved the continuation of the pilot to include a "live" teaching demonstration in the faculty hiring interview process for spring 2012.

Status

The Live Teaching Demonstration has been institutionalized and remains an option for faculty hiring committees. Five of the fifteen hiring committees opted for teaching demonstrations as of spring 2015 ([PA.65](#)).

Planning Agenda Item 10 — Evaluation of Facilities Planning Process:

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 ongoing communication between all parties in the process, including end-users. The result of this evaluation will inform future major facilities projects. (Standard II.B.2.b)

Status

This Planning Agenda Item has been addressed in the response to the **2009 Recommendation 2**.

Planning Agenda Item 13 — Process for President's Evaluation:

Beginning 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.1.j)

Summary of Response from 2012 Midterm Report

In fall 2010, District Policy 9000, Management and Confidential Personnel, Section 2.3 was revised to address this issue. The policy now states, "The Chancellor shall accept input on the College President's performance from any College or District Constituency." ([PA.66](#)).

Faculty currently have input on the College President's evaluation via a survey and, as a result of District Accreditation Coordinating Committee discussions and work by the District

Academic Senate, a similar survey for gathering classified staff and managers' input was suggested. However, not all LRCCD colleges were interested in using a common survey.

Plan from 2012 Midterm Report

Sacramento City College will work to develop a survey specific to the College to gather input for the President's evaluation from classified staff and managers.

Status

The College President communicated to the District Chancellor that she will work with human resources to distribute an evaluation survey to SCC constituents. The College President evaluation was structured in the same manner as the Vice Presidents' and managers'. The participants in the performance evaluations was mutually agreed upon by the supervisor and manager, and the survey was distributed to representatives from managers, classified staff, faculty, students, and others with whom the President regularly interacts.

As of fall 2014, SCC is using a common survey instrument similar to the one administered at two sister colleges. The Survey of the College President was distributed by LRCCD Human Resources in a manner intended to gather input from each College constituent group, including classified staff, managers, supervisors, students, and faculty.

Planning Agenda Item 14 — Evaluation of District Committees:

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.

Summary of Response from 2012 Midterm Report

During spring 2010, preliminary conversations began at the District Academic Senate. In summer 2011, additional discussions occurred at the District Academic Senate (DAS) retreat about the need for increased communication between District committees and the DAS. During summer and fall 2011, the District formed a leadership task force to address this issue.

Plan from 2012 Midterm Report

The structure of District Committees is under revision and will be further revised in the next academic year as needed. The initial focus will be on the two District Committees that currently report directly to the District Academic Senate — the District Curriculum Coordinating Committee and the District Matriculation Committee ([PA.67](#)). Chairs of both committees attend District Senate meetings and submit reports. The District Matriculation Committee is currently working on revisions of Board of Trustees regulation language to better define the charge of the committee as well as the responsibilities of the Chair and other members. Local Curriculum Committees and Matriculation Committees receive reports from the District Committees. Recently, the SCC Senate President asked Senators about having standing committees' reports on the agenda on a regular basis or as needed.

To increase understanding of the functioning of District committees and improve overall leadership development across the District, the District Academic Senate is developing a LRCCD Leadership Institute, which will be piloted in 2012–2013 ([PA.68](#), [PA.69](#), [PA.70](#), [PA.71](#), [PA.72](#)).

Status

All Participatory Decision Making Committees at the District level have undergone a review and needed revisions have been accomplished. After broad discussion among the District Academic Senate (DAS) and Management from throughout the District, Board Policy P-3412 was approved March 3, 2014, by the Board of Trustees, and Administrative Regulations R-3412 were approved April 29, 2013, by the Chancellor’s Cabinet. These updates included adding a DAS appointed faculty co-chair to both the District Educational Technology Committee and the International Education Committee. ([PA.73](#), [PA.74](#), [PA.75](#), [PA.76](#), [PA.77](#)).

In fall 2011 the LRCCD Leadership Training Taskforce reported to the DAS ([PA.78](#)) on early plans to create a District-wide Leadership Institute. The Taskforce continued to meet throughout the academic year attempting to design the framework for a Leadership Institute. However, in the end, there really was not enough support to do anything—more *time* than money was needed to accomplish the task. Without significant reassigned time and resources, the scope of what the Taskforce was designing was too much for a faculty leader to accomplish along with other leadership and teaching duties ([PA.79](#), [PA.80](#), [PA.81](#), [PA.82](#), [PA.83](#), [PA.84](#), [PA.85](#), [PA.86](#)).

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- PA.63. Effectiveness of Tutoring: Student Survey Results 2012-13
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- PA.64. Academic Senate Agendas and Minutes 2010-11
<http://www.scc.losrios.edu/academic-senate/2010-2011-agendas-minutes/>
- PA.65. Hiring Calendar Spring 2015 for Fall 2015
<https://dms.scc.losrios.edu/share/page/site/accreditation/document-details?nodeRef=workspace://SpacesStore/88a5476d-150d-443e-845d-aa0448679545>
- PA.66. District Policies on Performance Evaluation Chancellor and Presidents
<http://www.losrios.edu/legal/Policies/P-9000/P-9142.pdf>

- PA.67. District Regulations on Academic Senate
<http://www.losrios.edu/legal/Regulations/R-3000/R-3412.pdf>
- PA.68. District Academic Senate Minutes 08-26-2011
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- PA.69. District Academic Senate Minutes 02-07-2012
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- PA.70. District Academic Senate Minutes 03-20-2012
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- PA.71. District Academic Senate Minutes 04-17-2012
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- PA.72. District Academic Senate Minutes 05-01-2012
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- PA.73. District Policy Academic Senate
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- PA.74. District Regulations Academic Senate
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- PA.76. District Academic Senate Minutes 03-19-2013
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- PA.77. District Academic Senate Minutes 04-02-2013
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- PA.78. District Academic Senate Minutes 10-18-2011
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- PA.79. District Academic Senate Minutes 12-06-2011
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- PA.80. LRCCD Faculty Leadership Task Force Minutes 11/29/2011
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- PA.83. District Academic Senate Minutes 03-06-2012
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- PA.84. District Academic Senate Minutes 03-20-2012
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- PA.85. District Academic Senate Minutes 04-17-2012
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