Follow-up Report

Sacramento City College

SUBMITTED BY:

Sacramento City College
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SUBMITTED TO:

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

March 10, 2017

CERTIFICATION OF FOLLOW-UP REPORT

SUBMITTED BY SACRAMENTO CITY COLLEGE TO ACCJC, FEBRUARY 2017

CERTIFICATION

CERTIFICATION OF FOLLOW-UP REPORT

Submitted by Sacramento City College to ACCJC, February 2017

This Follow-up Report is submitted to fulfill the requirements of the February 5, 2016 Action Letter to the College President.

We certify that there was broad participation by the campus community and believe that this report accurately reflects the nature and substance of this institution.

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TABLE OF CONTENTS

Certification of Follow-up Report Submitted by Sacramento City College to ACCJC, February 2017 0
Statement on Report Preparation 3
Response to the Commission Action Letter 7
College Recommendations to Meet the Standards 7
College Recommendation #1: Learning Outcomes in Syllabi 7
College Recommendation #2: Fully Implemented Online Tutoring Program 10
District Recommendations to Meet the Standards 14
District Recommendation #1: Comprehensive LRCCD Technology Plan 14
District Recommendation #2: Policy for Selecting/Evaluating Presidents 21
District Recommendation #3: Chancellor Delegation of Responsibility to President 23
Appendix A: Report Preparation Evidence 26
Web & Document Links 26
Appendix B: College Recommendation #1 Evidence 27
Web & Document Links 27
CR1.Attachment 1 - Excerpt from the 2016-17 Faculty Handbook, page 42-43 28
CR1.Attachment 2 - Syllabus/Student Information Sheet Checklist 30
CR1.Attachment 3 - Letter to Faculty regarding SLOs on Syllabi 31
CR1.Attachment 4 - Examples of Spring 2016 Divisional Processes re SLOs on Syllabi 32
Appendix C: College Recommendation #2 Evidence 35
Web & Document Links 35
CR2.Attachment 1 – Online Tutoring Webpage Screenshots 37
CR2.Attachment 2 - Online Tutoring Workgroup Report, Spring 2016 40
CR2.Attachment 3 - Online Classes in which the embedded tutoring widget was installed in Fall 2016 43
CR2.Attachment 4 - Writing Center Online Tutoring Survey - Example of results (Fall 2014) 44
CR2.Attachment 5 - Questions on the Fall 2016 Survey of Tutoring 47
Appendix D: District Recommendation #1 Evidence 49
Web & Document Links 49
Appendix E: District Recommendation #2 Evidence 52

TABLE OF CONTENTS

Web & Document Links 52

Attachments (See pages to follow) 52

DR2.Attachment 1 - Board Policy 9123 53

DR2.Attachment 2 - Administrative Regulation 9123 55

DR2.Attachment 3 - Board Policy 9124 58

DR2.Attachment 4 - Administrative Regulation 9124 61

DR2.Attachment 5 - Board Policy 9142 65

Appendix F: District Recommendation #3 Evidence 66

Web & Document Links 66

DR3.Attachment 1 - Board Policy 2411 67

DR3.Attachment 2 - Board Policy 4111 Administrative: Chancellor Authority 68

STATEMENT ON REPORT PREPARATION

(See Appendix A for Report Preparation Evidence)

An ACCJC evaluation team visited Sacramento City College (SCC) on October 5-8, 2015. SCC received the Team Evaluation Report and accompanying Action Letter from the Commission on February 5, 2016. The letter stated that after reviewing the Institutional Self Evaluation Report, evidentiary materials, and the report prepared by the evaluation team, the Commission acted to reaffirm accreditation for eighteen months and require a Follow-up Report. This Action Letter and Evaluation Report were disseminated to the college, posted on the SCC Accreditation webpage (RP.1), and discussed at meetings of the Executive Council, which is the leadership committee of the college constituency groups (RP.2)(RP.3)(RP.4)(RP.5)(RP.6)(RP.7).

In response to the recommendations resulting from the October 2015 team visit, both SCC and the Los Rios Community College District (LRCCD) identified key personnel to guide the work to resolve the noted deficiencies *(refer to Table 1 at the end of this section)*. SCC's Executive Council, composed of the leaders of each college constituency and additional resource persons, maintained general oversight of the work of the college in response to the recommendations.

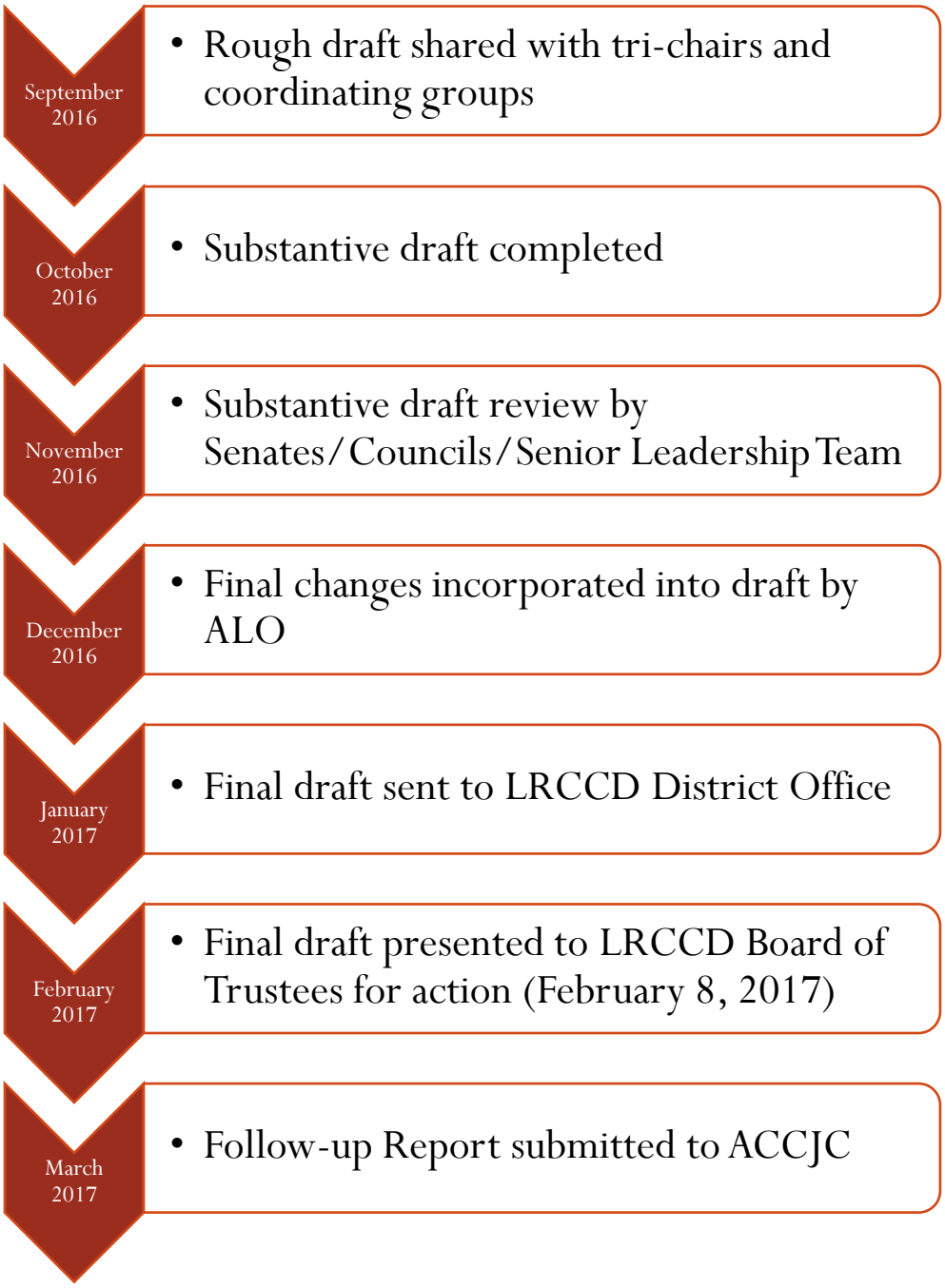
The SCC constituency leaders appointed tri-chairs to oversee the writing of the Follow-up Report for the college:

- **Faculty Tri-chair:** Patti Redmond, Professor of Communication
- **Classified Tri-chair:** Kelly Irwin, Senior IT Technician
- **Management Tri-chair:** Marybeth Buechner, Dean of Planning, Research and Institutional Effectiveness (PRIE) and Accreditation Liaison Officer (ALO).

Work on the resolution of deficiencies began upon receipt of the recommendations of the visiting team. In September 2016, a first draft of the Follow-up Report was prepared by the ALO, based on information and materials provided by the writing leads, chairs of coordinating groups for each recommendation, and the SCC Executive Council; the draft report was submitted for comment in early October 2016. The final report was approved by the Board of Trustees at the February 8, 2017 meeting (RP.8).

The full timeline for report production is shown on the following page.

Timeline for Follow-up Report Preparation



Organization of Follow-up Report Preparation

Table 1: Organization of Follow-up Report Preparation	Leads	Reviewing Groups
College Recommendation #1 *In order to meet the Standards*, the Visiting Team recommends the College develop a system to ensure that students receive course syllabi that contain learning outcomes that are consistent with those in the institution's officially approved course outlines of record. (II.A.6)	VPI Report tri-chairs ALO	Instructional Deans Academic Senate Department Chairs SLO Assessment Committee
College Recommendation #2 *In order to meet the Standards,* the College should move from a pilot online tutoring program to a fully implemented online tutoring program to provide the same services to all students regardless of location or means of delivery. (II.B.1, II.B.3.a, II.C.1, II.C.1.c)	LRC Dean Report tri-chairs ALO	DE Coordinator and DE Committee Department Chairs Tutoring Workgroup Academic Senate
District Recommendation #1 *In order to meet the Standard*, the Evaluation Team recommends that LRCCD develop a comprehensive Technology Plan for the district which shall be integrated with the program review process and with the on-going and routine technology assessments done by District IT. The plan should align with and directly support the District Strategic Plan and the colleges' strategic plans. (Standard III.C.2)	Deputy Chancellor Report tri-chairs ALO	District Educational Technology Committee College IT Committees District Accreditation Coordinating Committee

District Recommendation #2 *In order to meet the Standard,* the Evaluation Team recommends that the LRCCD develop a clearly-defined policy for selecting and evaluating the presidents of the colleges. (Standard IV.B.1.j)	Deputy Chancellor Report tri-chairs ALO	Chancellor, Deputy Chancellor, and Vice Chancellors Chancellor's Executive Team Board of Trustees
District Recommendation #3 *In order to meet the Standards as well as to improve institutional effectiveness and align policy with practice,* the Evaluation Team recommends that the District modify the existing Board Policy 4111 to more clearly define that the chancellor delegates full responsibility, authority, and accountability to the presidents for the operations of the colleges. The Evaluation Team further recommends that Section 1.2 of Board Policy 2411, which establishes the role of the president as the chief college administrator be added to the policy section 4000 – Administration. (Standards IV.B.2, and IV.B.3.e)	Deputy Chancellor Report tri-chairs ALO	LRCCD Chancellor, Deputy Chancellor, Vice Chancellors LRCCD Chancellor's Executive Team LRCCD Board of Trustees

RESPONSE TO THE COMMISSION ACTION LETTER

COLLEGE RECOMMENDATIONS TO MEET THE STANDARDS

COLLEGE RECOMMENDATION #1: LEARNING OUTCOMES IN SYLLABI

In order to meet the Standards, the Visiting Team recommends the College develop a system to ensure that students receive course syllabi that contain learning outcomes that are consistent with those in the institution's officially approved course outlines of record. (II.A.6)

(See Appendix B for College Recommendation #1 Evidence)

SCC 2015 Visiting Team Comments

The External Evaluation Report confirmed that SCC meets all aspects of the relevant Standards with the exception of the need to ensure that all syllabi include learning outcomes that are consistent with the current course outline of record.

In the External Evaluation report, the visiting team found that:

> The publications of content of degree and certificate programs are on the College's website and in the catalog. SLO descriptions are included in the Course Outline of Record. Faculty provides students a copy of the course syllabus with the course SLOs listed. Each dean maintains electronic copies of the syllabi. Peer evaluations scheduled for every faculty member, as evidenced in the contract, complete the process for verifying that SLOs are included in each syllabus.

However, the External Evaluation Report also noted that:

> A sample of eight randomly selected course syllabi, requested by section number, revealed that half of the syllabi reviewed (Biology, Philosophy, Economics, Mathematics) did not contain SLOs consistent with those shown on the official Course Outline of Record.

Analysis

The college has taken action to ensure that the deficiency has been resolved and the standard is met. This work was led by the SCC Vice President of Instruction in collaboration with the leadership of the Academic Senate and the Faculty Union, LRCFT (Los Rios College Federation of Teachers (CR1.1)). SCC syllabi now include current Student Learning Outcomes (SLOs) that are consistent with those in the officially-approved course outlines of record.

Initial Work:

Work to resolve this deficiency began immediately following the receipt of the recommendation of the visiting team. A key early component of this work was to clearly communicate to faculty that current SLOs consistent with the course outline of record are required on all syllabi. Communication was accomplished through emails, revisions of key documents for clarity, and reminders at meetings. The SCC Vice President of Instruction, Academic Senate President, and LRCFT President worked together to revise information in the Faculty Handbook (CR1.2). Those revisions, on pages 42-45 of the Faculty Handbook, are included as an attachment in Appendix B.

Full Implementation:

Faculty are provided a checklist of required syllabus information (see attachment in Appendix B), which states that the syllabus must include a list of SLOs that match those on the official course outline of record. This information is also included in SCC's "Faculty How To" webpages (CR1.3)(CR1.4).

The Department Chairs Council (CR1.5) was provided information regarding the visiting team conclusion that all syllabi did not contain SLOs consistent with those shown on the official course outline of record (CR1.6). The LRCFT president, the Academic Senate President and the Vice President of Instruction sent an email regarding this requirement to all faculty and instructional deans (see attachment in Appendix B). The excerpt from the SCC Faculty Handbook with information on what is required on the Student Information Sheet/Syllabus was attached to that email.

The College reminded faculty that this requirement is included in Article 8 of the faculty contract (CR1.7), and lists the following as a professional responsibility of classroom faculty:

> 8.4.1.7 Provides for each student a current course syllabus consistent with the approved course outline for each course taught (a copy of which will be maintained each year in the area/division office) and provides a copy to the appropriate administrator.

In Spring 2016, SCC instructional deans implemented processes in their divisions to ensure that all future syllabi will include current SLOs (see attachment in Appendix B). During Fall 2016, an audit of syllabi from across the college was implemented with 100% of the syllabi sampled including SLOs that matched the course outline of record.

Ongoing Assessment:

SCC instructional deans have implemented processes in each instructional area to monitor syllabi to ensure that that they contain current SLOs matching the course outline of record. In addition, the inclusion of current SLOs on course syllabi is a component of the faculty evaluation process.

Integration into SCC planning:

The review of SLOs has long been part of the SCC planning and program review processes. Course outlines of record, including the SLOs therein, are reviewed as part of the instructional program review cycle. The college online SLO Assessment Reporting System pulls course SLOs directly from the official course outlines of record in SOCRATES, thus ensuring that current SLOs are used for SLO assessment. SOCRATES is the online curriculum management system used by the LRCCD colleges.

Conclusion

A system is in place to ensure SCC students receive course syllabi that contain learning outcomes that are consistent with those in the institution's officially approved course outlines of record. Instructional deans have implemented processes to monitor syllabi for current SLOs. Peer evaluation committees include this syllabi requirement as part of the faculty evaluation process. This will ensure that the improvement is sustained and that the standard is met.

COLLEGE RECOMMENDATION #2: FULLY IMPLEMENTED ONLINE TUTORING PROGRAM

In order to meet the Standards, the College should move from a pilot online tutoring program to a fully implemented online tutoring program to provide the same services to all students regardless of location or means of delivery. (II.B.1, II.B.3.a, II.C.1, II.C.1.c)

(See Appendix C for College Recommendation #2 Evidence)

SCC 2015 Visiting Team Comments

The External Evaluation Report confirmed that SCC meets all aspects of the relevant Standards with the exception of the need to expand the college online tutoring program. The report noted that:

> The Visiting Team confirmed that Sacramento City College provides access to information, learning resources and instructional programs and partially provides online services to support its students regardless of location and instructional delivery mode.

However, the report also states:

> Given the number of online certificate programs and degree programs included in the fall 2013 Substantive Change Proposal and the need for support for these programs, the College has not yet fully implemented online tutoring to meet the Standard and ensure sufficient quantity, currency, depth and variety regardless of location or means of delivery.

Analysis

The College has taken action to ensure this deficiency is resolved and that the standards are met. SCC now has a fully implemented online tutoring program (CR2.1). In order to achieve parity of services for our online and in-person students, the college is using both college-provided and third-party resources for online tutoring. Online tutoring has increased across the college including through the Writing Center (CR2.2), the Learning Skills and Tutorial Services Center (CR2.3), and at SCC Centers (e.g. the Davis Center) (CR2.4). The college has contracted with NetTutor to provide additional online tutoring at an extended range of hours. Online tutoring is available for all classes for which in-person tutoring is provided.

Initial Work:

The Distance Education Subcommittee of the Academic Senate and the SCC Tutoring Workgroup assisted the Learning Resource Division in planning the expansion of online tutoring (CR2.5)(CR2.6)(CR2.7)(CR2.8). Early in the Spring 2016 semester, a subcommittee of the SCC Tutoring Workgroup met to focus on the expansion of online tutoring at the college. The workgroup was responsible for creating the long-term plan for providing expanded online tutoring and communicating its availability to students (see *Online Tutoring Workgroup Report* in Appendix C).

Full Implementation:

The number of online tutoring sessions offered by the college increased from 80 sessions in Fall 2015 to 152 sessions in Spring 2016. College-provided online tutoring sessions are available across the college (CR2.1). Appropriate infrastructure changes have been made to support the full implementation of online tutoring by Sacramento City College. For example, the Learning Resource Center added four workstations, including computers with cameras and microphones, to support online tutoring. The Writing Center purchased software to support the scheduling of online tutoring.

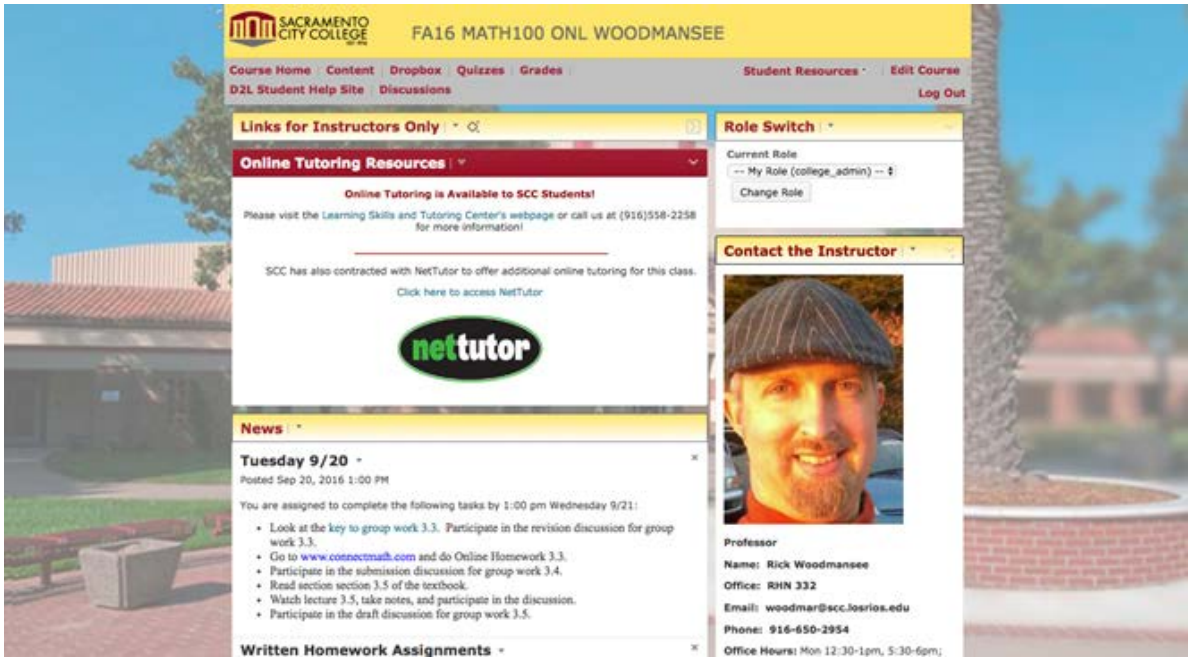
College-provided online tutoring uses "ConferZoom," which is a California Community College Chancellor's Office (CCCCO) platform, and "Google Video Chat." In addition, CCCConfer will be used for students needing closed captioning. During Spring Semester 2016, the Online Tutoring Workgroup noted that the platforms available for online tutoring have strengths that are dependent upon the type of subject being tutored (see *Online Tutoring Workgroup Report* attachment in Appendix C). Because of its whiteboard feature, "ConferZoom" is being used for subjects which include the use of symbols. "Google Video Chat" is being used for subjects that rely on video support capabilities to support any writing intensive subjects.

The selection of NetTutor was based upon a number of factors, including the use of NetTutor by the CCCCO and by 71 California Community Colleges. The ability to purchase blocks of hours from NetTutor provides flexibility for SCC in that if students use a greater number of hours than anticipated we can easily and quickly purchase more hours to meet the demand. NetTutor has been integrated into the college's Learning Management System, "Desire2Learn" (D2L).

The Distance Education Coordinator, Instructional Development Coordinator, Learning Skills and Tutoring Coordinator, and Educational Media Design Specialist worked with the LRCCD District Office to put in place the infrastructure for connecting D2L with NetTutor. A dedicated promotional 'widget' was directly placed in the D2L shells of online courses early in the Fall

2016 semester (see list of courses in Appendix C). An example of the NetTutor widget in the D2L shell follows.

Example of NetTutor widget in the D2L shell



The availability of online tutoring is being communicated to students in a number of ways. Online tutoring is advertised in the student-accessed pages of online classes via the embedded D2L widget. This allows students to directly and quickly access NetTutor and the main SCC Online Tutoring webpage (CR2.1), which contains a list of all online tutoring options for students. The Distance Education webpages (CR2.9) inform students of the availability of online tutoring as part of the services available for online students.

Ongoing Assessment:

In Fall 2016, a team, consisting of the Distance Education (DE) Coordinator, the Learning Skills and Tutoring Center (LSTC) Coordinator, and the deans of the two divisions with the largest number of online classes, monitored the full implementation of the online tutoring program. Ongoing evaluation is in place to assess NetTutor and ensure that it meets the needs of our students in terms of coverage and quality. College-provided online tutoring is also evaluated. For example, the Writing Center has been surveying online students for several years (see examples of recent survey results in Appendix C). To ensure that SCC continues to meet the

Standards, and to ensure that the new fully implemented online tutoring program serves students well in coming years, Sacramento City College has now expanded its college-wide Tutoring Survey into an online format (see recent survey questions in Appendix C). Results of the Fall 2016 online survey will be available in Spring 2017. Ongoing evaluation will be used as input in the review process of tutoring programs.

Integration into SCC planning processes:

Distance Education (DE) is a part of the SCC integrated planning system. SCC has a DE Strategic Plan (CR2.10). The SCC DE Strategic Plan includes a focus on programmatic planning for DE coursework and programs, and the college administrators and faculty leaders are attentive to DE planning. SCC is moving toward more online course offerings. Although Sacramento City College has many programs in which all or most courses have been approved as a DE modality, only a small subset of these courses are offered in a DE modality in any given academic year. The college is moving toward additional course offerings by DE. The expansion of the online tutoring program is aligned with that work and is integrated into SCC planning.

The online tutoring program is part of the SCC Tutoring Program Plan (CR2.11), which supports further expansion of online tutoring as needed. That plan includes an Administrative Unit Outcome (AUO) to implement additional online tutoring for various subjects at various locations. Plan procedures include increasing the number of courses for which online tutoring is available and promoting online tutoring services.

Conclusion:

SCC has moved from a pilot online tutoring program to a fully implemented online tutoring program to provide the same services to all students regardless of location or means of delivery. This program incorporates both college-provided tutoring and the use of NetTutor to provide tutoring that extends beyond college-provided tutoring. Processes and resources are in place to assure that the College will continue to meet the standards and that the online tutoring program serves students well in future years.

DISTRICT RECOMMENDATIONS TO MEET THE STANDARDS

DISTRICT RECOMMENDATION #1: COMPREHENSIVE LRCCD TECHNOLOGY PLAN

In order to meet the Standard, the Evaluation Team recommends that the LRCCD develop a comprehensive Technology Plan for the district. The plan should be integrated with the program review process and with the on-going and routine technology assessments done by District Information Technology. The Technology Plan should align with and directly support the District Strategic Plan and the colleges' strategic plans. (Standard III.C.2)

(See Appendix D for District Recommendation #1 Evidence)

SCC 2015 Visiting Team Comments

The External Evaluation Report confirmed that SCC meets all aspects of the relevant Standards with the exception of the need to develop a comprehensive District Information Technology (IT) Plan that is integrated with the program review process. The External Evaluation Report states:

> The College demonstrates compliance with the Standard; however, the District office needs to demonstrate improvement in the area of program review, integration of College information technology planning, and the documentation of a comprehensive Information Technology plan at the District Level. The College demonstrates a strong integrated planning process through the processes described and evidenced in the Sacramento City College Strategic Planning System and documentation.

Analysis

The District and College have taken action to ensure this deficiency is resolved and that the standards are met. LRCCD now has a District Technology Plan which integrates with College information technology planning and informs District Office Information Technology (DOIT) Program Review (DR1.5).

Initial Work:

In Spring 2016, LRCCD and executive staff from the LRCCD colleges determined that the entire district would benefit from a third-party technology assessment to provide information. This would be in addition to regular district and college program review results and routine technology assessments done by District Office Information Technology (DOIT). LRCCD hired

a team of consultants from CampusWorks, Inc. to assess Los Rios technology operations, provide input on the overall technology strategic objectives already in place, and assess technology experiences of students across the district. The CampusWorks assessment process involved reviewing multiple district and college documents (as available), including district and college strategic plans (DR1.1)(DR1.2), technology plans (DR1.3)(DR1.4), and the DOIT 2016 Program Review and Unit Plan (DR1.5)(DR1.6). At the conclusion of their review, on May 17, 2016, the CampusWorks team provided the district with a Second Opinion Technology Assessment Report (DR1.7).

LRCCD also completed its 2016 District Strategic Plan (DR1.1) during the Spring 2016 semester. The plan was developed with input from multiple stakeholders, including the Board of Trustee members, students, faculty, classified staff, and administrators from across the district, as well as community stakeholders. The 2016 District Strategic Plan was approved by the Board of Trustees at its May 11, 2016 meeting (DR1.8)(DR1.9). The District Technology Plan is informed by the 2016 District Strategic Plan and provides the framework to implement technologies to better support on-going district-wide technology needs.

2016 District Strategic Plan Goals

1. Establish effective pathways that optimize student access and success
2. Ensure equitable academic achievement across all racial, ethnic, socioeconomic and gender groups
3. Provide exemplary teaching and learning opportunities
4. Lead the region in workforce development
5. Foster an outstanding working and learning environment

Each goal has its own strategies designed to successfully implement the goal.

Technology-Related Strategies for the 2016 District Strategic Plan Goals

The following technology related District Strategic Plan Goal strategies are addressed in various sections of the District Technology Plan:

- Goal 1, Strategy 2: Implement improved class scheduling system to better meet student needs.
- Goal 1, Strategy 3: Promote communication channels to create greater access to course offerings, deadlines, services, programs, resources and events.
- Goal 1, Strategy 4: Monitor student progress and proactively engage with at-risk students prior to key milestones (first semester, 30 units, 70 units, etc.)

- Goal 3, Strategy 2: Increase professional development opportunities related to teaching methods, equity, instructional technology, discipline-specific knowledge, and student services.
- Goal 3, Strategy 4: Ensure that all classroom personnel, with a focus on new and adjunct faculty, have the necessary resources needed to engage in improvement of curriculum, teaching and learning.
- Goal 3, Strategy 6: Provide resources to enhance student learning outcomes, development and assessment.
- Goal 3, Strategy 7: Improve the assessment-for-placement process through diagnostic assessment, multiple measures and increased preparation prior to assessment.
- Goal 5, Strategy 1: Increase staff and manager participation in professional development activities.
- Goal 5, Strategy 4: Coordinate and communicate college sustainability efforts to further implement best practices across the District.
- Goal 5, Strategy 5: Complete and implement a District Technology Plan.
- Goal 5, Strategy 6: Streamline business processes, including appropriate use of technology to improve workforce efficiency and better serve students.

Full Implementation:

The District Technology Plan Steering Committee (DR1.10) was formed in late Spring 2016 to hear the results of the CampusWorks assessment and begin its work to create a comprehensive district technology plan. The committee met throughout Fall 2016 to continue overseeing the plan's development (DR1.11). Based on the CampusWorks Second Opinion Technology Assessment Report (DR1.7), the 2016 District Strategic Plan (DR1.1), and ACCJC Accreditation Standard III.C (DR1.12), the committee identified the areas of district-supported technology to be addressed by the district plan.

The District Technology Plan Steering Committee, with both college and district representatives, was formed to oversee development of the plan. It was agreed that the initial development of individual technology plan sections should be drafted by those individuals who have expertise and responsibility for those particular types of technology (DR1.15). Thus, the Vice Chancellor of Finance and Administration worked with the college Vice Presidents of Administration to review and develop items regarding college IT budget and personnel responsibilities; the college Learning Management System (LMS) faculty coordinators and DOIT LMS support personnel

worked on the LMS-related items; the District police worked on campus security-related technology items; and so on.

In late November 2016, the draft plan was sent to college and district leaders for review with their constituencies and the opportunity to submit comments and propose edits. The District Technology Plan (DR1.14) was completed in January 2017.

The District Technology Plan in combination with SCC technology plans ensure that resources are adequate to support management and operations functions, teaching and learning, and support services (refer to Appendix A: Information Technology Resource Allocation Process in the District Technology Plan (DR1.14). Funds have already been allocated for plan items that are currently in progress or scheduled to begin in the near future. Allocations for items planned for the future will occur closer to their anticipated implementation.

The district and colleges have policies and practices in place that guide the appropriate use of technology. The district has in place Board Policies and Administrative Regulations regarding computer use. These include user rights, responsibilities and ethics; privacy and confidentiality; information security; copyright requirements; and distance education. These policies and regulations are regularly reviewed and updated as necessary to address changing internal and external requirements.

Ongoing Assessment:

The District Technology Plan and college plans include plans for updates and replacement of technological infrastructure and assures reliable access, safety and security at all district or college locations. Each section of the plan identifies the results of initial assessments used to inform the planning process, planned actions expected to be implemented during the five-year plan timeframe, and indicators of successful implementation.

Integration into SCC planning processes:

At SCC, IT planning and resource allocation are integrated from the strategic to the operational levels. The college IT Resource Plan (DR1.3) addresses college needs for technology in support of college goals and department objectives, and also outlines the processes by which IT resources are acquired. The college IT Program Plan (DR1.4) provides an annual review of the accomplishment of the previous year's work and addresses planning for future IT needs. This plan addresses the administrative unit outcomes (AUOs) of the IT department and identifies resource requirements for the coming year. Appropriate instruction and support for employees and students in the use of technology related to institutional processes is provided.

The SCC 2016-17 IT Program Plan:

- Establishes objectives for Information Technology related to the college goal and district strategic directions for: Student Success, Enrollment Management, and Organizational Effectiveness
- Supports college initiatives with systems that meet operational needs and allow for outcome assessment.
- Defines the 2016-17 replacement cycles for computers, servers, networks, and software, and to meet instructional and service needs.
- Is based on newly implemented and future technology directions, specifically in the areas of networking and virtual desktops
- Emphasizes customer service and support

College department requests for IT resources are made through annual unit plans, prioritized by the campus Educational & Information Technology Committee (DR1.13). All SCC constituencies, including students, have the ability to provide input through their involvement in participatory governance committees and representation on college Executive Council.

The SCC plans crosswalk to the District Technology Plan – particularly in the areas of infrastructure and security, where there are shared responsibilities. Technology responsibilities supported primarily by the colleges, such as the selection, purchase, and maintenance of classroom technology are captured by college plans. The District Educational Technology Committee works to ensure alignment of LRCCD and SCC educational technology processes (DR1.16). Examples of the alignment of SCC planning processes with each section of the District Technology Plan is provided below.

Section 1: Network, Infrastructure, and Security:

- Both the District Technology Plan (DR1.14) and the SCC IT Program Plan (DR1.4) address the need for local and wide area connectivity, including wireless technology.
- The district and college have shared responsibilities for technology infrastructure and replacement cycles.
- LRCCD has a plan to conduct a district-wide full IT security audit. The SCC IT Program Plan includes a multiyear strategy for addressing information security concerns

Section 2: Technology Environment: SCC's technology environment continues to evolve and requires the College to continuously improve information technology overall. This work is guided by and aligns with the District Technology Plan (DR1.14).

- There is a districtwide disaster recovery and business continuity plan in which the college fully participates.
- The District Technology Plan includes maintenance and equipment life cycle replacement plans. The college maintains a replacement cycle for local computers, servers, networks, and software in order to meet instructional and service needs.
- The District recently bought 24/7 help desk services to support the use of the new learning management system in use by the college (Canvas).

Section 3: Academic and Instructional Computing

- Both the College Distance Education (DE) and Information Technology (IT) Program Plans (DR1.17) (DR1.4) include technology support for online, hybrid, and web-enhanced courses:
- SCC is working toward increasing instructional DE support services in alignment with the goals and plans highlighted in the District Information Technology Plan (DR1.14) and the SCC DE Strategic Plan (DR1.18).
- In alignment with the District Technology Plan, the college professional development center provides foster the development of technology skills among faculty.

Section 4: Student Services Support Computing

- New student support systems are being developed by the college, in alignment with the District Technology Plan, to allow for student tracking from pre-application through educational planning, to college completion.
- The District Technology Plan includes support for movement to the new state Common Assessment Initiative. SCC is a pilot college for the CAI.

Section 5: Administrative Services Computing

- The district supports the use of PeopleSoft Student Information System by the college and includes periodic upgrades to the system in the District Technology Plan.
- Fiscal, Facilities, Human Resources systems used by the college are developed, maintained and supported by the district.
- Institutional Research functions are coordinated between the district and the college.

Conclusion

The District Technology Plan was completed in January 2017 (DR1.14). A final draft plan was approved by the Board of Trustees for action at its February 8, 2017 meeting (RP.8). Please note, DR1.15 is the draft of minutes for the February 8, 2017 meeting. The approved minutes will be posted on the Board of Trustees page (DR1.8) on March 16, 2017, following the next meeting. The District Technology Plan provides the framework to implement technologies to better support on-going and district-wide technology needs, as well as the district's Vision, Mission, and 2016 Strategic Plan Goals. The development of the LRCCD District Technology Plan was informed by ACCJC Standard III.C, regarding technology resources (DR1.12), the 2016 District Strategic Plan (DR1.1), and a district-wide assessment by CampusWorks, Inc. consultants in Spring 2016 focusing on the student experience (DR1.7). The District Technology Plan ensures that district and college technologies meet the requirements of the relevant Accreditation Standards.

DISTRICT RECOMMENDATION #2: POLICY FOR SELECTING/EVALUATING PRESIDENTS

In order to meet the Standard, the Evaluation Team recommends that the LRCCD develop a clearly-defined policy for selecting and evaluating the presidents of the colleges. (Standard IV.B.1.j)

(See Appendix E for District Recommendation #2 Evidence)

SCC 2015 Visiting Team Comments:

The External Evaluation Report confirmed that SCC meets all aspects of the relevant Standards with the exception of the need to revise the wording of a couple of Board Policies to more accurately reflect the actual practices of the district. The External Evaluation Report states:

> The Chancellor's Cabinet is one of the major participatory governance bodies of the District and has all groups represented, including administration, classified staff, faculty, students and bargaining units. This body does an excellent job in making recommendations to assist the Chancellor and the Colleges with revisions to the Board Policies and Regulations, Budget, Strategic Planning and a number of other issues. The Team found a couple of Board Policies and Regulations did not reflect actual operations in the District. The District actually operates properly, but the Board Policies are not reflective of those operations as mentioned above.

Analysis:

The District has taken action to ensure this deficiency is resolved and that the standards are met. The Board Policy were revised as needed using normal LRCCD practices.

Initial Work & Full Implementation:

In Spring 2016, the LRCCD developed clearly defined Board Policies and Administrative Regulations for recruiting and selecting college presidents. The policies were approved by the Board of Trustees at its April 13, 2016 meeting (DR2.1), and the regulations were approved by the Chancellor's Cabinet at its January 25, 2016 meeting (DR2.2). Policy 9123 *Selection and Recruitment: College President* (see attachment in Appendix E) describes the authority to recruit for a vacant College President position, the building of the applicant pool, and the qualifications an applicant must possess to be considered for the position. Policy 9123 is supported by Regulation 9123 *Recruitment: College President* (see attachment in Appendix E) which further details the College President position job description, opportunity for lateral transfer, building of an applicant pool, necessary applicant qualifications, and certification of the applicant pool by the Associate Vice Chancellor of Human Resources. At the same meeting, the Board of Trustees

approved Policy 9124 *Initial Selection: College President* (see attachment in Appendix E) which describes the authority for establishing the selection process, selection criteria, educational management position qualifications, appointment process, retirement system participation requirements, and fingerprinting requirements. Policy 9124 is supported by Regulation 9124 *Initial Selection: College President* (see attachment in Appendix E). The regulation describes the College President application review and selection processes, status of district management employees who are selected for a college presidency, the terms of the appointment, and the fingerprinting process.

Policy 9142, *Performance Evaluation Chancellor and Presidents,* describes the annual evaluation process of College Presidents by the District Chancellor. The evaluation includes achievement of annually established goals and provides opportunity for input from any College or District constituency. The policy revision was originally approved by the Board of Trustees on December 15, 2010 (DR2.3), and has been followed since that time.

Ongoing Assessment:

These policies and regulations will be followed in selecting and evaluating future College Presidents and will be regularly reviewed via established processes and will be updated as necessary.

Integration into SCC processes:

SCC follows all District Policies and Regulations. SCC is currently seeking a new president and is following District Policies and Regulations, including Policy 9124 *Initial Selection: College President,* Regulation 9124 *Initial Selection: College President,* Policy 9123 *Selection and Recruitment: College President* and Regulation 9123 *Recruitment: College President.*

Under Policy 9142, *Performance Evaluation Chancellor and Presidents,* SCC provides input through an online College President Evaluation instrument and will continue to do so under the revised policy.

Conclusion:

LRCCD Policies and Regulations have been revised to provide a clearly-defined policy for selecting and evaluating the presidents. The Policy and Regulation language is clear and is followed by the district and SCC.

DISTRICT RECOMMENDATION #3: CHANCELLOR DELEGATION OF RESPONSIBILITY TO PRESIDENT

In order to meet the Standards as well as to improve institutional effectiveness and align policy with practice, the Evaluation Team recommends that the District modify the existing Board Policy 4111 to more clearly define that the chancellor delegates full responsibility, authority, and accountability to the presidents for the operations of the colleges. The Evaluation Team further recommends that Section 1.2 of Board Policy 2411, which establishes the role of the president as the chief college administrator, be added to the policy section 4000 – Administration (Standards IV.B.2, and IV.B.3.e).

(See Appendix F for District Recommendation #3 Evidence)

SCC 2015 Visiting Team Comments

The External Evaluation Report confirmed that SCC meets all aspects of the relevant Standards with the exception of the need to revise the wording of a couple of Board Policies to more accurately reflect the actual practices of the district.

The External Evaluation Report states:

> The Chancellor's Cabinet is one of the major participatory governance bodies of the District and has all groups represented, including administration, classified staff, faculty, students and bargaining units. This body does an excellent job in making recommendations to assist the Chancellor and the Colleges with revisions to the Board Policies and Regulations, Budget, Strategic Planning and a number of other issues. The Team found a couple of Board Policies and Regulations did not reflect actual operations in the District. The District actually operates properly, but the Board Policies are not reflective of those operations as mentioned above.

The two Board Policies requiring revision include:

- the policy that defines how the chancellor delegates full responsibility, authority, and accountability to the presidents of the colleges, and
- the policy that established the role of the president.

Analysis

The District has taken action to ensure the deficiency of Board Policy wording not accurately reflecting actual practices is resolved and that the standards are met. As recommended by the visiting team, Board Policy 4111, *Administrative,* has been revised to more clearly define that the chancellor delegates full responsibility, authority, and accountability to the presidents for the operations of the colleges.

Initial Work & Full Implementation:

The LRCCD used the language of Board Policy 2411, *Student Rights and Responsibilities,* Section 1.2 (see attachment in Appendix F), to inform the modification of Board Policy 4111, *Administrative: Chancellor Authority* (see attachment in Appendix F).

Board Policy 2411, *Student Rights and Responsibilities,* Section 1.2 states:

> The president of a college in the District serves as the chief administrator of the college and is responsible for the overall supervision of the operation 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.

Board Policy 4111, *Administrative* now includes Section 1.4, which states:

> The President of a College in the District serves as the chief administrator of the College and is responsible for the overall supervision of the operation of the College in conformity with the directives and duties as defined by the Chancellor and consistent with the District Policies of the Board of Trustees. The Chancellor delegates full responsibility and authority to the college Presidents to implement and administer delegated District Policies without interference and holds College Presidents accountable for the operation of the College.

The modification was approved by the Board of Trustees at its April 13, 2016 meeting (DR3.1). The approved language of the modified policy aligns the policy with ongoing administrative practice.

Ongoing Assessment:

LRCCD policies and regulations are regularly reviewed via established processes and will be updated as necessary.

Integration into SCC processes:

SCC follows all District Policies and Regulations. The practices of the College and work of the College President are in full alignment with the revised Board Policy 4111, *Administrative*. The

SCC President is the chief administrator of the College and is responsible for the overall supervision of the operation of the College

Conclusion

Board Policy 4111, *Administrative,* has been modified to clearly define that the chancellor delegates full responsibility, authority, and accountability to the presidents for the operations of the colleges. Information from Board Policy 2411, *Student Rights and Responsibilities*, Section 1.2, (see attachment in Appendix F), which establishes the role of the president as the chief college administrator, has been added to Board Policy 4111, *Administrative: Chancellor Authority* (see attachment in Appendix F).

APPENDIX A: REPORT PREPARATION EVIDENCE

WEB & DOCUMENT LINKS

RP.1 SCC Accreditation Webpage
http://www.scc.losrios.edu/prie/institutional-effectiveness/accreditation/

RP.2 Executive Council Meeting Minutes of 2015-16
http://www.scc.losrios.edu/president/executive-council/executive-council-2015-16/

RP.3 Executive Council Meeting Minutes of 2016-17
http://www.scc.losrios.edu/president/executive-council/executive-council-2016-17/

RP.4 Executive Council Meeting Minutes March 7, 2016
https://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/9102018c-1fd9-4cd6-a7fe-a3d64f53a710/ec-3-7-16-m.pdf

RP.5 Executive Council Meeting Minutes May 2, 2016
https://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/3323c633-90ee-45d8-a959-2c15465a259d/ec-5-2-16-m.pdf

RP.6 Executive Council Meeting Minutes September 19, 2016
https://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/9b364026-e2f1-4004-89a5-3816ee05a4ef/ec-9-19-16-m.pdf

RP.7 Executive Council Meeting Minutes October 3, 2016
https://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/4f5f5af5-a2e2-4295-8bca-384a9e47d794/ec-10-3-16-m.pdf

RP.8 LRCCD Board of Trustees Meeting Minutes (DRAFT) February 8, 2017
https://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/c59d2d9c-cd60-434c-83c6-90585130efde/BOT_DRAFT_Minutes_02.08.17.pdf

APPENDIX B: COLLEGE RECOMMENDATION #1 EVIDENCE

COLLEGE RECOMMENDATION #1: LEARNING OUTCOMES IN SYLLABI

WEB & DOCUMENT LINKS

CR1.1 Los Rios College Federation of Teachers website
http://www.lrcft.org/

CR1.2 2016-17 Faculty Handbook
https://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/c0847980-2967-4911-a2b1-a9359101c2f0/Faculty_Handbook.pdf

CR1.3 Start of Semester – Preparing to Teach webpage
http://www.scc.losrios.edu/facultyhowto/instructional-considerations/preparing-teach-start-semester/

CR1.4 Faculty How to webpage
http://www.scc.losrios.edu/facultyhowto/

CR1.5 Department Chairs Council Meeting Minutes 2014-2016 webpage
http://www.scc.losrios.edu/dcc/2014-2015-minutes/

CR1.6 Department Chairs Council Meeting Minutes November 5, 20155
https://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/4ae154fe-9b41-4c6a-9d0a-0be1d5eb5143/dc-11-5-15-m.pdf

CR1.7 2014-17 LRCFT Collective Bargaining Agreement, Article 8
https://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/6281f9bc-12bb-436f-906a-2385c5ac360f/article8.pdf

ATTACHMENTS (SEE PAGES TO FOLLOW)

CR1.Attachment 1 Excerpt from the 2016-17 Faculty Handbook, page 42-43

CR1.Attachment 2 Syllabus/Student Information Sheet Checklist

CR1.Attachment 3 Letter to Faculty regarding SLOs on Syllabi

CR1.Attachment 4 Examples of Spring 2016 Divisional Processes regarding SLOs on Syllabi

CR1.ATTACHMENT 1 - EXCERPT FROM THE 2016-17 FACULTY HANDBOOK, PAGE 42-43

Student Information Sheet and/or Syllabus

Fundamentally, the Student Information Sheet is a brief overview of key information (ex., requirements, rules, exam dates) about a course. Every instructor is required to give a copy of the Student Information Sheet to each student in his/her class and to the dean. These may be hard copies or electronic copies.

The syllabus is a more detailed "roadmap" for the instructional activities that are part of a course. Faculty are not required to give out a Student Information Sheet in addition to a syllabus if the latter already includes all necessary information (see Required Information). Other information and materials may be included in a course syllabus, such as an instructor's teaching philosophy, copies of articles for class reading, study guides, and vocabulary lists, as well as a course schedule, detailed descriptions of assignments, and homework assignments.

When they are included in packets of course materials over 25 pages in length, syllabi will be sold to SCC Faculty Handbook 2016-17 SCC Faculty Handbook 2016-17 43 students through the College Store. In those cases, it is required that those printed materials be used for at least two semesters. See more information in the section on Duplicating.

Information to Include Using the course outline, faculty should prepare a Student Information Sheet or Syllabus for each course they teach. The Student Information Sheet or Syllabus is one of the most important documents that faculty can create because it clearly states course policies and requirements. The Student Information Sheet or Syllabus is considered a contract between the faculty and the students. Faculty should make the document as clear and comprehensive as possible in case the grading standards or course content are questioned later in the semester. Even though there are college standards for absences and code of conduct, it is strongly recommended that faculty include information specific to their course in their Student Information Sheet or Syllabus rather than refer to students to other sources such as the Student Guide.

When creating the Student Information Sheet or Syllabus, faculty **MUST** include the following information:

- ❏ Course name, number, and code; meeting day and time, meeting location, semester and year.
- ❏ Instructor's name and contact information: phone number, voice mail, or other such as cell; Los Rios e-mail address; office location; and, office hours
- ❏ Student learning outcomes from current official course outline in SOCRATES
- ❏ Required and recommended textbooks and supplies
- ❏ Grading policies, scales, and evaluation criteria

CR1.ATTACHMENT 2 - SYLLABUS/STUDENT INFORMATION SHEET CHECKLIST

Sacramento City College
Student Information Sheet or Syllabus Check List

Name : _____

Course : _____

IMPORTANT

General Course Information:

_____1. Course name, number, and code
_____2. Class meeting day and time
_____3. Meeting location (building name and room number)
_____4. Semester and year

Faculty Contact Information:

_____1. Name
_____2. Phone number/Voice mail number or any other number for student contact
_____3. Los Rios e-mail address
_____4. Office location (building name and room number) or location for office hours
_____5. Office hours

Course information on SLOs, textbooks, and grading:

_____1. Student learning outcomes from official course outline in SOCRATES (REQUIRED)
_____2. Required and recommended textbook and supplies
_____3. Grading policies, scales, and evaluation criteria

STRONGLY SUGGESTED additional course information:

_____1. Course description from official course outline or reference to course description in the college catalog
_____2. Course prerequisites, corequisites, and/or advisories from official course outline
_____3. Course objectives
_____4. Instructional methods of choice
_____5. Weekly course outline and/or calendar including specific assignments, due dates, and examination dates including final examination
_____6. Policy statements regarding:
_____ Behavioral standards for the classroom, including the use of electronic devices – cell phones, pagers, games
_____ Plagiarism/cheating
_____ Tardiness and attendance (note: you may not use attendance for grading)
_____ Make up policy
_____ Accommodations for students with documented disabilities
_____ Extra credit, if applicable
_____ Field Trips, if applicable

11-19-2015

CR1.ATTACHMENT 3 - LETTER TO FACULTY REGARDING SLOS ON SYLLABI

From: Turner, Mary K. (Dr)
To: SCC-Fulltime Faculty; SCC-Adjunct Faculty
Cc: Campbell, Mitchell; Collins, James; Flash, Kevin; Garcia, Albert (Dr.); Iwata, Chris; Jolly,Julia A.; Malaret, Jesus (Frank); Meehan, Gabriel; Palm, Don; Pimentel, Art; Saks, Deborah (Dr.); Styer, Daniel (Dr.); Webb, Donnetta; Yang, Richard; "David & Dianne Blackwell"; Luff, Debra (Dr.); Poindexter, Michael; Buechner, Marybeth (Dr.)

Subject: Important Student Information Sheet/Syllabus Information
Date: Thursday, December 03, 2015 8:57:33 AM

Attachments: Student Information Sheet REV.pdf
Sent on behalf of Annette Barfield, LRCFT President; Ginni May, Academic Senate President; and Mary Turner, Vice President of Instruction

Dear Faculty –
As you prepare for the upcoming Spring 2016 semester, please ensure that you include the current course Student Learning Outcomes, as identified in the official Course Outline of Record, in your Student Information Sheet or Syllabus.

ACCJC Accreditation Standards require that in every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institution's officially approved course outline (II.A.6). During our recent site visit, the team conducted an audit and found that we are not in compliance with this standard.

We have revised the Student Information Sheet or Syllabus section of the 2015-16 Faculty Handbook to more clearly indicate what information is required and what is optional and attached the pages for your easy reference. The official course outline of record can be accessed through SOCRATES via the SCC Intranet at *https://inside.losrios.edu/~intranet/cgi- bin/intra/login.cgi?college=SCC.*

Thank you for your assistance in ensuring our students continue to receive accurate and up- to-date information on the requirements for their courses. Feel free to contact any of us if you have any questions or concerns.

Mary Turner, RDH, EdD
Vice President, Instruction

CR1.ATTACHMENT 4 - EXAMPLES OF SPRING 2016 DIVISIONAL PROCESSES RE SLOS ON SYLLABI

These examples include divisions with CTE programs, transfer programs, and basic skills programs.

Syllabi Actions in Response to ACCJC Recommendation – Examples
Spring 2016

Advanced Technology
Advanced Technology has a total of 87 syllabi for Spring 16, and all have SLOs included, either within the body of the syllabus or as a separate addendum.

Process:

- Mary Turner announced via email with syllabus checklist attached to all faculty the need for SLOs to be included in the syllabus, and the impact to accreditation.
- Followed by email notification from me, with the syllabus checklist. Department Chairs were asked to emphasize again during department meetings at beginning of the semester. Faculty were advised that if the syllabus had already been printed without including the SLOs that this could be provided to students as an addendum to their syllabus and that this should be sent to the division office. I believe the reminders from department chairs about the importance was the key and was most effective for this division. Adjunct faculty have a tendency to attend department chair meetings over division or college meetings.
- Division staff then used the checklist to scan each syllabus against the class schedule. There were some "laggers" but not as many as usual. And division staff just kept reminding until all syllabi and addendums were received.

Going forward:

- Faculty are being notified now of the non SLO issues with the syllabi they completed. About half of the syllabi had information missing other than SLOs. We will also look for excellent examples of syllabi, gain permission from the faculty to distribute, and then use these a models for the division staff.
- We will also be asking faculty to share their own "best practices" or "best tips" for developing and distributing syllabi to students.

- We will be developing an expanded checklist for faculty, with some suggested standard phrases from policies and procedures, and from the faculty handbook.
  As faculty are offered teaching assignments for the Summer and Spring 16 schedule, we will confirm the offer for assignment via email, and also remind them of the syllabus which needs to be developed for the course, with the attachments referred to above.

Kinesiology, Health & Athletics

KHA has done the following re: faculty syllabi/SLO inclusion:

- Dept. Chair forwarded the syllabi checklist, and corresponding email, from VPI, AS President, and Union Rep in December ’15 to all KHA faculty
- For every faculty member, KHA Division office looked at their syllabi from Fall ’15 and filled out the attached checklist (see example - box checked means we believed item was included on the syllabi)
- I announced at the Spring Flex meeting that the Division office had done this. I explained the background, including it being mentioned within our Accreditation report, and told them the checklists for Fall ’15 were advisory only (e.g. No repercussions).
- I then announced that, beginning with Spring ’16, the required items were mandatory and failure to include the required items on their syllabi would be subject to enforcement via the evaluation process

Language & Literature

In L&L we are putting all syllabi, organized by department and course, onto a shared drive. That way we will not have to print them. Checking of syllabi will be done by different people, depending on department. ESL will be checked by Star Vaughn, who has volunteered and says she has time. Reading and English will be checked primarily by level coordinators (with perhaps an exception or two). In all cases, the person checking will let me know if they see any required items missing, particularly official SLOs. In turn, I will contact the faculty with the items missing.

Mathematics, Statistics & Engineering

MSE Process for Verification of Current SLOs in Syllabus

1) Faculty Handbook section regarding contents of Student Information Sheet (Syllabus) and Student Information Sheet (Syllabus) checklist sent to faculty at the end of the Fall semester.
2) Syllabi checked to ensure SLOs are included. Faculty that submitted syllabi without SLOs are notified and told to resubmit syllabi with SLOs.

3) Each syllabi checked by our clerk to ensure the included SLOs are EXACTLY the same as the SLOs in the course outline in SOCRATES. We discovered some minor discrepancies and some rewording. Faculty are in the process of being notified to correct their syllabi.

APPENDIX C: COLLEGE RECOMMENDATION #2 EVIDENCE

COLLEGE RECOMMENDATION #2: FULLY IMPLEMENTED ONLINE TUTORING PROGRAM

WEB & DOCUMENT LINKS

CR2.1 SCC Online Tutoring webpage
http://www.scc.losrios.edu/onlinetutoring/

CR2.2 Online Tutoring Writing Center webpage
https://www.scc.losrios.edu/writingcenter/online-tutoring/

CR2.3 Online Tutoring Learning Skills and Tutoring Center webpage
https://www.scc.losrios.edu/learningskillstutoring/tutoring-services-lstc/online-tutoring-information/

CR2.4 Online Tutoring SCC Davis Center webpage
http://www.scc.losrios.edu/daviscenter/student-services/tutoring/

CR2.5 Distance Education Subcommittee Meeting Minutes webpage
http://www.scc.losrios.edu/distance/academic-senate-de-subcommittee/

CR2.6 Distance Education Subcommittee Meeting Minutes November 19, 2015
https://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/05eec0d2-b51c-4b9c-b77e-ad5a14030747/as_de-11-19-15-m.pdf

CR2.7 Distance Education Subcommittee Meeting Minutes September 19, 2016
https://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/d9d87886-6a27-470f-a974-28fa34ead7e3/as_de-09-19-16-m.pdf

CR2.8 Distance Education Subcommittee Meeting Minutes October 3, 2016
https://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/7ebb2262-f500-46e0-9c74-faa3faf7895f/as_de-10-03-16-m.pdf

CR2.9 Online/Distance Education Services for Online Students webpage
http://www.scc.losrios.edu/online/services/

(continued on next page)

CR2.10 2016 SCC Distance Education (DE) Strategic Plan
https://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/8f321bd4-aea7-40b7-ace1-db2e5f570a46/DE-Strat-Plan.pdf

CR2.11 2016-17 Tutoring Program Plan
https://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/bd8fc0ef-f301-4cc9-b4ef-1c48095d0662/Tutor-Pgm-Plan.pdf

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ATTACHMENTS (SEE PAGES TO FOLLOW)

CR2.Attachment 1 Online Tutoring Webpage Screenshots

CR2.Attachment 2 Online Tutoring Workgroup Report

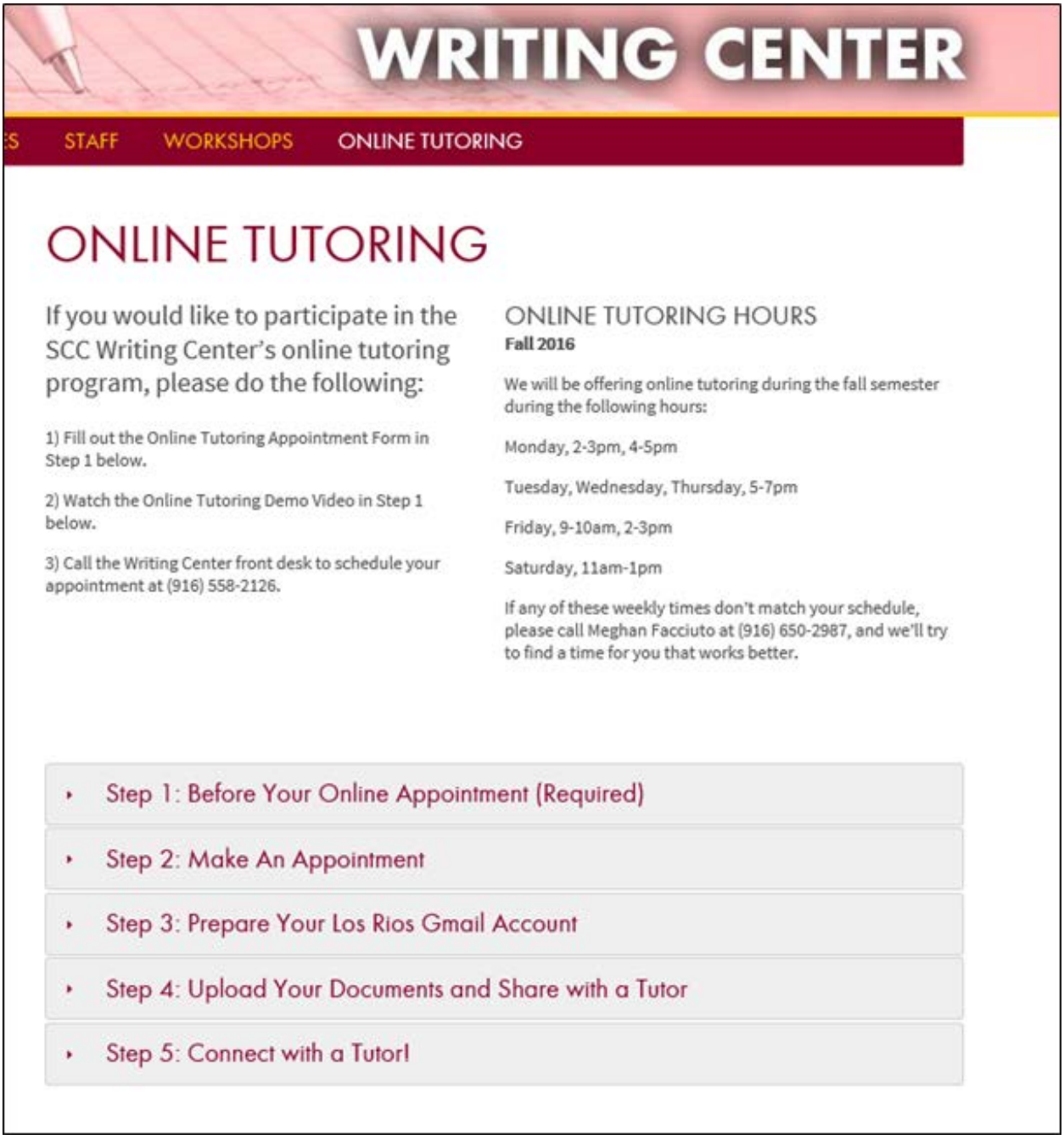
CR2.Attachment 3 List of Online Classes with Embedded Tutoring Widget Installed, Fall 2016

CR2.Attachment 4 Writing Center Online Tutoring Survey - Recent Results

CR2.Attachment 5 Questions on the Fall 2016 Survey of Tutoring

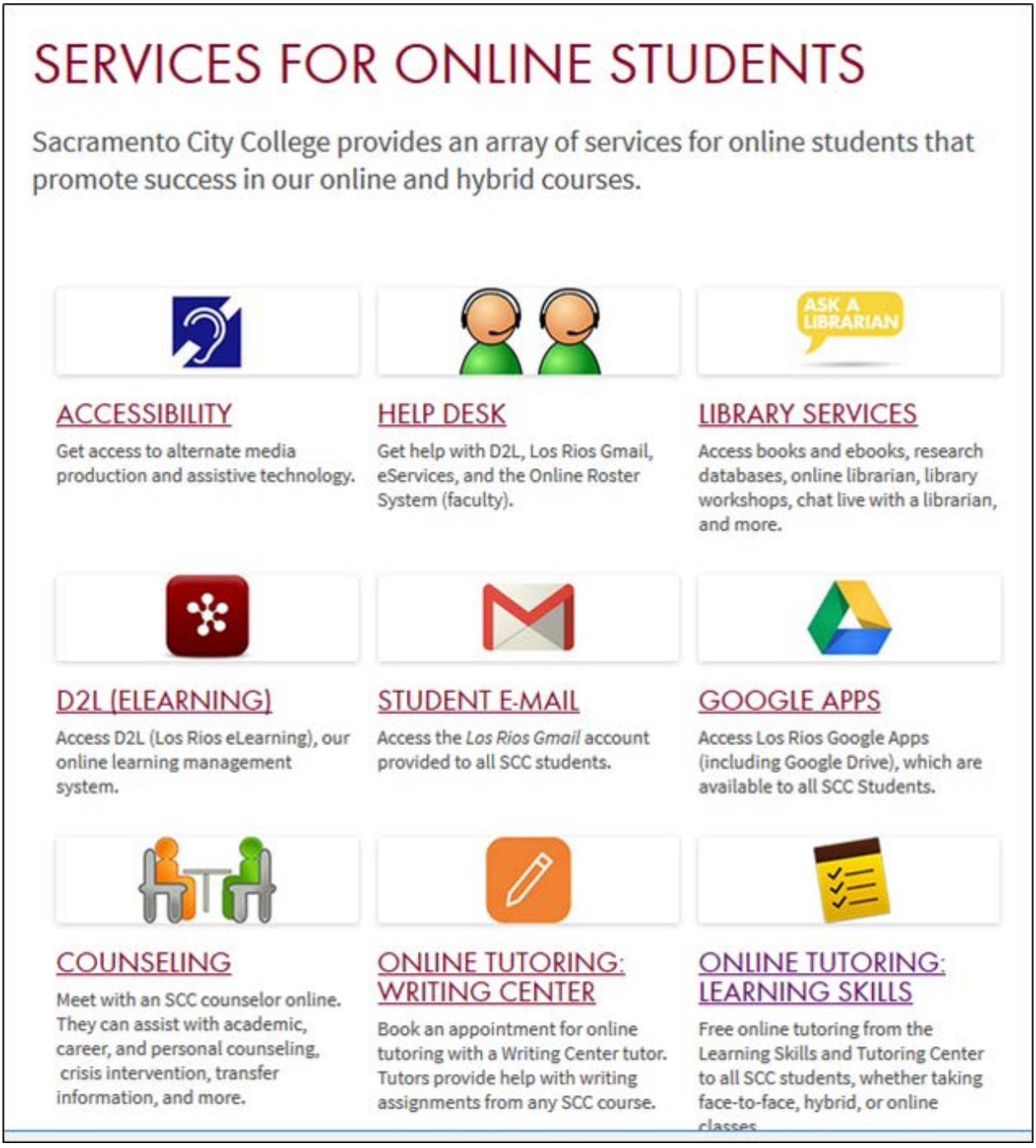
CR2.ATTACHMENT 1 – ONLINE TUTORING WEBPAGE SCREENSHOTS

Screenshot of Writing Center online tutoring webpage



Screenshot of Learning Skills & Tutoring Center online tutoring webpage

Screenshot of Distance Education Services for Online Students webpage



SERVICES FOR ONLINE STUDENTS

Sacramento City College provides an array of services for online students that promote success in our online and hybrid courses.

ACCESSIBILITY

Get access to alternate media production and assistive technology.

HELP DESK

Get help with D2L, Los Rios Gmail, eServices, and the Online Roster System (faculty).

LIBRARY SERVICES

Access books and ebooks, research databases, online librarian, library workshops, chat live with a librarian, and more.

D2L (ELEARNING)

Access D2L (Los Rios eLearning), our online learning management system.

STUDENT E-MAIL

Access the *Los Rios Gmail* account provided to all SCC students.

GOOGLE APPS

Access Los Rios Google Apps (including Google Drive), which are available to all SCC Students.

COUNSELING

Meet with an SCC counselor online. They can assist with academic, career, and personal counseling, crisis intervention, transfer information, and more.

ONLINE TUTORING: WRITING CENTER

Book an appointment for online tutoring with a Writing Center tutor. Tutors provide help with writing assignments from any SCC course.

ONLINE TUTORING: LEARNING SKILLS

Free online tutoring from the Learning Skills and Tutoring Center to all SCC students, whether taking face-to-face, hybrid, or online classes

CR2.ATTACHMENT 2 - ONLINE TUTORING WORKGROUP REPORT, SPRING 2016

1. Overview

The Online Tutoring Workgroup met 8 times during the spring 2016 semester with the objective of defining the infrastructure which would provide expanded use of online tutoring to the students of Sacramento City College. This was done with the goal of expanding online tutoring services in the Spring 2016 and Fall 2016 semesters. The expansion of online tutoring services is performed by increasing the availability of online tutoring by SCC tutors to more subject areas and for a greater number of sessions. It is also increased by securing services from a third party service provider to cover more subject areas, as well as covering times of the day when SCC tutors are not available.

Expanding online tutoring by SCC tutors requires tutor training and the setup of facilities to perform the online sessions. In January four online workstations were set up in LR 119, including computers with cameras and microphones. Online Tutoring Sessions were expanded during the spring 2016 semester. Below is a chart showing the increased number of online tutoring appointments scheduled during the Fall 2015 and the Spring 2016 semesters for three major tutoring areas. Spring data was taken as of April 25, 2016.

Examples of the expansion of online tutoring as of 4/25/2016 CENTER/LAB	FALL 2015	SPRING 2016
Davis Center	2	5
Learning Skills & Tutoring Center	0	6
Writing Center	35	101

2. Evaluation

Evaluation of platforms took place during February, March and April. Evaluation criteria were established in January. The evaluation of third party online tutoring providers was performed during April.

3. Findings

The workgroup found that features of various platforms continues to improve, with each platform evaluated having strengths dependent upon the type of subject being tutored. Subject areas such as Math require intensive use of whiteboards in order to work through equations which are not easily performed very quickly through keyboard interactions. Other subject area It is currently believed that having different platforms will not be a challenge for students accessing online tutoring for different subject areas. Although the ease of access appears to be simple enough continued evaluation of student access issues, if any, will be tracked through the fall semester to determine if there are any impediments in student access to online tutoring.

4. Recommendations

The workgroup is recommending the following items in order to proceed with expanding the use of online tutoring at the college

4.1 NetTutor as Third Party provider of online tutoring

The workgroup recommends securing 100 hours from NetTutor for use by students beginning the fall 2016 semester. NetTutor provides online tutoring services for a broad number of subject areas with services offered at hours that extend beyond those of Sacramento City College's tutoring hours. The 100 hour was determined as being sufficient to meet the needs of student at Sacramento City College based on the usage rate of a sister college of similar size within the district.

The ability to purchase blocks of hours from NetTutor provides flexibility for SCC in that if students use a greater number of hours than anticipated we can easily and quickly purchase more hours to meet the demand. Usage of NetTutor hours by SCC students will be monitored throughout the fall 2016 semester to determine if additional hours need to be acquired.

The purchase of a limited number of hours also allows for SCC to perform an assessment of the services being provided by NetTutor to assess if they are meeting the needs of our students in terms of coverage and quality. The selection of NetTutor was based upon a number of factors, including a brief presentation, the selection of NetTutor by the state chancellor's office, and the use by 71 other CCC's. Although these provided the workgroup with the confidence that NetTutor appeared to be a viable options for our student's further evaluation during the fall 2016 semester will be required to determine a longer term commitment.

4.2 CCC Confer as platform for tutoring whiteboard intensive subjects

Whiteboard subjects. The following are a list of subject areas for which the use of CCC Confer would be recommended: Math, Physics, Chemistry

4.3 Google Hangouts as platform for video supported tutoring.

Video subjects. Providing tutoring for writing assignments in any subject area depends largely on the non-verbal communication between the tutor and the tutee. Google Hangouts has strong video support capabilities to support any writing intensive subjects. The following are a list of subject areas for which the use of Google Hangouts would be recommended:
English Writing, ESL,

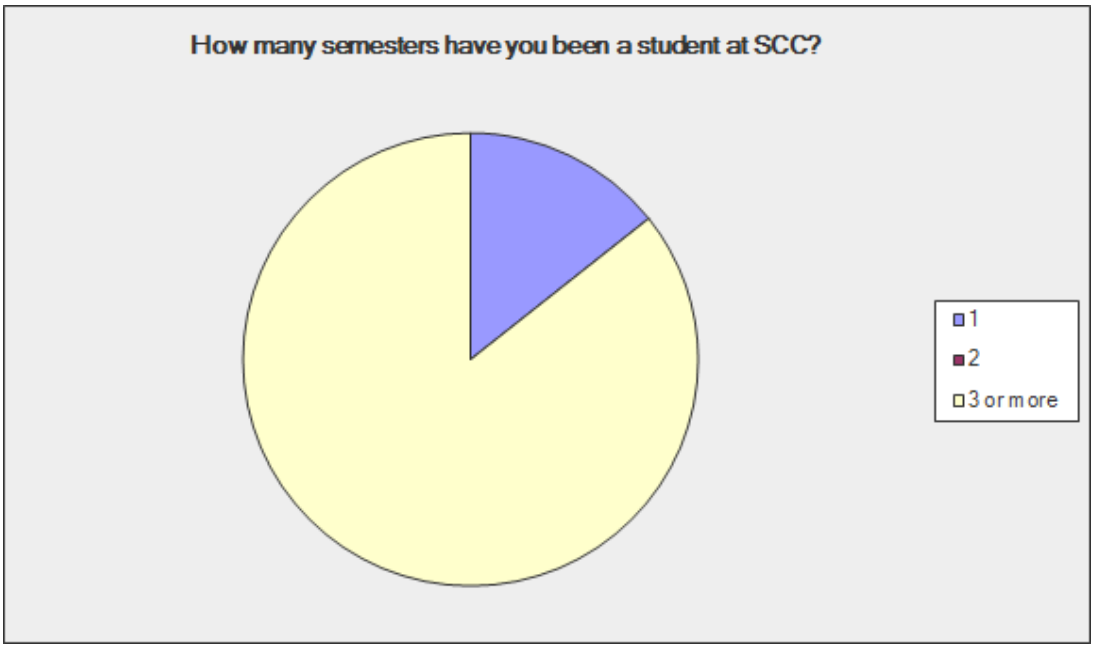
4.4 Communication plan

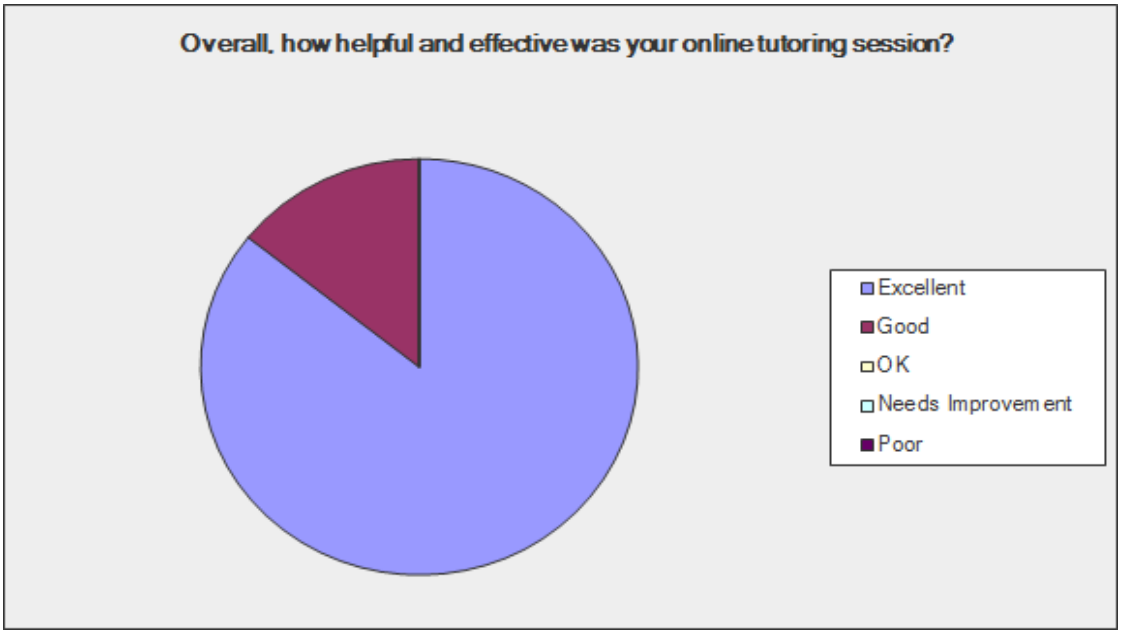
The workgroup recommends a communication plan for the fall semester which emphasizes the availability of online tutoring provided by SCC tutors. Communication to faculty who teach online will also be important. The workgroup does not recommend the inclusion of links to NetTutor be embedded in D2L classes for the fall semester, providing time to further evaluate their effectiveness.

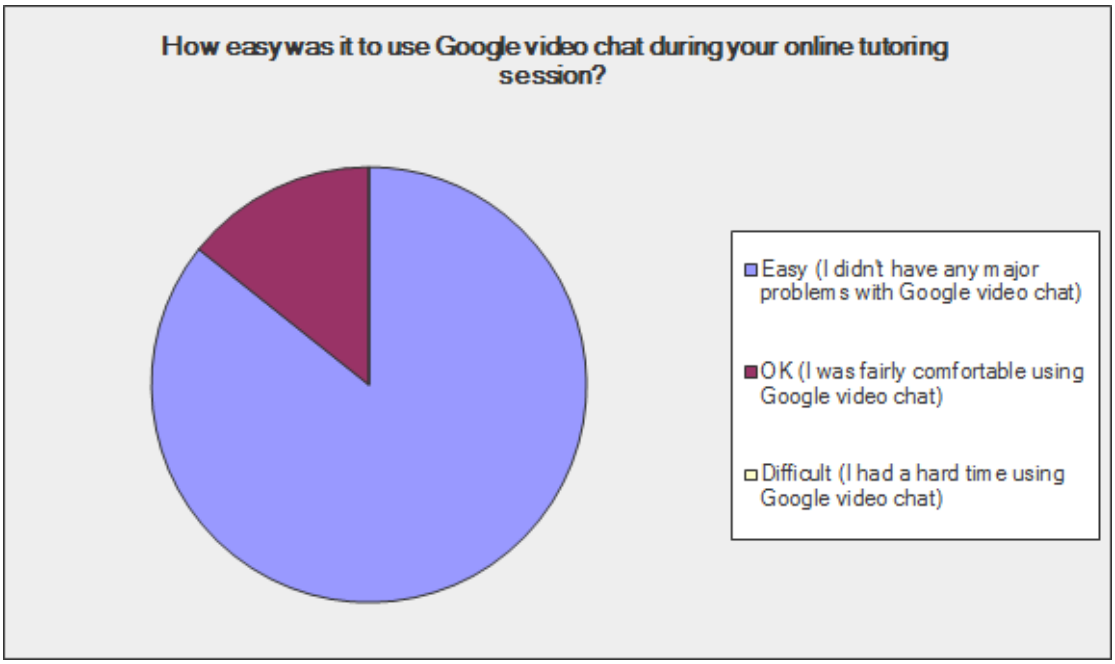
CR2.ATTACHMENT 3 - ONLINE CLASSES IN WHICH THE EMBEDDED TUTORING WIDGET WAS INSTALLED IN FALL 2016

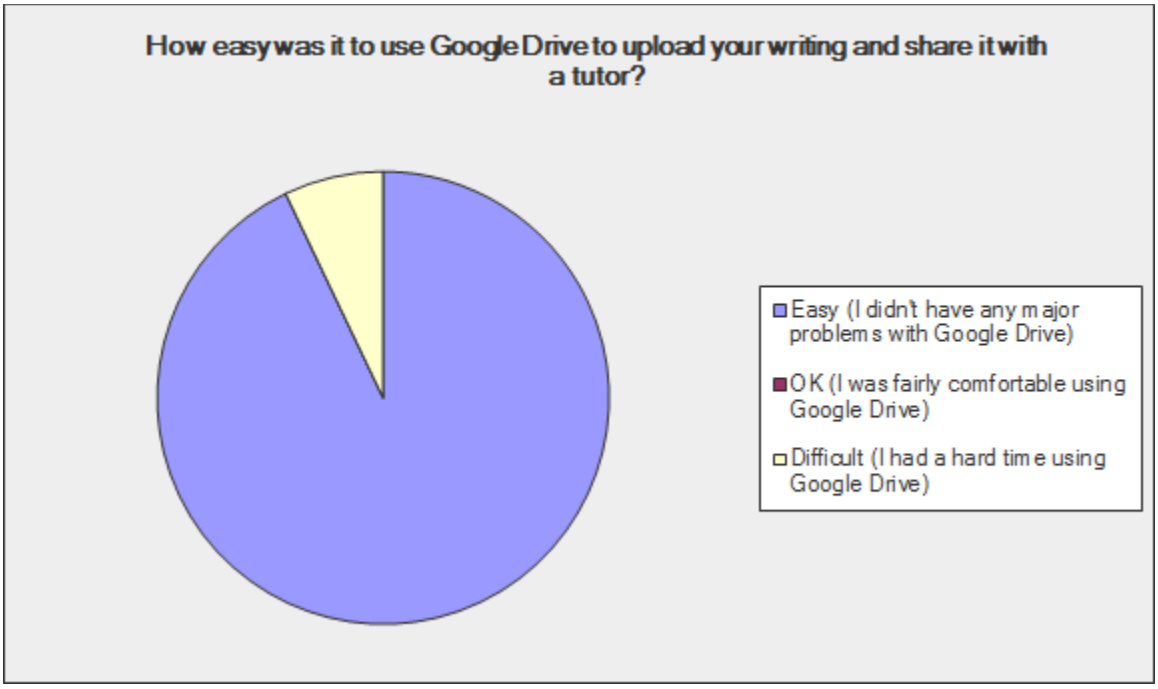
Course number	Course name
MATH 100	Elementary Algebra
MATH 120	Intermediate Algebra
STAT 300	Introduction to Probability and Statistics
BUS 100	English for the Professional
ACCT 341	Computerized Accounting
ACCT 343	Computer Spreadsheet Applications for Accounting
ACCT 107	Auditing
BUS 300	Introduction to Business
BUS 340	Business Law
ACCT 111	Cost Accounting
MKT 330	Internet Marketing
ACCT 301	Financial Accounting
ECON 302	Principles of Macroeconomics
MKT 300	Principles of Marketing
ECON 304	Principles of Microeconomics
ANTH 310	Cultural Anthropology
ANTH 300	Physical Anthropology
BUS 320	Concepts in Personal Finance
BUS 325	Investments and Financial Management
ECON 100	Introduction to Economics
PSYC 300	General Psychology

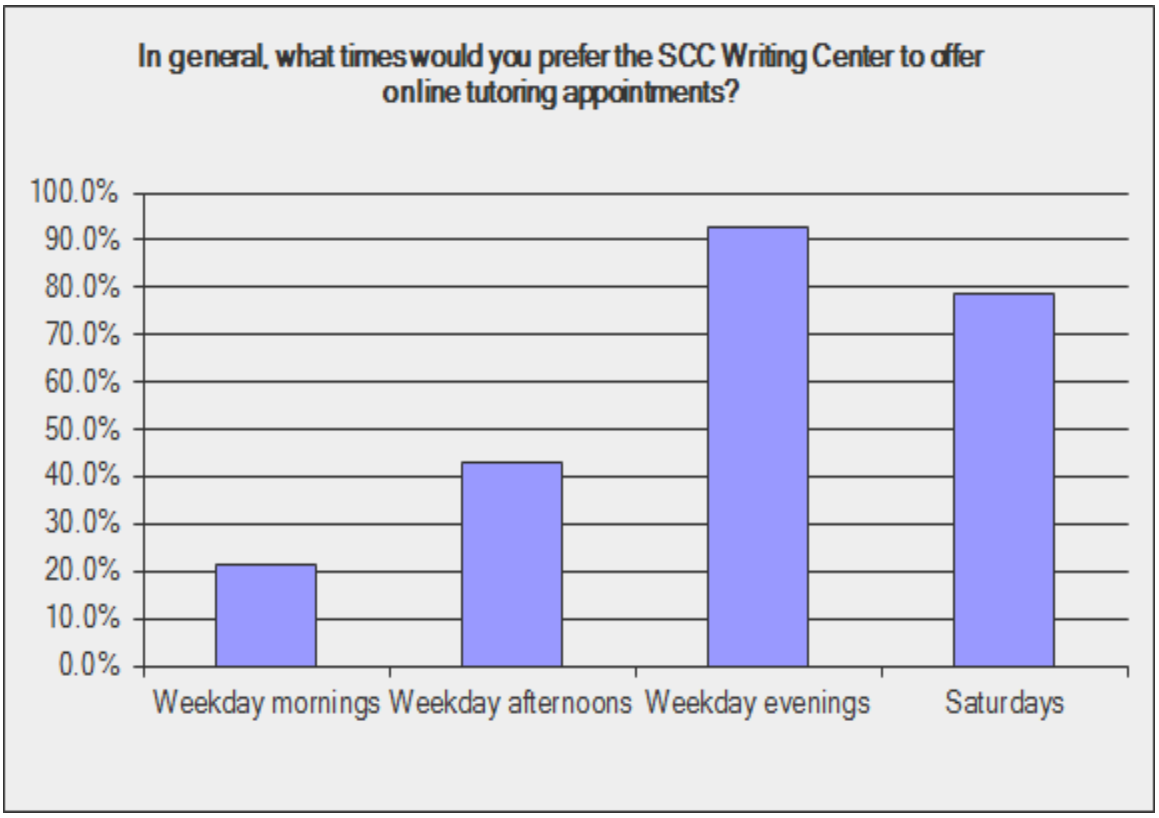
CR2.ATTACHMENT 4 - WRITING CENTER ONLINE TUTORING SURVEY - EXAMPLE OF RESULTS (FALL 2014)






How easy was it to use Google video chat during your online tutoring session?
Easy (I didn't have any major problems with Google video chat)
OK (I was fairly comfortable using Google video chat)
Difficult (I had a hard time using Google video chat)


How easy was it to use Google Drive to upload your writing and share it with a tutor?
Easy (I didn't have any major problems with Google Drive)
OK (I was fairly comfortable using Google Drive)
Difficult (I had a hard time using Google Drive)


In general, what times would you prefer the SCC Writing Center to offer online tutoring appointments?
100.0%
90.0%
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
Weekday mornings
Weekday afternoons
Weekday evenings
Saturdays

CR2.ATTACHMENT 5 - QUESTIONS ON THE FALL 2016 SURVEY OF TUTORING

What tutoring lab or center is giving you this survey? _____

What is your student ID number: _____

Because of my work with the tutors…	Strongly agree	Slightly agree	Slightly disagree	Strongly disagree	Does not apply to me
1. I learned to use better study skills					
2. I have been able to find and use campus resources					
3. I have a more positive attitude about the subjects that I have been studying					

How much did tutoring help you ...	A great help	Some help	No help	Does not apply to me
4. Understand the course content				
5. Complete homework, papers, projects, etc.				
6. Do well on exams, quizzes, etc.				
7. Stay in the class (not drop the class)				

8. Make progress toward a degree, certificate, or transfer.				
9. Understand what is needed to do well in the class				
10. Get a better grade in the class				

11. How many semesters have you been in college?

12. Have you used this tutoring area for more than one semester?

13. What kind of tutoring did you use this semester? (check all that apply)

- In person tutoring
- Video chat or CCC Confer online tutoring
- NetTutor online tutoring

14. Is it important to you to have more tutoring at the times and places below? (Check all that apply)

- On the main campus
- At the Davis Center
- At the West Sacramento Center
- Online
- After 5pm
- On weekends

APPENDIX D: DISTRICT RECOMMENDATION #1 EVIDENCE

DISTRICT RECOMMENDATION #1: COMPREHENSIVE LRCCD TECHNOLOGY PLAN

WEB & DOCUMENT LINKS

DR1.1 2016 Los Rios Community College District (LRCCD) Strategic Plan
https://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/a64ac3e7-d87f-4fb6-8419-5d2c5e41fe99/los-rios-stratplan-2016.pdf

DR1.2 SCC Strategic Master Plan
https://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/88ed6804-6133-4736-9ccb-db17156c4782/StrategicMasterPlanRevisedMay2012.pdf

DR1.3 SCC IT Resource Plan
https://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/a0d60fb9-fd0b-44ae-9f1c-5bdab78408d9/IT-Rsrce-Pln.pdf

DR1.4 SCC IT Program Plan
https://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/4f87b0e3-9926-49f0-8eb5-e21ef0ad6042/IT-Pgm-Plan.pdf

DR1.5 District Office (DO) IT Program Review
https://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/809cc074-2371-4429-93b3-e9e49bc5cbf5/DOIT%20PR%209-8-16.pdf

DR1.6 District Office (DO) IT Unit Plan
https://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/c040a958-b708-4b67-a700-04712f617218/doit-unit-pln-1516.pdf

DR1.7 CampusWorks' Second Opinion Technology Assessment Report
https://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/d5cf694c-dde7-4e3b-84b3-075914ff8bb7/CampusWorks_TechAssessRpt.pdf

DR1.8 LRCCD Board of Trustees website
http://www.losrios.edu/board-of-trustees/index.php

(continued on next page)

DR1.9 LRCCD Board of Trustees Meeting Minutes May 11, 2016
https://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/e37fc252-6a77-4371-8180-def8cf21d89e/trustee_5-11-16-m.pdf

DR1.10 District Technology Plan Steering Committee Membership
https://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/019e2140-46b7-4401-95c3-ab9809122ed3/District%20Technology%20Plan%20Steering%20Committee%20Membership.pdf

DR1.11 District Technology Plan Steering Committee Meeting Minutes
http://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/546ba4d2-6d90-4e16-a936-565c29866dc0/DO_Tech_Plan_Committee_Minutes.pdf

DR1.12 ACCJC Accreditation Standard III.C
https://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/efb9892d-930f-4c3a-90a2-05e797cf58c6/ACCJCstdIIIeditnov12.pdf

DR1.13 SCC Educational &Information Technology Committee webpage
http://www.scc.losrios.edu/prie/institutional-effectiveness/governance/participatory-governance/standing-committees/educational-information-technology/

DR1.14 2017 Los Rios Community College District (LRCCD) Technology Plan
http://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/722791be-dee5-473e-b3b7-245291101d8a/Approved_Dist_Tech_Plan_020817.pdf

DR1.15 LRCCD District Office Organization Chart
https://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/be129519-c9cc-4bb4-9aca-91d5e2a38e89/DO_OrgChart.pdf

DR1.16 LRCCD Education Technology Committee Minutes webpage
http://www.losrios.edu/lrc/irtemp/lrc_edtechminutes.php

DR1.17 SCC Distance Education (DE) Program Plan
http://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/02ed3661-d574-46f8-87d7-3e34e36076eb/Distance%20Education%20(DE)%20Program%20Plan.pdf

(continued on next page)

DR1.18 SCC Distance Education (DE) Strategic Plan
http://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/8f321bd4-aea7-40b7-ace1-db2e5f570a46/DE-Strat-Plan.pdf

Other Useful Links

SCC IT Dept webpage http://www.scc.losrios.edu/it/

DOIT webpage http://www.losrios.edu/services/technology/

DOIT 2013 DE Survey
http://irweb.losrios.edu/do_esearch/DistanceEdSurveysReports/DistanceEd_2013Survey/DESurvey13_cover.htm

APPENDIX E: DISTRICT RECOMMENDATION #2 EVIDENCE

DISTRICT RECOMMENDATION #2: POLICY FOR SELECTING/EVALUATING PRESIDENTS

WEB & DOCUMENT LINKS

DR2.1 LRCCD Board of Trustees Meeting Minutes April 13, 2016
https://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/05d60b1a-5d9d-4ddb-a5d9-e575f72af484/trustee_4-13-16-m.pdf

DR2.2 Chancellor's Cabinet Meeting Minutes January 25, 2016
https://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/4cca60a1-f22e-496c-b1bd-fbdd532fed3f/cc-01-25-16-m.pdf

DR2.3 LRCCD Board of Trustees Meeting Minutes December 15, 2010
https://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/5bc8f704-ebf4-46fc-800b-b51817365772/trustee_12-15-10-m.pdf

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ATTACHMENTS (SEE PAGES TO FOLLOW)

DR2.Attachment 1 Board Policy 9123 Selection and Recruitment: College President

DR2.Attachment 2 Administrative Regulation 9123 Selection and Recruitment: College President

DR2.Attachment 3 Board Policy 9124 Initial Selection: College President

DR2.Attachment 4 Administrative Regulation 9124 Initial Selection: College President

DR2.Attachment 5 Board Policy 9142 Performance Evaluation Chancellor/Presidents, Sect. 2.0

DR2.ATTACHMENT 1 - BOARD POLICY 9123

Selection and Recruitment: College President P-9123

1.0 Authority to Recruit

1.1 The Chancellor of the Los Rios Community College District will determine whether a vacant position of the College President will be filled on a regular, interim, or acting basis.

2.0 Building the Applicant Pool

2.1 The Associate Vice Chancellor of Human Resources shall take those measures which are legally permissible to build an applicant pool that includes significantly underrepresented persons with disabilities.

3.0 Qualifications

3.1 An applicant must possess the minimum qualifications established for the position class; the individual must be able to perform the essential functions of the position with or without reasonable accommodation.

3.2 An applicant or candidate shall be disqualified for any of the following reasons:

3.2.1 Conviction of a misdemeanor involving sex offenses, controlled or illegal substances as defined in Education Code, sections 87010 and 87011, respectively, or of any felony or a determination that the individual is a sexual psychopath as defined in Education Code, sections 87406 or 88023. (Ed. Code, § 87405, 88022);

3.2.1.1 Exception: Applicants having official certificates of a five-year rehabilitation from controlled or illegal substances convictions may be considered for employment. (Ed. Code, §§ 87405, 88022)

3.2.1.2 Exception: Applicants and employees with felony convictions, other than those applicants that are disqualified for service under Education Code, sections 87010, 87011, 87405, 87406 or 88022, shall be individually evaluated to determine if disqualification based on their felony conviction(s) is job-related and consistent with business necessity.

3.2.2 Falsification or attempted deception in statement on the application;

3.2..3 Previous dismissal from District service by the Los Rios Community College District Board of Trustees;

3.2.4 Positive results from an intradermal skin test and chest X-ray showing active tuberculosis.

LRCCD
Policy Adopted: 4/13/16
Policy Revised:
Policy Reviewed:
Adm. Regulation: R-9123

DR2.ATTACHMENT 2 - ADMINISTRATIVE REGULATION 9123

Selection and Recruitment: College President R-9123

1.0 Job Description

1.1 When the College President position of the Los Rios Community College District is to be filled, the job description shall be updated or developed by the Chancellor and the Associate Vice Chancellor of Human Resources. The job descriptions for the College President position shall be submitted to the Los Rios Community College District Board of Trustees for approval.

1.2 The criteria used to assess candidates for a position shall be satisfaction of the requirements outlined in the job description by considering the education, experience, and ability of the candidates.

2.0 Opportunity for Lateral Transfer

2.1 Upon approval by the Chancellor that a vacant College President position be filled, the Human Resources Office will notify appropriate District managers.

3.0 Building an Applicant Pool

In addition to posting on the District website, efforts will be made to post to other web resources and/or provide links to the District website and post notices in publications to provide for diverse and inclusive applicant pools.

3.1 The College President position shall be advertised broadly in order to ensure that interested members of underrepresented groups are included in the qualified applicant pool for the position. “In house” or “promotional only” recruitment shall be used only in case of documented “business necessity.”

3.2 The District shall be identified as an equal opportunity employer.

3.3 The College President position should be advertised for no less than forty (40) days.

4.0 Qualifications

4.1 Applicants with felony convictions, other than those applicants that are disqualified for service under Education Code, sections 87010, 87011, 87405, 87406, 88022, or

88023 shall be individually evaluated based on the requirements of the position following factors:

4.1.1 Nature and Gravity of the Offense(s). The Human Resources Office shall evaluate felony conviction(s) to determine the nature and severity of the offense(s) or conduct. This evaluation may take into account the harm caused by the crime, the elements of the crime, and the severity of the crime. A more severe crime would tend towards disqualifying the applicant.

4.1.2 Time That Has Passed Since the Offense(s) or Conviction(s). The Human Resources Office shall evaluate the amount of time that has passed since the most recent offense or conviction and any prior offense(s). A single offense or a last offense committed more than ten (10) years prior to the application date suggests an applicant will not recidivate. Subsequent employment history and efforts at rehabilitation is relevant to this inquiry. Crimes committed more recently would tend towards disqualifying the applicant.

4.1.3 Nature of the Job Held or Sought. In light of the first two factors, the Director of Human Resources shall examine the nature of the duties and essential functions of the College President position to determine if excluding the applicant is consistent with business necessity. Consideration may be given to the location of the job and the persons the applicant will come into contact with in the job.

4.1.4 Applicants with felony convictions shall be notified that they have been screened out due to a felony conviction and provided with an opportunity to demonstrate that they should not screened out due to the applicant's particular circumstances. The Human Resources Office shall review this information prior to making a final decision.

5.0 Certifying the Composition of the Qualified Applicant Pool

5.1 The Associate Vice Chancellor, Human Resources will review applications before they are forwarded to the hiring committee and certify that qualified underrepresented applicants are included in the group.

5.2 The Human Resources Office will maintain applicant flow data showing the total number of qualified applicants as well as the number of women and members of underrepresented groups.

LRCCD
Adm. Regulation Adopted: 4/13/16
Adm. Regulation Revised:
Adm. Regulation Reviewed:
Board Policy:P-9123

DR2.ATTACHMENT 3 - BOARD POLICY 9124

Initial Selection: College President P-9124

1.0 Authority

1.1 The Chancellor of the Los Rios Community College District, by direction of the Los Rios Community College District Board of Trustees, is responsible for the selection process of the College Presidents.

1.2 The Chancellor may delegate responsibility for preliminary screening of the College President, but final authority for the selection and recommendation to the Board of Trustees of a proposed College President shall remain with the Chancellor.

2.0 Selection Criteria

2.1 In the selection of personnel for the College President position other than lateral transfers, reassignments, or reclassifications, the following requirements are established:

2.1.1 Applicants will meet the qualifications for the position as defined by the Board of Trustees and the Chancellor;

2.1.2 The selection process, when a committee is used, will have representation from: management, faculty, classified staff and the equity committee;

2.1.3 The Chancellor's recommendation to the Board of Trustees will insure that human resource procedures were completed in accordance with the District's equity procedures.

3.0 Educational Management Positions

3.1 The College President position is an educational management position. When an educational management position is being filled, other than by lateral transfer, reassignment or reclassification, the following will apply:

3.1.1 Applicants for educational management positions must meet the following minimum qualifications as have been established in consultation with representatives of the District Academic Senate:

1) Possession of a master's or higher degree; and
2) One (1) year of formal training, internship or leadership experience reasonably related to the manager's administrative assignment.

3.1.2 The advice and judgment of representatives of the Academic Senate serving on the screening or interview committees will be relied upon in determining that applicants for educational management positions possess qualifications that are at least equivalent to the minimum qualifications defined in Section 3.1.1 of this policy.

4.0 Appointment

4.1 The appointment of a College President shall be recommended to the Board of Trustees by the Chancellor.

4.1.1 The District Academic Senate may present its views concerning candidates' minimum qualifications to the Board of Trustees before the Board of Trustees makes a determination on appointments to educational management positions. A written record of the Board of Trustees' decision and the views of the District Academic Senate shall be available for review pursuant to Education Code, section 87358.

4.2 The Chancellor shall make acting or interim appointments.

5.0 Participation in Retirement System

5.1 All College Presidents shall be required to participate in the State Teachers' Retirement System (STRS) or the Public Employees' Retirement System (PERS) as appropriate.

6.0 Police Records

6.1 Fingerprinting

6.1.1 All applicants shall be fingerprinted prior to employment with the District.

6.1.2 The Chancellor shall adopt appropriate Administrative
LRCCD
Policy Adopted: 4/13/16
Policy Revised:
Policy Reviewed:
Adm. Regulation: R-9124

DR2.ATTACHMENT 4 - ADMINISTRATIVE REGULATION 9124

Initial Selection: College President R-9124

1.0 Application Review Process

1.1 The Human Resources Office will review the applications and supporting documents of all applicants for the position of College President of the Los Rios Community College District. Materials of those applicants who meet the minimum qualifications of the position will be forwarded to the person who is responsible for implementing the process.

2.0 Selection Process for College Presidents

2.1 The District shall generally utilize an interview panel. When the panel procedure is utilized, it may include a screening committee and will include an interview committee. Under extraordinary circumstances, e.g., financial exigencies, the Chancellor may interview the selected applicants and recommend a candidate to the Board of Trustees.

2.2 The Chancellor may develop an alternative selection process for the position of College President.

2.3 Screening Committee Composition: The screening committee composition shall consist of at least the following:

2.3.1 Chancellor or designated manager.

2.3.2 A management member who has been appointed as the equity representative.

2.3.3 Two faculty representatives who will be faculty representatives on the interview committee, appointed by the Academic Senate President.

2.4 Interview Committee Composition: The interview panel shall be composed of the same persons who served on the screening committee (if utilized). Additional representatives will be added so that the resulting interview composition is as follows:

2.4.1 Chancellor or designated manager.

2.4.2 A management member who has been appointed as the equity representative.

2.4.3 Three faculty members selected by the Academic Senate President.

2.4.4 A District manager appointed by the Chancellor.

2.4.5 A member of the classified staff. The classified employee will be selected by the Chancellor with recommendation by a recognized classified committee where it exists.

2.4.6 Any other person the Chancellor deems necessary.

2.5 The interview committee membership shall include at least one or more members who have received staff diversity/equity training.

2.6 The chair of the screening and interview committee shall be a management employee appointed by the Chancellor.

2.7 Following the interview, committee members shall rank the interviewed applicants independently and without prior discussion. The individual ranking shall be given to the interview committee chairperson and equity representative.

2.8 The committee chairperson and equity representative shall privately summarize the rankings and report the names of the top five candidates (in alphabetical order) to the committee.

2.9 The Chancellor shall be invited to join the interview committee for a discussion of the strengths and weaknesses of the top five candidates. Following the discussion, the committee will recommend no fewer than three of the top five candidates for further consideration.

2.10 The Academic Senate President may review the original committee rankings on a confidential basis with the Chancellor.

2.11 The Chancellor shall interview, check the references and evaluate the final candidates. Applicants who are under final consideration may be requested to spend some time with appropriate persons in the District Office or at the College.

2.12 If the Chancellor has concerns about the final candidates, the Chancellor may convene a meeting of the committee to determine if there are additional candidates that could be considered. If there are none, the position may be readvertised and/or a new job description developed.

2.13 The Chancellor will review all recommendations. If approved, the recommendation will be forwarded to the Los Rios Community College District Board of Trustees. Following an appointment by the Board of Trustees, Human Resources will contact the appointee and notify all unsuccessful applicants.

2.14 An individual appointed to an acting position as the College President may not be an applicant for the permanent position when it is advertised.

3.0 Status of Management Employees

3.1. If a regular tenured academic employee of the District is assigned to College Presidency, that employee retains tenure in the District but does not obtain tenure in a management position.

3.2 If a regular classified employee of the District is assigned to College Presidency, that employee does not retain previously earned permanent status in the District.

4.0 Limited Term Appointments / Management

4.1 The Chancellor may make limited term appointments through the transfer, reassignment, or recruitment process for the purpose of coverage during leaves of management employees, or for a special project.

5.0 State Department of Justice Review

5.1. Applicants shall be fingerprinted via livescan at a qualified law enforcement agency. Employment shall not commence until clearance has been approved by Human Resources.

5.2 Applicants shall be required to pay the cost of the fingerprinting and processing.

5.3 When warranted by exigent circumstances as determined by the Associate Vice Chancellor, Human Resources, an employee may be permitted to begin work prior to clearance having been granted by Human Resources.

LRCCD
Adm. Regulation Adopted: 4/13/16
Adm. Regulation Revised:
Adm. Regulation Reviewed:
Board Policy: P-9124

DR2.ATTACHMENT 5 - BOARD POLICY 9142

Performance Evaluation Chancellor and Presidents - P-9142

1.0 Performance Review

1.1 The Board shall review the Chancellor's performance annually. Additional evaluations during the year may occur as the Board desires and pursuant to the Chancellor's contract.

1.2 Performance shall be based on achievement of the Chancellor's established goals for the year.

1.3 The evaluation cycle shall be based upon the Chancellor's contract anniversary date.

2.0 President's Performance Review

2.1 The Chancellor shall review the College President's performance annually in conjunction with the review identified in Board Policy 3112. Additional evaluations during the year may occur as the Chancellor desires and pursuant to the College President's contract.

2.2 Performance shall be based on achievement of the College President's established goals for the year with reference to the evaluation policy contained in District Policy 9141.

2.3 The Chancellor shall accept input on the College President's performance from any College or District constituency.

LRCCD
Policy Adopted: 1/20/81
Policy Revised: 6/16/82; 12/9/98; 12/15/10
Policy Reviewed:
Adm. Regulation: None

APPENDIX F: DISTRICT RECOMMENDATION #3 EVIDENCE

DISTRICT RECOMMENDATION #3: CHANCELLOR DELEGATION OF RESPONSIBILITY TO PRESIDENT

WEB & DOCUMENT LINKS

DR3.1 LRCCD Board of Trustees Meeting Minutes April 13, 2016
https://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/05d60b1a-5d9d-4ddb-a5d9-e575f72af484/trustee_4-13-16-m.pdf

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ATTACHMENTS (SEE PAGES TO FOLLOW)

DR3.Attachment 1 Board Policy 2411: Student Rights and Responsibilities

DR3.Attachment 2 Board Policy 4111: Administrative: Chancellor Authority

DR3.ATTACHMENT 1 - BOARD POLICY 2411

Student Rights and Responsibilities P-2411

1.1 Basic Principles

1.2 College students are members of the academic community. While students enjoy the benefits of their status, they must comply at all times with Federal and State laws and statutes, and with Los Rios policies and regulations and individual college rules and regulations.

1.3 The president of a college in the District serves as the chief administrator of the college and is responsible for the overall supervision of the operation 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.

1.4 There is a clearly recognized need for continuing discussion, interpretation, careful study and review by students, college and District personnel and the Board of Trustees of the effects and execution of the policy on student rights and responsibilities.

LRCCD

Policy Adopted:	6/3/70
Policy Revised:	3/6/74; 3/12/80; 11/19/80; 2/10/82; 3/6/96
Policy Reviewed:	1/8/15
Adm. Regulation:	R-2411

DR3.ATTACHMENT 2 - BOARD POLICY 4111 ADMINISTRATIVE: CHANCELLOR AUTHORITY

1.0 Authority (Ed. Code, § 70902)

1.1 The Chancellor shall serve as the chief executive officer for the 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 District 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. In the unlikely event the Chancellor resigns without notice, becomes incapacitated, or is unable to discharge the powers and duties of the office, the Deputy Chancellor shall act in the place of the Chancellor until an Interim Chancellor is appointed by the Board of Trustees. The remaining order of succession is the Vice Chancellor of Finance and Administration, the Vice Chancellor of Education and Technology, and the Vice Chancellor of Resource Development. Where the Deputy Chancellor is the chief educational Vice Chancellor of the District, the Deputy Chancellor has all of the rights and responsibilities of the Vice Chancellor of the Education and Technology under the District Policies and Administrative Regulations. Where the Deputy Chancellor is the chief financial Vice Chancellor of the District, the Deputy Chancellor has all of the rights and responsibilities of the Vice Chancellor of Finance and Administration under the District Policies and Administrative Regulations.

1.2 The Board of Trustees is responsible for the recruitment and selection of the Chancellor. The Board of Trustees or designee shall establish the qualifications for the position and the timeline for the search. The Board of Trustees, in its discretion, shall implement the appropriate recruitment method and shall comply with all relevant provisions of the Education Code and Title 5 of the California Code of Regulations.

In this hiring process, the Board of Trustees shall solicit input on the recruitment and hiring process from representatives of the District's certificated, classified, managerial, confidential and student constituencies.

1.3 The Chancellor may delegate any powers and duties entrusted by the Board of Trustees, including the administration of the Colleges, but the Chancellor shall be specifically responsible to the Board of Trustees for the execution of such delegated powers and duties.

1.4 The President of a College in the District serves as the chief administrator of the College and is responsible for the overall supervision of the operation of the College in conformity with the directives and duties as defined by the Chancellor and consistent with the District Policies of the Board of Trustees. The Chancellor delegates full responsibility and authority to the College Presidents to implement and administer delegated District Policies without interference and holds College Presidents accountable for the operation of the College.

1.5 Whenever a power is granted to, or a duty is imposed upon, any District employee by District Policy or Administrative Regulation, the power may be exercised or the duty may be performed by a person authorized by the employee, unless a District Policy or Administrative Regulation specifically provides otherwise.

1.6 The further delegation of functions to lower-level management positions is accomplished by job descriptions, subject to review by the Board of Trustees, delineating assigned duties, responsibilities and accountability.

1.6.1 The duties and responsibilities thus assigned are outlined as a guide to incumbents in these positions and do not, in any way, limit the accountability, responsibility or basic authority of the Chancellor for the administration of any part of the District's function.

2.0 Los Rios Community College District Officers

2.1 The College Presidents, the Deputy Chancellor, the Vice Chancellors, the General Counsel, and the Associate Vice Chancellors shall be described as District Officers.

3.0 Table of Organization

3.1 The Chancellor shall develop an organization chart showing channels of communication, responsibility and accountability.

4.0 Severability Clause

4.1 If any provision of the District's Policies and Administrative Regulations or the application thereof to any person or circumstances is held invalid, such invalidity shall not affect other provisions or applications of District Policies and

Administrative Regulations which can be given effect without the invalid provision or application, and to this end the provisions of District Policies and Administrative Regulations are severable. In lieu thereof there shall be added a provision as similar in terms to such illegal, invalid and unenforceable provision as may be possible and be legal, valid and enforceable.

LRCCD

Policy Adopted 11/3/76

Policy Revised: 1/14/81; 2/10/82; 9/19/90; 1/10/96; 12/5/97; 1/15/03; 12/13/06; 5/14/08; 12/15/10; 11/14/12; 4/13/16
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