

# Sacramento City College

October 2003

## Report of the Institutional Self-Study for Reaffirmation of Accreditation



***Prepared and submitted by:***

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Sacramento, Ca 95822-1386

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Robert M. Harris

***Los Rios Community College District***

***Board of Trustees:***

Ms. Pamela Haynes, President  
Ms. Kay Albiani, Vice President  
Ms. Ann Blackwood, Member  
Mr. Terry Cochran, Member  
Ms. Lisa Collins, Student Trustee  
Mr. Tim Loree, Member  
Mr. Bruce Pomer, Member  
Ms. Ruth Scribner, Member  
Dr. Brice Harris, Board Secretary

***Submitted to:***

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

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## CERTIFICATION OF THE INSTITUTIONAL SELF-STUDY REPORT

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Date: June 18, 2003  
To: Accrediting Commission for Community and Junior Colleges,  
Western Association of Schools and Colleges  
From: Sacramento City College

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

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

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**Pamela Haynes**  
*President, Board of Trustees*

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**Dr. Brice Harris**  
*Chancellor, Los Rios Community College District*

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**Dr. Robert M. Harris**  
*President, Sacramento City College*

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**Dr. Nelle Moffett**  
*Accreditation Liaison Officer, Self-Study Steering Committee*

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**Julia Brootkowski**  
*Classified Chair, Self-Study Steering Committee*

\_\_\_\_\_  
**Dennis Smith**  
*Faculty Chair, Self-Study Steering Committee*

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**Dr. Celina Ing**  
*District Accreditation Liaison, Self-Study Steering Committee*

\_\_\_\_\_  
**Carole Chambers**  
*Editor, Self-Study Steering Committee*

\_\_\_\_\_  
**Tonie Hilligoss**  
*President, Faculty Senate*

\_\_\_\_\_  
**Robert Kelly**  
*President, Classified Senate*

\_\_\_\_\_  
**Nicholas Moore**  
*President, Associated Students*

## ABSTRACT

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### **Standard One: Institutional Mission**

The College has a mission statement developed in 1999 by the College's Planning, Research, and Institutional Effectiveness Committee and approved by Executive Council after review by constituent groups. The Board of Trustees accepted the new mission statement in Spring, 2000.

The SCC Mission Statement contains two parts, one titled "Our Core Values" and the other titled "Our Mission", yet many current printed publications contain only the statement found under "Our Core Values," which is "Working Together, Pursuing Excellence, Inspiring Achievement" while other publications publish a vision statement titled "Philosophy and Purpose of the College." Thus, it seems that the mission statement, as is, does not clearly identify and incorporate vision, philosophy, and mission.

Inconsistent responses from interviews with nine people, including classified staff, faculty, administrators and students, suggest that it is not clear to the campus community that "Our Core Values" is only part of the mission statement.

The PRIE Committee need to lead the College in clarifying the mission statement so that it clearly identifies the students the College intends to serve, is measurable, and is the driving force behind the planning goals and objectives, and the evaluation process.

### **Standard Two: Institutional Integrity**

The College makes every effort to represent itself clearly, accurately and consistently in its publications, namely, the College Catalog, schedule of classes, and website, among others. An understanding of and concern for issues of equity and diversity are appropriately demonstrated in the policies, procedures, and publications at SCC, through the Campus Issues process, and through the participatory governance system.

Concerns were raised in the self-study about deadlines, resources to meet deadlines, an overlap of information in major publications, and the need for a more standardized method of dealing with student plagiarism; nevertheless, the College, overall, met the standard in all areas.

### **Standard Three: Institutional Effectiveness**

Both the District Office and the College conduct research concerning its students, programs, and community. The District Research Council coordinates research and evaluation activities across the district, while the Planning, Research, and Institutional Effectiveness Committee links available data, evaluation feedback, planning, and resource allocation on campus.

At the College, planning is done on a departmental basis through annual unit planning or program review. The Planning, Research, and Institutional Effectiveness Committee (PRIE) have developed campus planning themes, and the unit plan format was redesigned to make planning efforts more uniform and effective. The PRIE Committee is currently developing a systematic review process integrating Key Performance Indicators within individual units, the College, and the District to refine the comprehensive planning process that link unit planning with institutional priorities and resource allocations. This College master plan would then be incorporated into the District Strategic Plan for district-wide planning and implementation.

Presently, College and District unit and institutional planning is fragmented. Until the PRIE Committee completes its work, there is no overall campus process or system that analyzes unit planning and outcomes, creates institutional goals based on these outcomes, or allocates limited resources to address goals.

### **Standard Four: Educational Programs**

Within its educational programs, the College exhibits several major areas of strengths. The College is meeting its students' educational needs, providing diverse, relevant, and academically rigorous course work, and offering

innovative learning opportunities, such as the HELP, Service Learning, Honors, Tutorial Services, MESA, and Puente programs. In addition, the College has knowledgeable faculty, effectively uses technology in educational programs, and has initiated outcomes-based learning assessment processes.

Opportunities to improve the College's educational programs and establish enhanced alignment with specific components of the accreditation standards include the continuation of college-initiated research to identify emerging student needs, the strategic development of instructional facilities and instructional technology, and the development of new courses/programs, learning outcomes assessment, and consistent course evaluation criteria.

#### **Standard Five: Student Support and Development**

The College exhibits a strong commitment to student services and the development of appropriate programs. The College has increased the use of technology to improve communication to students and has expanded service, both on weekends and at Outreach Centers.

Given recent state budget cuts, there is a concern that the College continue to provide quality, appropriate, comprehensive, reliable and accessible services to students. Other areas for improvement include completing the implementation of Peoplesoft, increasing student participation in the Participatory Decision-Making process, and hiring faculty who represent the diversity of the student population..

#### **Standard Six: Information and Learning Resources**

Information and learning resources at Sacramento City College encompass library services, instructional and information technology, computer and learning labs, distance education facilities, and media services. The new Learning Resource Center, opened in 1998, houses the library, open computer labs, tutoring services, instructional technology, media services, and distance education. The LRC currently supports 72,000 books, 4,550 videos, and 3,456 periodicals with room for expansion and houses online databases and Internet services. Campus-based information technology services encompass both division-based computer labs and campus-wide networking and desktop support. The commitment has been made to provide computers to all full-time staff in their offices. District-wide collaborations ensure access to administrative and student services systems, and to the wide area network and Internet access. Tutoring and lab services are provided both centrally in the LRC and in instructional divisions. Media services provide audio-visual and cable TV access throughout the campus. Distance education facilities and resources include both online support through an instructional developer and an educational media design specialist and through use of an online instruction program (Blackboard), which was purchased and implemented throughout the Los Rios District, and a television studio for producing live and video taped instruction.

Collection development policies are in place for the library; College and district standards are utilized in purchasing and upgrading technology; and an AV pool process is utilized to maintain and expand media services resources. Faculty and staff input is solicited in obtaining resources. Formal replacement policies need to be developed and administered for maintaining a consistent technology base across campus.

The programs, services, and facilities associated with library and learning resources are generally accessible to students and staff – including evening and weekend hours-in the LRC and computer labs; resources are available at Outreach Centers; and software licensing programs allow staff home access to computer resources, online access to library databases and Internet resources, and to interlibrary loans. Open access computer labs and division-based labs have assistive technology available to students with disabilities.

Professional staff is available to support college information and learning resource functions. Professional training is available to those staff. In addition, staff associated with information and learning resources functions provide significant training to the members of the college community in the availability and use of existing programs, tools, and services. Broad funding support has been available to support information and learning resources. Funding support in critical areas of library services, tutoring services, and technology support has been based on one time only funding sources. There is widespread consensus that these functions need to be supported through ongoing funding sources at levels that are more reflective of the critical nature of these programs and services to the College mission and operations.

## **Standard Seven: Faculty and Staff**

SCC hires faculty and staff who have the required experience and education to support its programs. The President's Cabinet discusses and prioritizes requests for new classified positions; yet self-study interviewees indicate a preference for a more open and collaborative process to determine assignments of additional classified staff.

All classified, management, and faculty are evaluated using standardized procedures and timelines determined by the District personnel policies and by the evaluation provisions of their respective contracts. Ongoing dialog with three bargaining units during Spring 2002 indicate that the analysis, review, and enhancement of the employee evaluation processes are top priorities in the District. There are concerns, which will be addressed, about whether classified evaluations encourage improvement and are done in a timely manner and about the timeliness of adjunct faculty evaluations.

The College provides a variety of professional development opportunities for classified staff, faculty, and administrators consistent with the College Mission. The College continually evaluates its programs and uses that information to provide staff development training that is relevant for and valued by its employees; nevertheless, improvements are needed to ensure adequate staff development opportunities for all classified staff.

The District and College supports employment equity programs while understanding the changing legal mandates that are the result of *Connerly vs. State of California*. The law does permit the District to take all "legally permissible" measures to build a diverse applicant pool. Personnel provisions are governed through the Los Rios District and are adhered to in compliance with collective bargaining agreements and State and Federal regulations.

Board Policies and Administrative Regulations describe the manner in which official personnel records are kept private, what materials are kept in employees' files, who can view personnel files, and the process for viewing them. The College meets this standard, though concerns remain regarding the confidentiality of unofficial personnel records kept on campus and paychecks and will be investigated.

## **Standard Eight: Physical Resources**

The College has sufficient and appropriate physical resources to support its purposes and goals. The maintenance and operation of SCC is managed through the District's centralized maintenance organization. The College works with the District Office to purchase institutional equipment that furthers its educational mission. The College increases and updates its instructional equipment (i.e., that used in classrooms or labs) annually. Information Technology (IT) resources are managed and maintained by a combination of staff.

A goal of the College is the planned replacement and/or modernization of inadequate facilities to support modern educational programs, to enhance student learning and success, and to act as an asset to our community. The facilities planning process is used to determine what type of facilities projects should be pursued (new construction or by modernization), the size and timing for facilities, and how projects will be funded. The College is developing a Master Plan for Student Success that includes facilities planning.

Our College is unique compared to the other campuses in the District as SCC is an older "built-out" campus with very old buildings and it has a very low likelihood of obtaining new buildings. The College has a large number of buildings that are greatly in need of repair and upgrading.

SCC continues to have a demand for parking spaces that outpaces availability. SCC Facilities Management has developed a Transportation, Access, and Parking (TAP) Plan. \$15.8 million has been recently appropriated through the passage of the Los Rios Bond for the implementation of the TAP Plan. Another continuing challenge is the need to provide a variety of equipment in the face of shrinking budgets. A plan has been proposed to develop a college-wide list of needs to replace outdated instructional equipment for departments required to meet current and future industrial standards.

The College's physical resource planning and evaluation processes reasonably support institutional goals and are linked to other institutional planning and evaluation efforts, including District planning and utilization. Since the last accreditation, there has been progress in the participatory governance system in terms of the College's interaction with the District and in tying physical resource allocation to meet institutional goals and educational

objectives. According to interviews, many on campus have expressed concerns and noted problems with the District's Facilities Maintenance. Campus sentiment is that there is a lack of participation in establishing the final priorities in maintenance or new building projects.

### **Standard Nine: Financial Resources**

The College's budget allocation processes use institutional goals as a basis for distributing financial resources and enables departments to evaluate their needs and prioritize budget requests each year. The College Budget Committee uses each department's budget priorities in their criteria to develop their annual budget recommendations. Much of the College's financial planning is performed at the department level and is not subject to campus-wide deliberation.

The College's guidelines and processes for most, but not all, financial planning and budget development are clearly defined. The Budget Development process is well documented for financial resource allocations recommended through participatory governance. However, a self-study survey revealed that most respondents were uninformed about the College's financial planning processes and did not see a clear link between unit plans and the budget planning process.

The financial management system creates appropriate control mechanisms and provides dependable and timely information for sound financial decision-making. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support institutional programs and services. The College practices effective oversight of finances, and management of financial aid, externally-funded programs, contractual relationships, auxiliary organizations for foundations, and institutional investments.

Future obligations are clearly identified and plans exist for payment. The College establishes its annual budget in the X-Y-Z format of appropriations based upon progressively increasing revenue projections. Risk management services are administered at the District level. Financial reserves of three to five percent of the general fund are maintained at the District level to help address financial emergencies. The College maintains a modest reserve as a supplement to District reserves for meeting financial emergencies

The College has historically used conservative formulas when budgeting for continuing and non-continuing costs. This budgeting approach has enabled the College to maintain financial stability and to continue funding of programs and services that are important to its educational objectives. The College's financial stability will be tested by anticipated funding reductions that were detailed in the Governors 2003-04 Budget Proposal of January 10, 2003.

### **Standard Ten: Governance and Administration**

Strengths of the District and the College include a Board of Trustees, which is very actively involved in overseeing the educational quality and financial health of the organization; strong campus participatory governance structure, which allows active participation by all interested individuals; initial steps taken to more closely align the College's planning and resource allocation process; and, the faculty hiring process, which provides faculty with a significant role in hiring.

Although the self-study includes several planning agenda items in the area of Governance, many of the items identified enhance programs or activities that already exist rather than identify major areas in need of improvement or development. An overlying theme within the section is the need to balance the efforts to create an identity for the District while maintaining the deeply held value of local college autonomy.

## ORGANIZATION OF THE SELF-STUDY

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In 2001, the faculty, classified, and manager constituency presidents each selected a representative to serve on the Self-Study Steering Committee as tri-chairs. The President selected a faculty member to serve as editor. These individuals, along with the Accreditation Liaison Officer and the District Accreditation Liaison, served as the Steering Committee for the Self-Study. The faculty tri-chair, editor, and District Liaison received partial release time for their work on the self-study.

Throughout the self-study process, the Steering Committee members of each college met together with the District Vice Chancellor to provide district-wide planning and communication and to coordinate common efforts.

The Steering Committee was responsible for the entire self-study process and the development of the Self-Study Report. From the beginning, the Steering Committee set the tone for a collaborative and balanced self-study. Throughout the process, the Steering Committee worked through the Self-Study Committee tri-chairs, set deadlines, addressed problems, monitored progress, and maintained open communication. Communication was enhanced through the use of email, public folders, the accreditation web-site, and open forums. Each draft revision was posted to the web for input/feedback by the entire College and to preserve a historic record of progressive changes. The weekly *SCC e-News* kept the College community informed of progress and resources.

The Steering Committee began to meet in the Spring of 2002 to prepare an orientation for the Self-study Committee tri-chairs. Simultaneously, constituency presidents appointed tri-chairs and members to the ten Self-Study Committees. In the Spring of 2002, the Steering Committee held three orientation meetings for the Self-Study Committee tri-chairs to prepare for the self-study process in the Fall. Self-Study Committee tri-chairs participated in the development of the self-study survey for faculty/staff and for students. In Fall, 2002, the Steering Committee held presentations to all constituency groups to inform them about the accreditation process.

Student participation in the self-study process was solicited through the Associated Students Government, individual recruitment, announcements in the student newspaper, and through the Student Leadership and Development Office. The student voice was further represented through specific interviews with students by the Self-Study Committees and through the student survey, administered in Fall, 2002. In one specific case, the student member of a college standing committee was invited to serve on the comparable Self-Study Committee.

To maximize alignment with existing planning processes, members of the SCC Standing Committee for Planning, Research, and Institutional Effectiveness (PRIE) were assigned to each of the Self-Study Committees. The PRIE Committee also developed a set of guidelines to help in the development of strategic planning agenda items.

Each Steering Committee member, except the editor, served as a Liaison to two Self-Study Committees. This liaison structure enhanced communication between the Self-Study Committees and the Steering Committee and allowed for early identification of any difficulties. The editor met with all of the Self-Study Committees during the self-study process so that she could provide early and continuing guidance on how to write the self-study chapter.

At the start of the Fall, 2002, semester, all Self-Study Committee tri-chairs and committee members were invited and encouraged to attend a schedule of meetings by Standard, with the appropriate staff at the District Office. These district staff members had prepared white papers for their Standards which described district practices. These white papers were distributed and discussed with all of the college representatives at one time. District staff were also available for follow-up questions. These white papers are included in the Self-Study Document Library. The District Office also developed a map of college/district responsibility.

To conduct the self-study, the college formed 10 self-study committees, one for each Standard. Each self-study committee had a tri-chair team representing Classified Staff, Faculty, and Managers. Committee membership also represented each of these constituencies, and when possible, also had student membership. Some committees chose to break into sub-committees to address individual sub-topics under the Standard.

The primary work of the self-study was conducted in the Fall semester 2002. Each self-study committee began with an orientation and organizing stage, followed by a review of the Response to the last Accreditation Recommendations. The self-study committees then began their investigative reviews of documentation, interviews (focus groups), and surveys. Each committee was involved in expanding the initial document library for the

document review. The committees wrote their description section and then began an evaluation of their findings. The committees then wrote their self-evaluation and identified planning agenda items. These initial drafts of the Standards chapters were posted immediately on the web site so that the college community would have early access and the opportunity to provide formative input into the process.

Once the whole Self-Study document was assembled in February, 2003, a semi-final draft was posted on the web site and the College community was invited to review and comment on the draft. The Steering Committee held four open forums in March during which a member from each Self-Study Committee presented a short, oral summary of their findings. Everyone was welcome to attend and ask questions. Feedback could also be sent to the Steering Committee through email, campus mail, or in person. All feedback received by the Steering Committee was sent to the tri-chairs for possible modification of their reports. All substantive edits suggested by the editor were reviewed with the tri-chairs to obtain their concurrence before any changes were made to their reports. All early drafts of the self-study chapters have been retained so that the information-rich documentation would not be lost.

Throughout the process, the Steering Committee emphasized the need to conduct a balanced self-study which included both College strengths and areas for improvement. The Steering Committee guided the Self-Study Committees to develop strategic rather than operational planning agenda items. The Self-Study Committee tri-chairs were invited to submit any operational planning agenda items to the Steering Committee for submission through the Participatory Decision-Making process using a Campus Issues form so that the College could benefit from the thorough review and insight gained from this self-study process. Planning agenda items are in the framework of the Accreditation cycle. Individual items will be prioritized through the College planning process.

The final Self-Study report was reviewed by the Steering Committee in April, 2003, and submitted to the District Office Board in May. An oral presentation was given to the Board of Trustees in June, 2003.

## SELF-STUDY COMMITTEES

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### *Steering Committee*

Julia Brootkowski	Classified
Carole Chambers	Faculty
Celina Ing	Faculty
Nelle Moffett	Administrator
Dennis Smith	Faculty

### *Self-Study Committees*

#### *Standard One*

Shirley Brown	Faculty	Chair
Linda Kalber	Classified	Chair
Mary Leland	Administrator	Chair
Rose Fasset	Classified	
Julia Jolly	Administrator	
Robert Kelly	Classified	
Pam Posz	Faculty	
Marian Sheppard	Faculty	
Roxanne Tambert	Faculty	

#### *Standard Two*

Frank Malaret	Faculty	Chair
John Ruden	Administrator	Chair
Camille Salman	Classified	Chair
Larry Dun	Administrator	
Richard Erlich	Faculty	
Stuart Graybill	Faculty	
Ann McHatton	Classified	
Margarita Mendoza	Classified	
Don Palm	Faculty	
Truman Rishard	Faculty	
Michael Severson	Faculty	
Sharon Terry	Classified	

#### *Standard Three*

Myra Borg	Administrator	Chair
Ivor McVarish	Classified	Chair
Jane Woo	Faculty	Chair
Gregg Atkins	Administrator	
Dianne Heimer	Faculty	
Robert Heisleman	Classified	
Angelia Jovanovic	Faculty	
Linda Maloyed	Faculty	
Gayle Pitman	Faculty	
Randy Rosenberger	Faculty	
Brent Scott	Student	
Leila Stone	Faculty	

### *Standard Four*

Gloria Lopez	Faculty	Chair
Marilyn Perry	Classified	Chair
Debbie Travis	Administrator	Chair
Debbie Blair	Faculty	
Kathy Camarena	Faculty	
Beth Chape	Faculty	
Rick Cervin	Faculty	
Mel Duvall	Faculty	
Pam Flaherty	Faculty	
Kari Forbes-Boyte	Administrator	
Carol Fritzler	Classified	
Melissa Green	Faculty	
Patty Harris	Faculty	
Mai-Gemu Johnson	Faculty	
Andrew Jones	Faculty	
Judi Keen	Faculty	
Rob Knable	Faculty	
Karen Kunimura	Faculty	
Debra Luff	Administrator	
Stephanie McDonald	Faculty	
Ginny McReynolds	Faculty	
Dave Wyatt	Faculty	

#### *Standard Five*

Mary-Sue Allred	Faculty	Chair
Phil Cypret	Administrator	Chair
Pat Maga	Classified	Chair
Kim Beyrer	Faculty	
Marcia Bonawitz	Faculty	
Connie Burton	Faculty	
Carl Davis	Classified	
Beth Forrester	Faculty	
Beth King	Faculty	
Linda Klein	Faculty	
Nicole Luna	Classified	
Pat Masterson	Faculty	
Gary Torgeson	Administrator	
Sandy Warmington	Faculty	
Richard Yang	Faculty	

#### *Standard Six*

Elaine Ader	Administrator	Chair
Ann Licciardi	Faculty	Chair
Tracy ValVerde	Classified	Chair
Angela Block	Faculty	
Timothy Ching	Classified	
Randy Clem	Classified	
Susan Collins	Classified	
Andrea Greenwell	Faculty	

Chris Iwata	Administrator
Renee Jones	Faculty
Kandace Knudson	Faculty
Janet Krantz	Classified
Cary Martensen	Faculty
Mary Ann Robinson	Faculty
Sam Sandusky	Administrator
Susan Chainey	Faculty
Nicole Wooley	Faculty

***Standard Seven***

Cathy Chenu	Faculty	Chair
Allen Elston	Classified	Chair
Shirley Short	Administrator	Chair
Vicki Byers	Classified	
Barbara Davis-Lyman	Faculty	
Janis Hans	Classified	
Julie Hawthorne	Faculty	
Alan Keys	Faculty	
David Rasul	Faculty	
Michael Sanchez	Faculty	
Kirk Wiecking	Faculty	
John Working	Administrator	

***Standard Eight***

M. J. McLaughlin	Classified	Chair
Lloyd Rodgers	Administrator	Chair
Greg Rose	Faculty	Chair
Deb Bryant	Faculty	
Karen Chewning	Classified	
Jim Comins	Administrator	
Ken Fitzpatrick	Faculty	
Ginnie Gessford	Faculty	
Luther Hanson	Faculty	
Roosevelt Jones	Classified	
Judy Tanner	Faculty	
Jacinth Thomas-Val	Faculty	

***Standard Nine***

David Blackwell	Administrator	Chair
Rob Heidt	Classified	Chair
Mike Richardson	Faculty	Chair
Paul Carmazzi	Faculty	
Rebecca Ford	Faculty	
Chris Hulbe	Faculty	
Annette Leon	Classified	
Bob Martinelli	Administrator	
Luis Mendez-Nunez	Faculty	
Lorilie Roundtree	Faculty	

***Standard Ten***

Diana Pratt	Classified	Chair
Linda Stroh	Faculty	Chair
Mary Turner	Administrator	Chair
Annette Barfield	Faculty	
Sandy Feder	Faculty	
Janet Handel	Faculty	
Tonie Hilligoss	Faculty	
Patricia Hsieh	Administrator	
Robert Jordan	Classified	
Kris Kays	Faculty	
Robert Kelly	Classified	
GINNA MEYER	Faculty	
Maxine Phillips	Faculty	
Carl Sjovold	Faculty	
Steve Thorpe	Faculty	

**Accreditation Self-Study Calendar** (see also Committee Task & Timeline)  
(revised 5/7/03)

Activity	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
<b>2001-2002</b>												
Identify Participants in the Self-Study Steering Committee Tri-Chairs and Liaisons							X					
Self -Study Committee Tri Chairs							X					
Self-Study Committee Members								X				
Hold preliminary Steering Committee meetings								X	X			
Orientation of Self-Study Tri-Chairs									X	X	X	
Conduct accreditation faculty/staff survey								X	X			
Develop document library										X	X	X
<b>2002-2003</b>												
Meet with District Staff during Flex week for Self-Study Tri- Chairs		X										
Steering Committee writing: Response to Recommendations	X	X										
Eligibility Requirements			X									
Preliminary meetings of Self-Study Committees			X									
Review and add to document library list			X									
Review Response to Recommendations			X									
Review Self-Study survey results			X									
Review district staff white papers			X									
Conduct student survey			X									
Self-Study Committees conduct self-study			X	X								
Develop self-study questions			X	X								
Review documents			X	X								
Develop interview questions			X	X								
Develop interview schedule			X	X								

Activity	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Self-Study Committees conduct interviews				X	X							
Team Writing: Description section for each Standard					X							
Team Writing: Analysis and planning agenda sections for each Standard					X							
Submit first draft of standard description, analysis, planning agenda, and document list to Steering committee						X						
Edits and revisions of individual standard chapters							X					
Finalize non-standard chapters								X				
Compilation of one single document								X				
Provide College-wide review and opportunities for input									X			
Make final edits and prepare document for printing										X		
Document to the printer											X	
Document to the Board											X	
Approval of the Board												X

## DESCRIPTIVE BACKGROUND AND DEMOGRAPHICS

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As the seventh oldest public community college in California and the oldest institution of higher learning in Sacramento, Sacramento City College has long figured prominently in the landscape of the region, known and valued for providing quality education to its student population.

Begun as a department of Sacramento High School in 1916, the College became, in 1922, part of a junior college district organized by the citizens of Sacramento. When the College outgrew its temporary quarters in the high school, the Sacramento electorate voted bonds for a new college site and buildings. Sixty acres on Freeport Boulevard opposite William Land Park were purchased, and, in September, 1925, the cornerstone of the first new building was laid. The College transferred a year later to its permanent campus. On it were buildings that housed the administration, classroom and laboratory units, and a gymnasium.

Over the next approximately fifty years, between 1928 and 1974, the College grew steadily; it added Lillard and Mohr Halls, a cafeteria, a student center, a theater, the Business Building, and a cosmetology building to its existing facilities. The decade of the '80s witnessed the remodel of several existing buildings and the dedication of Rodda Hall. The 1990s marked the completion of a performing arts complex, the Child Development Center, and the remodel of the historically significant Auditorium. In 1998, the much-anticipated three-story, state-of-the-art Learning Resource Center was completed and now stands as the centerpiece of the campus. Throughout its growth, the College has maintained the singular beauty of its campus, with its redwoods, pine trees, palms, ivy-covered walkways, and stately brick buildings.

Located in the heart of a growing metropolis, the College has faced unique challenges and met them with characteristic vigor and a deeply felt commitment to the community it serves. In 2001, voters in the Sacramento and Yolo counties passed Measure A, a bond that provides \$58.6 million of the nearly \$104 million needed in projected costs for new SCC projects with the balance of the funding coming from state bonds and district funds. The College plans to use the funds for repairs and improvements to existing facilities, replacements of ventilation and lighting systems and lab equipment, upgrades in fire, safety, and security systems, and provisions for better access for persons with disabilities.

After fifteen years of perseverance, tireless campaigning, and careful planning, the College witnessed the start of Sacramento Regional Transit's work on a new, much-needed light rail station at the College in 2002, with the opening scheduled for September, 2003. The City College light rail station will be a vital link in providing students with transportation to the campus and its programs and facilities.

SCC has always prided itself on being the People's College, with a student body that is the most diverse in the LRCCD. It has experienced steady growth in its enrollment, with only a slight drop of 1% in 1999. The Fall, 2001, census headcount report of 21,277 students represents a 13% increase over the 18,184 students reported enrolled five years ago in Fall, 1998.

In the true spirit of community colleges, SCC has a variety of programs to meet the different needs of its student population. The College prepares students for successful transfer to four-year public and private institutions. The College offers concentrations or majors leading to an associate degree in arts or science, certificates of completion in 21 occupational specializations, and career certificates in 23 areas. SCC provides instruction in technical-vocational skills and

offers a sufficient number of general education courses to qualify or re-qualify students for employment. The College has Honors courses for those interested in an enriched educational experience with small classes in a seminar format. SCC offers distance education via television--through programs broadcast on-air-- and online, with content presented through web pages and discussion occurring through email, bulletin boards, and chat rooms. The College offers athletic facilities of note and programs renowned for their accomplishments state-wide. It has a large scholarship program supported by the community and the College that continues to increase in size and value.

Flourishing outreach programs have expanded SCC beyond its physical location on Freeport Boulevard. Over 2,000 students take classes from SCC at its popular Davis Center. Located near the University of California, Davis, campus, the Davis Center is now housed in south Davis on Galileo Court. The thriving center offers nearly every class required for graduation and/or transfer and a variety of enrichment courses. The Davis Center also offers the Cooperative SCC/UCD Program for English, Mathematics, and Chemistry for UCD freshmen who have not satisfied the Subject A writing requirement or who have not passed the entrance exams for chemistry or calculus.

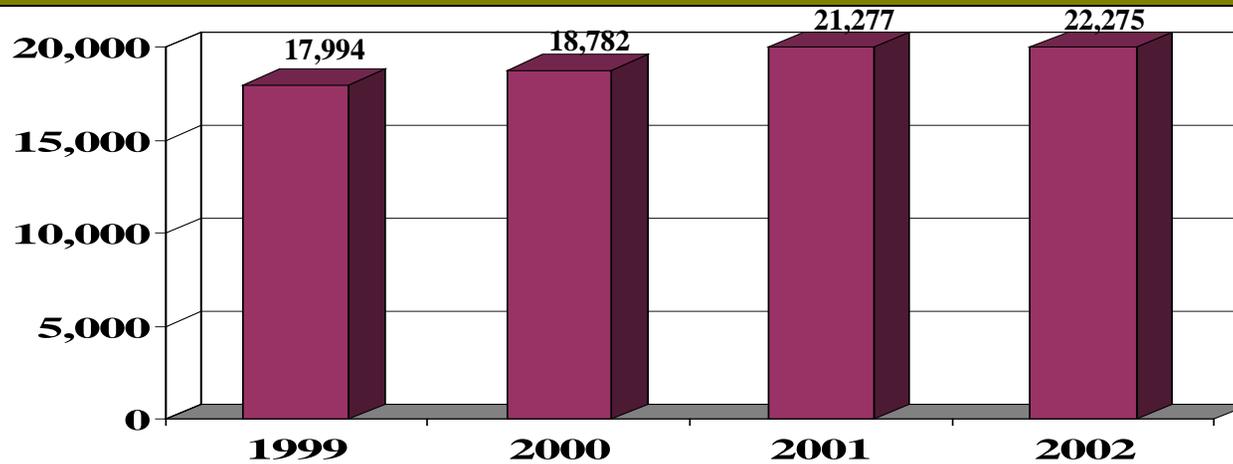
The SCC West Sacramento Center is conveniently located for easy access in the city of West Sacramento close to the Capitol City Freeway. This multi-faceted Center provides many of the same services available at the main campus and reaches out to a diverse community by offering these services in Russian or Spanish. It serves as a particularly suitable venue for many of the Center's students who reside or work nearby. The West Sacramento Center has experienced steady growth with the Fall, 2001, enrollment figures at 1,393.

The Downtown Center, located on 4<sup>th</sup> Street in the heart of downtown Sacramento, is entering its seventh successful year of operation. The Center has over 1,400 students and is proud of the fact that almost half are first-time college students. The Downtown Center is truly an outreach center, offering convenience and accessibility to its working students in several off-site locations around the city, such as at the Department of Fish & Game, Downtown Plaza, and the UCD Medical Center, among others. The Downtown Center also coordinates the Advanced Education Program of the Sacramento City Unified School District and private secondary schools in the Sacramento area. In Fall, 2001, twenty-five SCC classes were held at five public high schools and three private high schools.

From its modest beginnings as a department of a public high school in 1916, SCC now serves more than 22,000 students through its on-campus programs, outreach centers, and diversification of times and delivery modes of instruction and occupies a prominent position in the community through its steadfast commitment to providing quality learning experiences to its students. The College remains fully engaged in this important task and looks forward confidently to meeting the challenges of the 21<sup>st</sup> century.

# Enrollment Trends By Census Headcount

Fall 1999 to 2002

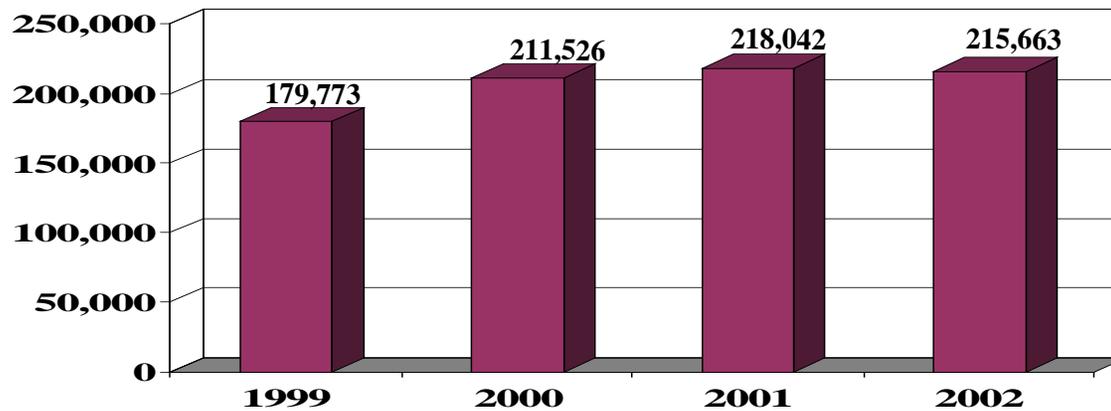


Percent Change Over Previous Year

	Census Headcount
1999	-1%
2000	4%
2001	13%
2002	5%

# Enrollment Trends By Census WSCH\*

Fall 1999 to 2002



Percent change Over Previous Year

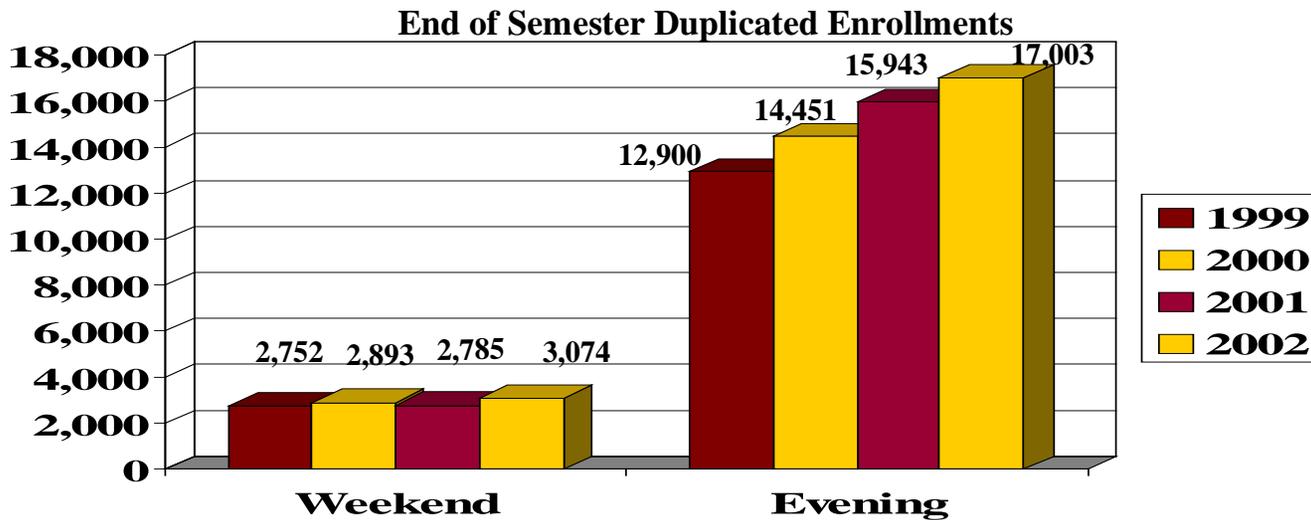
	Census WSCH
1999	-2.9%
2000	17.6%
2001	3.0%
2002	-1.0%

\*Weekly Student Contact Hours

# Enrollment Trends

## Weekend & Evening

Fall 1999 to 2002



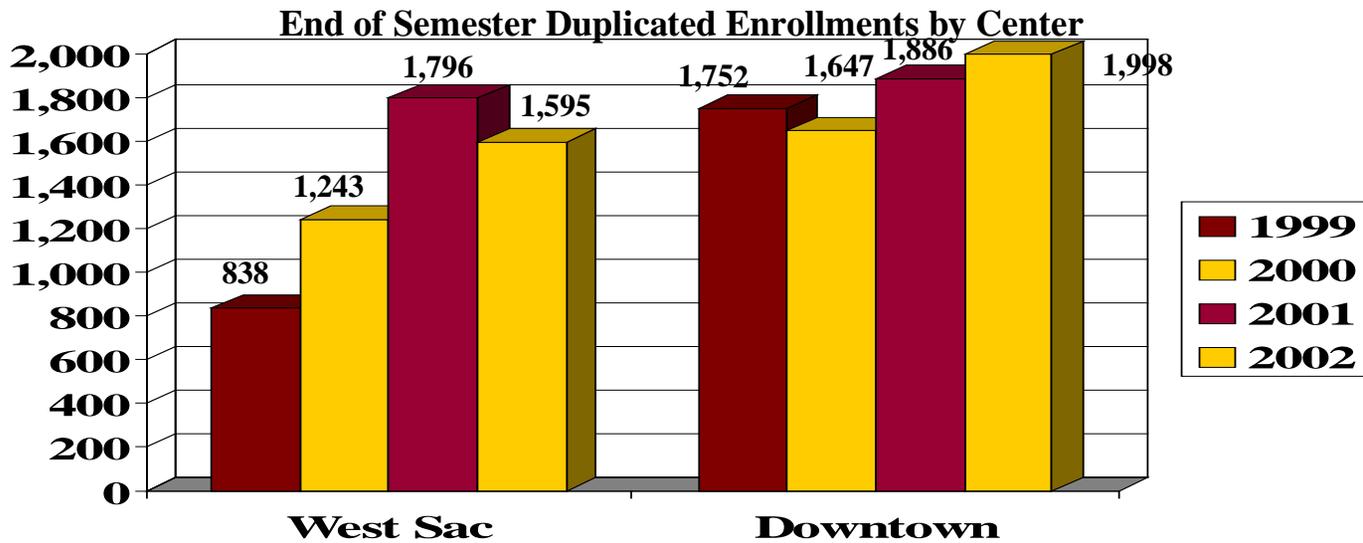
**Percent Change Over Previous Year**

	Weekend	Evening
1999	6.7%	2.5%
2000	5.1%	1.2%
2001	-3.7%	1.0%
2002	1.0%	6.6%

# Enrollment Trends

## West Sac & Downtown

Fall 1999 to 2002



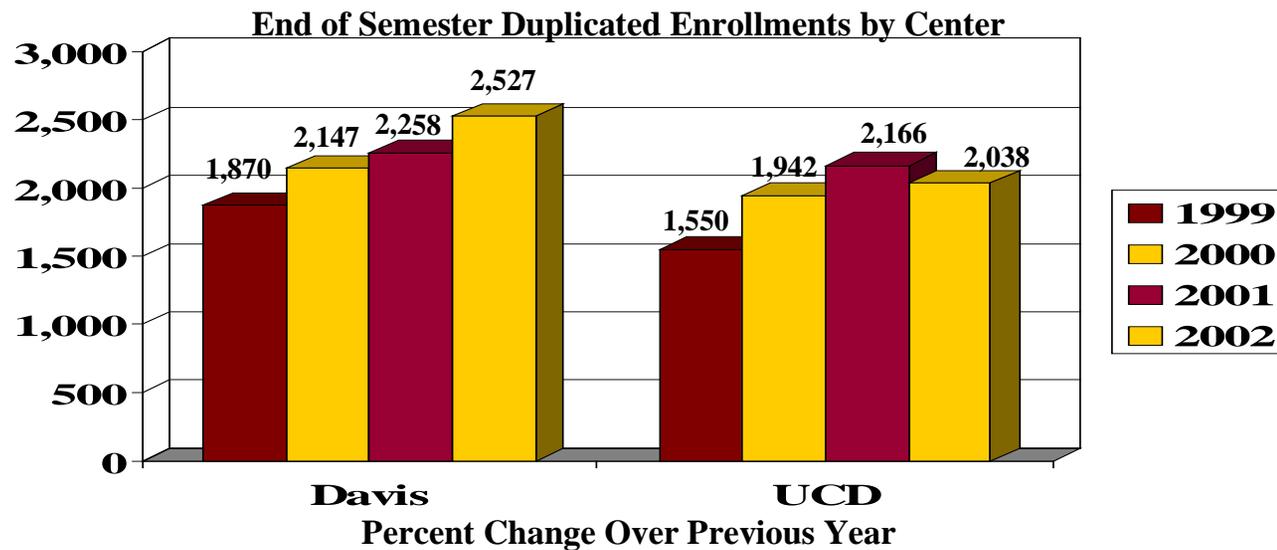
**Percent Change Over Previous Year**

	West Sac	Downtown
1999	N/A	-1.3%
2000	4.8%	-5.9%
2001	4.4%	1.4%
2002	-1.1%	5.9%

# Enrollment Trends

## Davis & UCD

Fall 1999 to 2002



	Davis	UCD
1999	25%	-1%
2000	15%	25%
2001	5%	11%
2002	12%	-6%

# Student Characteristics

## Age, Gender & Ethnicity

Fall 2002

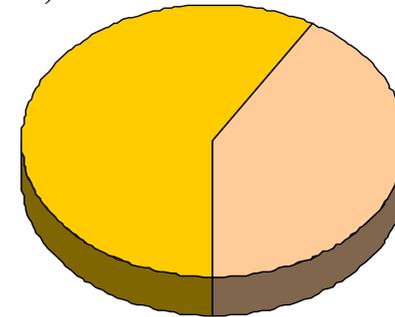
AGE	NUMBER	PERCENT
Under 18	1,017	5.0
18-20	6,633	32.7
21-24	4,298	21.2
25-29	2,551	12.6
30-39	2,765	13.6
40+	2,981	14.7

Average Age: 27.1

ETHNICITY	NUMBER	PERCENT
African American	2,389	11.8
Asian	4,828	23.8
Latino	3,217	15.9
American Indian	260	1.3
White	7,958	39.3
Other	1,606	7.9

FEMALE 58.6%

11,875



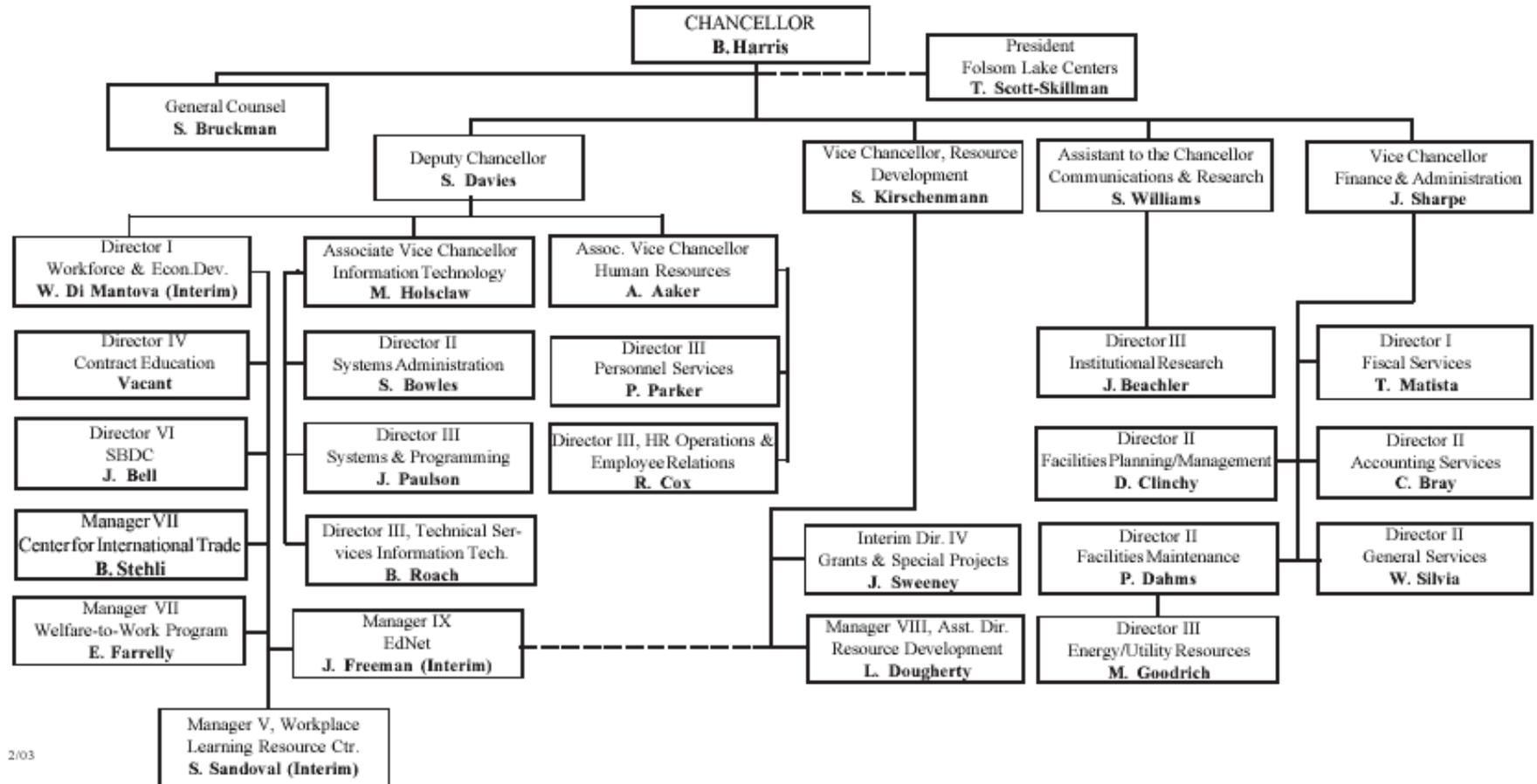
MALE 41.3%

8,373

### STUDENT LOAD-Fall 2002

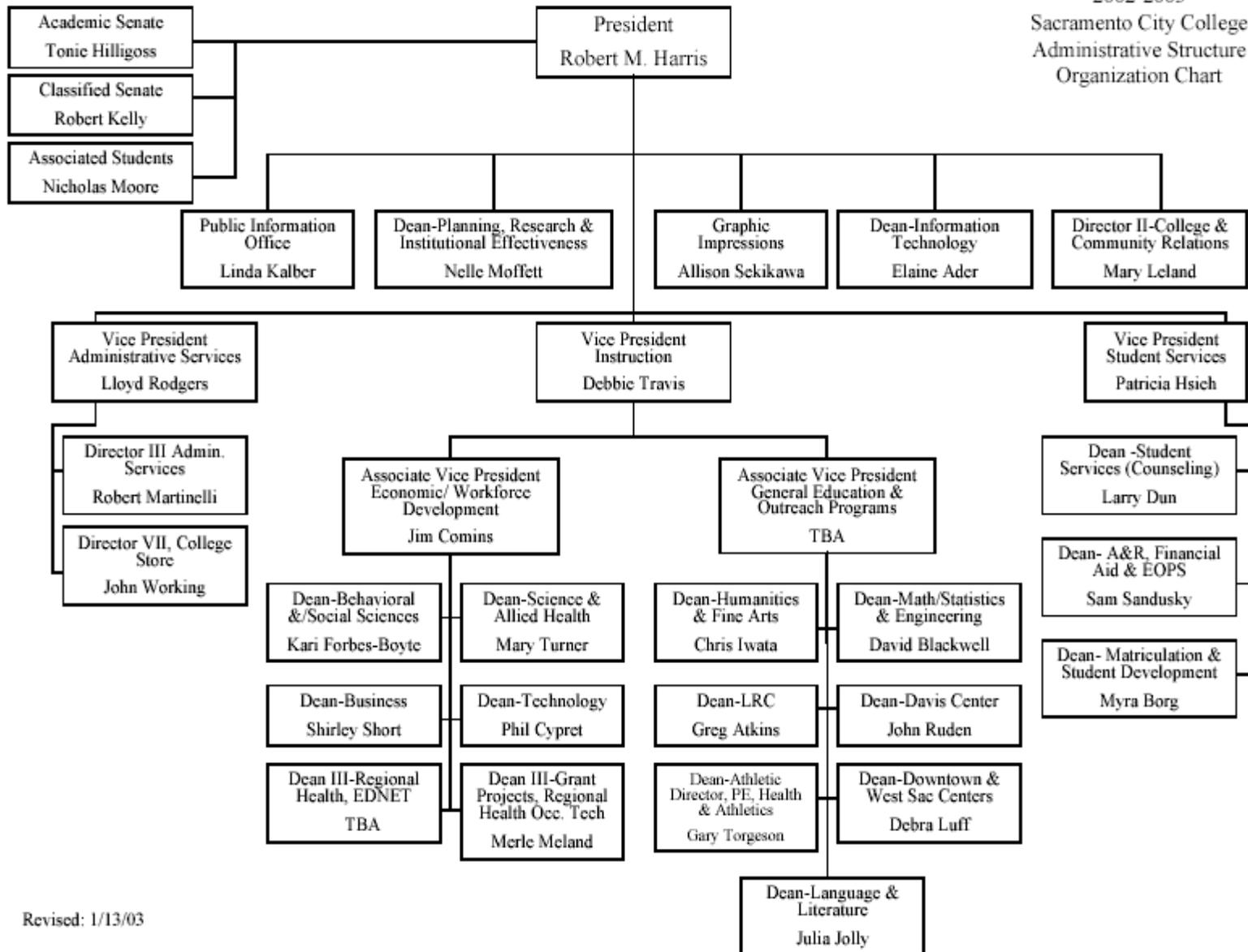
Full Load:	3,790 (18.7%)
Mid-Load:	6,023 (29.7%)
Light Load:	10,445 (51.6%)

LOS RIOS COMMUNITY COLLEGE DISTRICT  
DISTRICT OFFICE TABLE OF ORGANIZATION



2/03

2002-2003  
 Sacramento City College  
 Administrative Structure  
 Organization Chart



Revised: 1/13/03

## DEFINITION OF PARTICIPATORY DECISION-MAKING

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Participatory decision-making is an open, consistent and continuous process that provides the opportunity for all individuals on campus who are affected by a decision to have their suggestions/ideas represented in the decision-making process either through personal or representative participation; this includes both operational and policy decisions.

At Sacramento City College, four complementary components support and comprise the governance function: 1) the administrative structure and process, whereby the operations of the College are implemented at the unit level and above within established policies and procedures facilitated by the management staff; 2) the constituent groups who assure representation and participation and speak for the interests of their members, 3) a committee system wherein the various constituencies review and recommend policies, regulations, and processes for the College/District that affect all aspects of the College community; and 4) input from any individual or group in the College on issues, concerns, or recommendations for improvement. The President is both a part of and stands outside of this structure and is ultimately responsible for its effectiveness.

### **Constituent Groups**

The four constituent groups of the College--students, faculty, classified staff, and management staff--work together in committees and administrative units to further the work of the College for the benefit of students. Each constituency is organized to support their members as they work within administrative and committee components to strengthen a student's experience at Sacramento City College. All staff look for the most effective ways to serve students, and each brings a different perspective and expertise to the mutual task and separate constituent groups.

**Associated Student Government:** The Associated Student Government consists of an Executive Council, Judicial Branch, and Standing Committees. The Associated Students' Government elected positions consist of President, Vice President, Treasurer, Chief Justice, Commissioners of Student Services, Legislative Affairs, Student Activities, and Public Relations, and fifteen elected representatives. The Judicial Branch consists of five members, one elected Chief Justice, and four appointed Associate Justices. Elected and appointed positions are held for one year with the exception of student representatives who are elected each semester. The Associated Student President coordinates the appointment of student members to campus-wide committees. The Associated Student Government is one vehicle open to students for the coordination and representation of their ideas and opinions. The Associated Student President (or designee) sits on the SCC Executive Council.

**Academic Senate:** Senators are elected by each division on campus to serve a term of two years. The Officers are elected campus-wide for a term of two years. The responsibility of the senators is to serve as information conduits between their divisions and the Senate and to act on behalf of the division faculty they represent. The Academic Senate has the responsibility for policy development and administrative affairs that pertain to academic and professional matters. Senators and Officers serve may two consecutive 2-year terms and then must sit out one term before serving again. The Academic Senate President (or designee) sits on the SCC Executive Council.

**Classified Senate:** Officers are elected by all classified staff for one year terms. The primary responsibility of the Classified Senate is to act as the representative body of the College's classified staff in professional matters. It makes recommendations to the College administration and to the Executive Council on all issues and activities pertaining to classified staff not covered by their collective bargaining units and on all recommendations made to the Executive Council through the campus issues process. The Classified Senate President (or designee) sits on the SCC Executive Council.

**Managers Council:** All managers are members of the Managers Council. The Council is a forum in which managers obtain information and discuss issues. They review and discuss District and College issues and proposals, develop positions on issues, discuss all recommendations made to the Executive Council through the governance process, and make recommendations to the President on College-wide issues. Managers elect a manager's representative each year to sit on the SCC Executive Council.

## **Standing Committee Structure**

Standing Committees bring together members of the College from all constituencies and components of the administrative structure who represent various interests and levels of expertise. Standing Committees participate in the decision-making process within the scope of their committee charge. The intent of the committee varies from committee to committee but may include identifying, studying and reviewing issues, and making recommendations concerning services and programs. Members participate in planning for the future by developing activities to further institutional directions. Committees have the responsibility to foster a climate of mutual trust, mutual resolution, positive communication skills, and timely reporting mechanisms.

## **Executive Council**

The Executive Council oversees the Participatory Decision-Making Process and includes the leaders of each constituency. All recommendations from Standing Committees, constituent groups, or Campus Issues forms are submitted to the Executive Council. The Executive Council receives input from constituent groups, operating units, College standing committees, and individuals. Based on recommendations from these sources, the Executive Council presents various perspectives to the President so that he can make informed decisions. The President makes the final decisions.

## CERTIFICATION OF CONTINUED COMPLIANCE WITH ELIGIBILITY REQUIREMENTS

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### **Authority**

The Board of Trustees of the Los Rios Community College District (LRCCD) derives its authority from statute (California Education Code 70902) and from its status as the elected community entity holding the institution in trust for the benefit of the public.

Sacramento City College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges.

### **Mission**

The institution's educational mission statement was approved by the Board of Trustees on March 6, 2002. This mission statement appears in the College Catalog.

### **Governing Board**

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

### **Chief Executive Officer**

The current College President was appointed by the Chancellor of Los Rios Community College District and confirmed by the Board on August 6, 1987. The President's primary responsibilities to the institution are to ensure implementation of federal, state and local statutes and regulations as well as Board policies; to efficiently manage fiscal and human resources; and to provide effective leadership to define goals, develop plans and establish priorities for the institution.

### **Administrative Capacity**

The training and experience required for each administrative position, as well as duties and responsibilities, are clearly set forth in recruitment publications. The administrative screening process ensures that Sacramento City College administrators have appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purpose.

### **Operational Status**

The College enrolls approximately 23,000 full- and part-time credit students by the end of each semester in day, evening, and weekend credit courses, on-line, and ITV classes, which are listed in the schedule of classes each term.

### **Degrees**

The majority of Sacramento City College's course offerings are in programs that lead to degrees, as described in the College Catalog. The College Catalog contains a listing of degrees offered, course credit requirements and unit length of study for each degree program. Descriptions and explanations of courses offered and degree requirements are also provided in the catalog. Course outlines are on file in the Office of Instruction. Syllabi are updated every semester and are filed in the division offices.

### **Educational Programs**

Sacramento City College offers two-year general education, transfer , and occupational programs, consistent with the LRCCD mission and the mission of California Community Colleges. All courses fulfill California Title V

Regulations, including those addressing collegiate-level quality and rigor. Completion of associate degree and general education requirements for the associate degree and articulation agreements with four-year institutions ensure that degree programs are of sufficient content and length and are conducted at levels of quality and rigor appropriate to degrees offered.

### **Academic Credit**

The College awards academic credits based on the Carnegie unit; one semester unit of credit is defined as one hour of recitation or lecture (together with the required two hours of preparation for each class hour) or three hours of laboratory work per week or semester. Institutional policies on transfer and awarding of credit are described clearly and accurately in the College Catalog.

### **Educational Objectives**

Each program's objectives are published in the College Catalog. Departments conduct program reviews on an ongoing basis, and reports are maintained in the Office of Instruction.

### **General Education**

The college provides courses that meet the California State University General Education breadth requirements and Intersegmental General Education Transfer Curriculum (IGETC) requirements to ensure breadth of knowledge and to promote intellectual inquiry. Degree credit for general education program is consistent with levels of quality and rigor appropriate to higher education.

### **Faculty**

The institution has a substantial core of qualified and experienced full and adjunct faculty to support educational programs. All faculty meet the teaching and hiring requirements of Title V. A clear statement of faculty responsibilities is provided in the faculty handbook.

### **Student Services**

Student Services provides services and programs consistent with student characteristics and the institutional mission. Services and programs address the needs of a highly diversified student population characterized as ethnically diverse, educationally and economically disadvantaged, re-entry and learning disabled. Monitoring student characteristics and needs has been an ongoing activity for several years.

### **Admissions**

Sacramento City College's published admissions policies are consistent with the mission, appropriate for programs, and follow practices that are consistent with policies in specifying the qualifications of students appropriate for programs. Applications for admission forms are routinely available through the Office of Admissions and Records, published in the schedule of classes, and available on the College web site.

### **Financial Resources**

The institution operates from a financially stable funding base, plans for financial development, and identifies and uses financial resources to support its mission and educational programs. A long pattern of conservative fiscal policy helps the College to weather the lean years.

### **Financial Accountability**

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

**Institutional Planning and Development**

The institution provides evidence of basic planning for the development of the institution through planning documents which reflect the identification and integration of human and fiscal resources, learning resources, and facilities. Program review is conducted on an ongoing basis by all departments throughout LRCCD.

**Public Information**

The College Catalog contains policies, procedures and practices relative to admission requirements, academic and occupational programs, requirements and degrees, grievance procedures, fees, academic credentials of faculty and administrators, and other items relevant to student attendance and withdrawal.

**Relations with the Accrediting Commission**

The institution provides assurance that it complies fully with the eligibility requirements, accreditation standards and policies of the Commission and demonstrates honesty and integrity in representations to all constituencies and the public, and in relationships with the accreditation association and other external agencies.

The Accreditation Self-Study Steering Committee reviewed the eligibility requirements for accreditation. The Steering Committee affirms that Sacramento City College continues to meet each of the 20 eligibility requirements set by the Western Association of Schools & Colleges.

**STATEMENT OF ASSURANCE**

We hereby certify that Sacramento City College continues to meet the eligibility requirements for accreditation as established by the Commission as evidenced by the self-study hereby submitted. This certification is our assurance that the College continues to be in compliance with the terms and conditions of accreditation.

Signed

\_\_\_\_\_  
Dr. Brice Harris  
Chancellor, Los Rios Community College District

\_\_\_\_\_  
Date

\_\_\_\_\_  
Pamela Haynes  
President, Board of Trustees

\_\_\_\_\_  
Date

\_\_\_\_\_  
Dr. Robert M. Harris  
President, Sacramento City College

\_\_\_\_\_  
Date

## RESPONSES TO 1997 RECOMMENDATIONS

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***RECOMMENDATION One: The team recommends that the college develop a more detailed college mission statement which identifies the broad based educational purposes it seeks to achieve and defines the students the institution intends to serve in order to add focus and to provide vision and direction to the college in its planning and decision making processes.***

In October 1998, the Planning, Research and Institutional Effectiveness Committee (PRIE) was given the task of examining the mission statement and responding to the Accreditation Team's recommendation. The PRIE Committee worked on the revision and then sent it to the Executive Council and constituency groups for approval in May 1999. The Council requested another revision, and the PRIE Committee made additional changes.

In October 1999, the Executive Council, after a review by constituent groups, approved the revised statement. In Spring 2000, the LRCCD Board accepted the new mission statement which identifies the broad educational purposes of the institution and defines the students being served. The mission statement was accepted by the Accrediting Commission at the 1999 Midterm Review.

In February 2002, the PRIE Committee again reviewed the mission statement and determined not to make any changes at that time, deciding instead to re-examine the mission statement after the self-study process and the PRIE Committee's own evaluation of the changing needs of the College. The LRCCD Board re-affirmed the mission statement in March 2002.

***RECOMMENDATION Two: The team recognizes the progress the college has made in responding to the 1991 issues on diversity and student success, and recommends that the college review the March 1993 recommendations of the Diversity Task Force to determine whether their implementation would promote an appropriate understanding of, and concern for, the issues of equity and diversity.***

Since the review by the Diversity Task Force in 1993, the College created the Cultural Awareness Center, staffed by a full-time director and located on the first floor of the Student Center for easy accessibility. The Center promotes intercultural education and awareness, develops in-service and educational programs, serves as a forum for under-represented students, offers resources to facilitate dialogue and problem-solving, and provides funds for cultural events and special projects. In 2001-02, the Center sponsored over 100 programs and had over 4,000 participants. The Staff Resource Center offers cultural awareness workshops to faculty and staff and brings speakers to the campus.

In response to the Task Force's recommendation that the Affirmative Action Committee at the College expand its functions, several of the suggested functions are being implemented in other areas. The Campus Community Council or the campus Equity and Diversity Officer addresses campus climate issues and makes referrals to appropriate components of the participatory governance process. SCC has taken a collaborative approach to develop a positive relationship between the campus and neighboring racial/ethnic communities to assist in the elimination of hate crime activities on campus. All members of the campus community are responsible for dealing with these issues. The College has a campus Equity Officer who, together with the Affirmative Action Committee, oversees staff and student grievances, affirmative action, discrimination and sexual harassment complaints, and oversight of recruitment, hiring and promotion practices.

The former Student Equity Advisory Committee is now a standing committee on campus to focus on the needs of under-represented students, update the student equity plan, and make recommendations to promote a supportive campus environment. In 1999, SCC received a grant from the California Community College Chancellor's Office's to update Student Equity research and hire an outside consultant to lead the project. During the 2000-01 academic year, the Student Equity Committee began updating the Student Equity Plan with current research and implementations and prepared goals for the 2001-02 academic year.

***RECOMMENDATION Three: The team recommends that the College develop and implement formal, systematic and integrated educational, financial, physical and human resource planning processes which include institutional research that is integrated with and supportive of institutional planning and campus-wide program review. These processes need to be published, effectively communicated and clearly understood by all.***

Prior to 1998, Planning and Research were two different and separate College entities. As stated in the October 2000 Midterm Report, a permanent campus standing committee, the Planning, Research, and Institutional Effectiveness Committee (PRIE), was instituted in 1998 as part of the College's efforts to integrate all planning processes. The PRIE Committee's primary goal was to focus the planning processes at SCC on resource allocation and secondarily to institute a new faculty research position to increase student outcome effectiveness and to communicate the data to all campus constituencies.

Since 1998, the PRIE Committee, made up of representatives from management, faculty, classified staff, and student groups, has evolved into a campus leadership role charged with streamlining and directly linking all planning processes into campus-wide decision-making, emphasizing the integration of all unit needs (i.e., educational, financial, physical, and human resource plans) with the College resource allocations.

In the last four years, as a result of the PRIE's efforts, the College has:

- developed a conceptual model for coordinating planning and is implementing a resource allocation process for educational, financial, physical, information technology and human resources planning;
- integrated accountability data and key performance indices in planning documents and resource requests;
- developed and implemented a research request form; and
- developed different communication avenues (e.g. electronic public folders, the *SCC eNews*, the *SCC Factbook*, and the *Institutional Effectiveness Report*) to communicate planning and research information to the campus community.

Moreover, the District Research Office has instituted a comprehensive website and database that include many campus-specific documents and research data.

***RECOMMENDATION Four: The team recommends that the college ensure that the program review process is approached with the type of rigor and attention which results in an in-depth and thoughtful analysis of programs and services)***

To ensure their rigor, relevancy, and academic integrity, educational programs and services offered by the College are periodically and systematically reviewed through the College's comprehensive program review process.

The College program review process incorporates both statistical examination and analysis of programmatic elements, such as course outlines, pre- and co-requisites, class sequences, enrollment trends, student achievement levels, course completion rates, placement data, and resource utilization, to validate its educational programs and services on a yearly rotating basis. The process includes: faculty review of curricula and review/ validation of pre- and co-requisites, as appropriate, every six years (or less); faculty review of student performance and outcome data; submission of updated course outlines to the College Curriculum Committee for review and approval; and identification of educational program and services improvements to be integrated into college unit planning, staffing, facility, and resources allocation processes.

The Instructional Services Office administers the program review process; the assigned Dean of Instruction develops the calendar of programs to be reviewed each year. The Dean meets with the department chairs responsible for the programs to be reviewed and provides them with the requisite training, information, and timelines coordinated with the college curriculum cycles and Curriculum Committee processes. Curriculum review occurs in the fall semester so that revised and/or new course outlines can be submitted and approved. Faculty then collect data in the spring, and the responsible faculty department chairs write and submit final reports by the end of the spring semester. Unvalidated prerequisites are removed from courses, and courses without approved course outlines on file are deleted from college publications. Through this rigorous review process, the College ensures that its educational programs and services are updated regularly and systematically.

***RECOMMENDATION Five: The team recommends that the College develop a formal and systematic planning process for the development of a master plan for the new Learning Resources Center (including a description of***

*services, staffing and job descriptions, collection development, and information technology access) which is integrated with and linked to institutional planning and campus-wide program review.*

As stated in the October 2000 Midterm Report, the new Learning Resources Center's (LRC) opening in August 1998 integrated all programs and services into a single facility and allowed for extensive application of new technologies. Library services, instructional media, tutorial services/learning assistance, instructional programs, media production, instructional computing services and the Staff Resource Center are currently housed in the LRC.

As recommended, the Learning Resource Committee and Planning Committee created, in 1989-90, the Project Planning Guide to identify the scope of learning resources services, needed facilities, equipment, materials and staff. The Learning Resources Committee reviews resources, services, and offerings of the Library, Instructional Media Services, Tutorial Services, Instructional Development, and Media Production areas in relationship to identified College needs. It promotes the on-going collection, development and maintenance of print, non-print and electronic materials, makes recommendations for the coordination and effective delivery of tutorial/learning assistance programs/services, and provides input and direction to campus divisions to identify and secure additional resources from the LRC (Unit Plans). The Learning Resource Division has integrated all funding requests for collection development and expansion, for technological upgrades, and for additional staffing into its Unit Plans. The Information Technology Committee coordinates all College activities related to information technology policies, funding, resources, planning and implementation and provides input into District-wide activities so that the College's interests are included.

Many of the unit planning initiatives in the period during and after the opening of the LRC centered on updating and implementing the Planning Guide. Since August 1998, certificated and classified staffing were significantly increased to meet the needs of the expanded LRC. Dramatic changes in networking options between 1991-1998 necessitated the integration of network infrastructure requirements upgrades not addressed in the original Planning Guide into the final Planning Guide, using district and private funds. Two governance-based committees have overseen computer acquisition for all faculty and staff and the establishment of priorities for new or expanded/upgraded computer labs to increase computer access overall.

The Learning Resources Division has worked to increase its programs and services and has supported collection development since the building's completion through dedication of State Instructional Equipment Fund and Partnership for Excellence funds—both of which were allocated as the result of College and District-wide planning processes. The Learning Resources Committee reviews resources, services and library offerings, Instructional Media Services, Tutorial Services, Instructional Development and Media Production areas in relationship to identified College needs. Moreover, the Committee promotes the on-going collection, development and maintenance of print, non-print and electronic materials and develops recommendations for the coordination and delivery of tutorial/learning assistance programs/services. It provides direction to divisions to identify and secure resources from the LRC.

The Learning Resources Division continues to participate in College planning processes, with each program or service area within the Division submitting Unit Plans annually. Funding requests for collection development and expansion, technological upgrades, and additional staffing are integrated in the campus planning process.

The Information Technology Committee coordinates all College activities related to information technology policies, funding and resources, planning and implementation, and library technology issues, and provides a single point of contact for communication on these areas college-wide. The Committee also provides input into District-wide activities so that College interests are included in the decision-making process.

***RECOMMENDATION Six: The team recommends that the college develop a formal and systematic planning process for the development of a staffing plan for human resources allocation (that will allow it to be responsive to evolving needs of the academy and the community it serves) which is integrated with and linked to institutional planning and campus-wide program review.***

The College is developing a Master Plan for student success that includes human resources as part of the unit level planning process. The "unit" is a discipline or student service program and is examined as part of the program review process. Unit level plans and resource needs are incorporated into department- and division-level plans and into the College and District planning and budget processes.

District regulation controls the management hiring process. Upper level management identify needs in the area of management hiring, based on vacancy and re-evaluation of position requirement. Position allocation decisions are made at the District level. Unit planning activities do not address the priorities for management positions, and the processes for allocating them to colleges are closed to all employee groups except upper management.

The College follows a clear process in prioritizing faculty hiring that involves instructional units, management, and the Academic Senate. Faculty positions to be filled is a function of retirements, enrollment growth, and legislated or negotiated faculty/student hiring formulas, the faculty union contract, and AB1725. Faculty hiring needs are identified in unit plans, annual reports, department profiles, and discussions with instructional deans and the Vice President of Instruction. Department chairs present departmental hiring requests to the Academic Senate, which then develops a priority list for negotiations with the Vice President of Instruction.

The College is making efforts to coordinate classified staff planning with the timelines for funding allocation. The annual unit plan identifies long-term and short-term staffing needs. The President's Cabinet reviews the State planning guidelines, the District strategic plan, and College planning documents and develops a list of needs for classified positions. The list is prioritized according to critical needs in individual areas and the goals and objectives of the College.

***RECOMMENDATION Seven: The team recommends that the college develop a formal and systematic planning process for the development of a facilities plan (that will allow it to be responsive to evolving needs of the academy and the community it serves) which is integrated with and linked to institutional planning and campus-wide program review.***

The College is developing a Master Plan for Student Success that includes facilities planning. The model Facilities Use Plan uses State formulas, room size/inventory data, flexible calendars, current scheduling, and technology-integrated systems to increase student access and promote optimal utilization of all college facilities.

The College, along with the District, annually completes a space inventory report to determine eligibility for State Capital Outlay funding. This report provides the College with the ability to measure utilization of existing space compared to State standards and indicates areas where additional facilities are needed.

Historically, the College has successfully utilized at times short-term strategies to meet its facility needs. With the passage of Measure A, the College, in conjunction with the District, will be able to meet its capital facilities needs. The LRCCD bond requires extensive facilities planning efforts. In addition to remodeling and improving classroom space, the College must plan for a fine and performing arts modernization, new student/faculty support and PE facilities, and Davis and West Sacramento Centers. Plans have already been approved by the State for remodels of the Graphic Communications/Cosmetology Building, the Technology Building, and the North Gym. Educational needs identified in unit plans and program review formed the basis for the plans.

***RECOMMENDATION Eight: The team is extremely concerned that the progress noted by the 1994 visiting team in the area of institutional governance has not been sustained; therefore, the 1997 accreditation team joins the 1991 accreditation team in recommending that the institutional governance climate receive attention. Policies, practices and expectations should be clarified so that all constituencies will know what to expect of each other in an environment of effective participation and mutual respect.***

The College now has a number of methods to help clarify policies, practices and expectations for constituencies. The "Guide to Participatory Decision-Making" or "Blue Book" is the primary reference guide for these policies and practices. The Guide was originally written in 1994 and updated in 1998 after the shared governance council was replaced by the Campus Community Council by a vote of the College community. This handbook describes the governance process and also outlines the procedure for handling campus-wide issues/concerns.

Information is communicated on a regular basis through several channels. *E-news* is the weekly electronic method of delivering information related to governance issues and items of general interest to all members of the college community. Meeting minutes of Executive Council, all standing committees, and Academic and Classified Senates are posted in the Public Folders on the Outlook exchange server.

The Office of Instruction and the Academic Senate coordinate the process for prioritizing new faculty hiring requests. The president or representative of each constituency group (Academic Senate, Classified Senate,

Associated Student Government) is invited to attend the regular meetings of the other constituencies. Executive Council, the College's main advisory body to the President, is comprised of a representative of each constituency group.

Two new positions that address the issue of institutional governance at the student level include a Campus Life Coordinator, who advises student government, develops leadership programs, advises the inter-club council, and coordinates student events, and a Cultural Awareness Center Coordinator who organizes events that promote communication and understanding on cultural issues.

The College changed the name of the College Center back to the Student Center to encourage student participation in campus life. Student Development has revised the inter-club council to facilitate better communication between students and other campus decision-making constituents.

Campus staff, faculty and managers are invited annually to participate in District Interest Based Alliance workshops to facilitate conflict negotiation and resolution. Faculty Union leadership has initiated a conflict resolution process to assist in the resolution of potential faculty grievances.

The PRIE Committee initiated an activity called "The Dialogue" to provide an open forum for the campus community to engage in an informal exchange of ideas on core issues of the College on a continuing basis. Although the committee members felt this forum was valuable, their work on improving the planning processes over the past year has required them to temporarily discontinue holding these forums.

A series of workshops focusing on building relationships among faculty, staff and administrators was developed using the Noel-Levitz "Advanced Connections" training materials. This program, "SCC—Building a Service Culture," consists of bi-monthly, 2-hour discussions on various quality service topics.

The College is continuing the tradition of the tri-chair structure for the Accreditation self-study process. Each of the ten standards has an administrator, faculty member, and classified staff member chairing the committee with members from each constituency group participating.

A "Memorandum Of Understanding" was signed in early 2002 between the classified staff bargaining units and the District Office after the passage of AB235, the legislation which essentially gave exclusive rights to unions to appoint classified staff to campus governance committees. Since the MOU stated that there would be no change in the way classified staff were appointed to standing committees, the Classified Senate at SCC continues to make these appointments.

***RECOMMENDATION Nine: The team is extremely concerned that the progress noted by the 1994 visiting team in the area of effective communication has not been sustained; therefore, the 1997 accreditation team joins the 1991 accreditation team in recommending that all parties within the college assume responsibility for improved communication. More specifically, the College constituents separately and collectively should assume personal responsibility for utilizing the principles of effective communication developed by the Communication Task Force and accepted by the College.***

College constituents have individually and collectively assumed responsibility for using the principles of effective communication.

Both the Academic Senate and the Classified Senate have increased constituent involvement by using system-wide voicemail and e-mail.

The Classified Senate and Academic Senate submit summaries of meetings to the *Staff News*, a campus-wide newsletter designed to inform the entire campus community about current issues and concerns. Both Senates post their meeting minutes on Public Folders and use system-wide email to notify the campus community of meetings and events. Each Senate has a home page on the SCC website with links to other useful websites.

The Classified Senate implemented *Connections*, a quality service training program, to help College staff understand interactions with students in order to promote mutual respect. As a next step in instituting a service culture at SCC, the *Connections* program facilitators and a group of faculty and managers began a program in Fall 2001 to bring quality service and relationship-building workshops to all faculty and staff. The program, "Building A Service

Culture,” consists of 2 two-hour workshops per month and focuses on communication and relationships between and among all staff at SCC.

A master calendar was created to keep the campus community informed about important events and dates for constituent meetings. Staff development opportunities are posted on the Staff Resource Center website and on fliers distributed campus-wide.

Division secretaries hold monthly meetings, and the Office of Instruction sponsors department spokespersons meetings each semester.

A number of informal channels promote campus awareness and cohesion. Homecoming Week involves and is dedicated to the entire campus community. “Polishing the Apple Scholarships” offer campus members the opportunity to provide scholarships for students and make special recognition of the donors. So far, 135 staff members have contributed to Apple Scholarships. The *Connections Coffee Breaks* bring campus members together in informal sessions to discuss issues and concerns. The Staff Resource Center activities include guest speakers, brown bag lunches, and workshops, all of which are open to the campus and often to the greater community.

The College’s local intranet system consists of Public Folders for the posting of documents of interest to the SCC community (e.g. minutes of standing committee meetings, updates to campus systems, and academic and classified senate postings.) There are folders for standing committees, departments, programs, and general information.

In January 2002, the College launched the first issue of *SCC e-news*, sent out weekly to all staff at their campus e-mail addresses and containing information on campus issues, accomplishments, and links to additional resources.

## STANDARD ONE: INSTITUTIONAL MISSION

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*The institution has a statement of mission that defines the institution, its educational purposes, its students and its place in the higher education community.*

### **Descriptive Summary**

The Sacramento City College Mission Statement contains two parts, one titled “Our Core Values” and the other titled “Our Mission”:

#### **Our Core Values**

*Working Together-Pursuing Excellence-Inspiring Achievement*

#### **Our Mission**

*Sacramento City College, part of the Los Rios Community College District, is an open access institution that provides educational opportunities in the greater Sacramento region. The faculty and staff of the College will join with both potential and current students to help them identify their educational needs, provide personal, financial and educational planning and assistance, and explore and pursue a wide array of learning opportunities. Members of the College community are committed to the worth, dignity and potential for growth in every person. We will challenge one another and our students to imagine and pursue a future that stimulates each of us to the limits of our capacities to achieve.*

Previously, the College published only what is now called “Our Core Values” under the title “Mission.” Acting on a recommendation from the Accreditation team visit in 1997, the College began the process of developing a more detailed statement, now called “Our Mission.” The new mission statement identifies the broad-based educational purposes the College seeks to achieve and defines the students the institution intends to serve.

The mission statement was developed in 1999 by the College’s Planning, Research, and Institutional Effectiveness Committee (PRIE) and was approved by Executive Council after review by constituent groups. The Los Rios Community College District Board of Trustees accepted the new mission statement in the Spring of 2000. The new mission statement was accepted by the Midterm Review.

The Sacramento City College mission statement reflects the Los Rios Community College District mission statement (1.04), which focuses on strategic areas of student success, access and growth, teaching and learning, organizational effectiveness, and community and economic development. Institutional planning and decision-making at the College follow these strategic areas, which are identified as goals (1.15) to add focus and to provide vision and direction to the College.

PRIE is charged with the regular review and revision of the mission statement as needed. PRIE reviewed the mission statement in 2002 and determined that no changes were needed (1.02). The PRIE Committee decided to re-examine the mission statement after the self-study process, based on the outcome of the self-study report and the committee’s own evaluation of the changing needs of the college. The LRCCD Board of Trustees affirmed the existing college mission statement in March 2002 (1.03).

Faculty/Staff Survey Comparison		
	1996	2002
1. Are you familiar with the mission statement, which is published in our college catalog and student guide? (yes)	77%	84.1%
2. Do you feel the mission statement reflects what we do at SCC? (sometimes)	60%	40.8%
3. Do you feel the Mission statement reflects your work at the college? (Almost Always)	59%	65.0%
4. The mission statement provides adequate vision and direction to the college. (Agree)	50.7%	53.5%

### Self-Evaluation

Sacramento City College has a mission statement (1.04), adopted by the governing board (1.03) that is published in the catalog (1.10), faculty handbook, (1.13), online Student Guide, and on the Web page titled “About the College.” The printed Student Guide (1.20) does not include the mission statement but instead publishes a vision statement titled “Philosophy and Purpose” (also published in the catalog as “Philosophy and Purpose of the College”).

Many current printed publications contain only the statement found under “Our Core Values: Working Together • Pursuing Excellence • Inspiring Achievement.” It appears that the campus community, understanding that space is limited in printed publications, has accepted “Our Core Values” as an abbreviated version of the College’s mission. The team interviewed nine people, consisting of classified staff, faculty, administrators, and students (1.12). All interviewees were asked four general questions and one question specific to the interviewee’s area of expertise. There was a divergence in the responses, suggesting a need to re-evaluate the mission statement. The team believes that the campus community does not clearly understand that “Our Core Values” is part of the mission statement. Yet all of the interviewees except one feel that the mission statement is appropriate, inclusive, and descriptive of Sacramento City College’s large-scale plan; however, when asked what was, in their opinion, the mission of the college, many inconsistent responses were given. The team feels the divergent responses were based on differing perceptions related to the interviewee’s job title and responsibilities.

The Faculty/Staff Survey indicates the same divergence in the interviews. A comparison of the SCC Self-Study Faculty/Staff Survey & Results, Spring 2002 (1.09), to the Accreditation Self-study Climate Survey & Results from Fall 1996 (1.17), show that, on the one hand, the campus community has become more aware of the mission statement, while on the other hand, fewer people feel it reflects what is done at SCC. Compared to 1996, however, more people now feel that the statement reflects their work at the College, and more people agree that it provides adequate vision and direction to the College.

Yet, the team feels that mission statement, as is, does not seem to clearly identify and incorporate vision, philosophy, and mission. It does not identify the broad-based educational purposes that the College seeks to achieve nor repeat the strategic areas of student success, access and growth, teaching and learning, organizational effectiveness, or community and economic development listed in the LRCCD (1.04) mission statement. The College’s mission statement does not clearly define its role as a comprehensive community college and the parameters within which it operates nor the parameters under which programs can be offered and resources allocated. Moreover, according to one interviewee, the mission statement does not adequately define the students the College intends to serve.

Further, the LRCCD mission statement says that SCC is dedicated to supporting faculty as leaders in the teaching and learning process and ensuring that faculty have the resources and flexibility necessary to help students meet or

exceed their educational goals. The SCC mission statement indicating that SCC is part of the Los Rios Community College District implies that the College's resources are tied to those of the District, but this connection is not stated in the mission statement. Neither the mission statement of the District nor the College includes elements that would be useful in shaping resource allocations for program planning at the College.

One interviewee, when asked how institutional planning and decision-making are guided by the mission statement, replied emphatically that they are not and stated, "The mission statement should have implications for policies, procedures and processes that affect programs, services and access for students." There were no documents or evidence clarifying the relationship between institutional planning and the College's mission statement.

The College meets the standard, but the mission statement could be clarified to make this more evident.

#### **Planning Agenda**

- During 2003-2004, the Planning, Research, and Institutional Effectiveness standing committee will lead the College in clarifying its mission statement so that it (1) clearly identifies the students the college intends to serve (e.g., transfer and vocational), (2) is measurable, and (3) is the driving force behind the planning goals and objectives, and the evaluation process.
- The Office of Planning, Research, and Institutional Effectiveness will work with the Public Information Officer to ensure that the current mission statement is published in its entirety in all relevant print and Web-based publications.
- During 2003-04, PRIE Committee will evaluate the college mission statement as it relates to the changing college environment and the accreditation standards and develop a process to systematically evaluate the mission statement and revise it as needed.

<b>STANDARD ONE: INSTITUTIONAL MISSION</b>	
1.01	Presentation Folder
1.02	Response to 1997 Recommendations
1.03	Los Rios Board Recommendation
1.04	All College Mission Statements + District
1.05	LRCCD Strategic Plan
1.06	A Report to our College Community for 1998-99
1.07	A Report to our College Community for 1999-00
1.08	SCC, "Standing Committee Appointments" 2001-2002
1.09	SCC Self-Study Faculty/Staff Survey & Results, Spring 2002
1.10	SCC Catalog, 2003-2004
1.11	Schedule of Classes - Fall 2002
1.12	Interview Questions & Responses
1.13	SCC Faculty Handbook, 2001-02 & 2002-03
1.14	2003 Accreditation Planning Agendas
1.15	Goals for 2002-03; Achievements Related to 2001-02 Goals; Academic Year 2001-02 in Review
1.16	SCC Information Technology Plan
1.17	Accreditation Self-Study Climate Survey & Results - Fall 1996
1.18	Accreditation Self Study Student Survey Results-Fall 2002
1.19	SCC Student Equity Plan - 2000
1.20	SCC Student Guide
1.21	SCC FactBook 2002-03 - URL: <a href="http://scc-sql-rsearch.scc.losrios.edu/factbook/">http://scc-sql-rsearch.scc.losrios.edu/factbook/</a>
1.22	District Office Resource Information (White Paper) <a href="http://irweb.losrios.edu/eseach/LosRios/losrios-res-ACCREDITATION.htm">http://irweb.losrios.edu/eseach/LosRios/losrios-res-ACCREDITATION.htm</a>
1.23	Noel-Levitz Student Satisfaction Survey Results - Spring 2001
1.24	LRCCD Annual Report, 2000 & 2001

## STANDARD TWO: INSTITUTIONAL INTEGRITY

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*The institution subscribes to, advocates, and demonstrates honesty and truthfulness in representations to its constituencies and the public; in pursuit of truth and the dissemination of knowledge; in its treatment of and respect for administration, faculty, staff, and students; in the management of its affairs and in relationships with its accreditation association and other external agencies.*

### **Descriptive Summary**

The College makes a conscientious effort to represent itself clearly, accurately and consistently to its constituencies, students and the public. The College produces a variety of publications, e.g., the catalog, schedule of courses, and the website, to support its educational mission for various constituencies (2.01, 2.02, 2.27).

The Catalog published for Sacramento City College includes the mission statement and current information on educational purpose, degree programs and course offerings, fees, transfer, academic calendar, requirements for admissions and other academic issues. The governing board and all permanent employees--including classified, faculty, and administration--are listed. The Catalog is reviewed annually by faculty, administration, and staff members (2.01).

At Sacramento City College, a schedule is published each semester, listing all course offerings for the semester at the main campus and all outreach (satellite) sites. The schedule of classes includes information about enrollment, registration, fees, financial assistance, placement testing, e-services, television and online courses. It also includes District policies regarding disabled students, non-discrimination, field trips, sexual harassment, transportation, course repetition, course withdrawal and credit/no credit. Enrollment information is presented in Hmong, Vietnamese, Russian, Korean, Chinese, Japanese, and Spanish, in addition to English (2.02).

The College website includes an online version of the Catalog and schedule of classes. Additional information is included on enrollment, registration, fees, financial assistance, placement testing, the library, the bookstore, faculty, staff, administration, community services, e-services, television, outreach centers, and online courses. The website also includes policies regarding disabled students, non-discrimination, field trips, sexual harassment, transportation, course repetition, course withdrawal, credit/no credit, academic/counseling departments and program offerings. The College website links to the Los Rios Community College District website (2.27, 2.28).

The Los Rios Community College District (LRCCD) has a readily available governing board-adopted policy and collective bargaining agreement protecting academic freedom and responsibility. These policies are supported by the faculty statement of professional ethics available in various publications, such as the Faculty Handbook, College Catalog, and SCC website (2.09, 2.03, 2.01, 2.30).

Faculty and college staff distinguish between personal conviction and proven conclusions and present relevant data fairly and objectively to students and others.

The College requires codes of conduct for faculty, administrative and support staff, and students, and gives clear prior notice of such policies. Policies for faculty conduct are described in the Faculty Handbook and the College Catalog. The information for staff is available in the Classified Handbook and the College Catalog. For students, information is available in the Student Guide, the Schedule of Classes, and in the College Catalog. Most relevant material is also available on-line and can be accessed through the College website (2.03, 2.04, 2.02, 2.01, 2.12)

The College provides faculty and students with clear expectations concerning the principles of academic honesty and the sanctions for violation. These expectations are delineated in the Faculty Handbook, the Student Guide, the Class Schedule and the College Catalog. In addition, faculty members' individual syllabi spell out expectations for student conduct (2.03, 2.04, 2.02, 2.01, 2.17).

The College demonstrates through policy and practices an appropriate understanding of and concern for issues of equity and diversity. The SCC Cultural Awareness Center (CAC) is committed to promoting intercultural education and awareness through programs that reflect the diversity of students, faculty, and staff at SCC. Activities include speakers, photo exhibits, movies, and art and music events. SCC has an active student club system, which encourages participation of students outside the classroom to meet other students with similar interests (e.g., African

Student Alliance, Disabled Students for Positive Action, and Hmong Culture Club). There are many programs available to assist underrepresented students to succeed in their studies (e.g., MESA, Puente, Project RISE) and an Ethnic Studies instructional program leading to an Associate of Arts degree. With Title IX, the women's Physical Education program has added four new sports to the Athletic Department's course offerings. The (dis)Ability Resource Center offers support services to improve access to educational opportunities for students with disabilities (e.g., adaptive computer technology, interpreter services, and adaptive physical education) (2.04, 2.01, 2.26).

The SCC Student Equity Committee is one of the College's 12 standing committees and a vital part of its participatory governance system. The committee's charge is to help the College successfully serve the educational needs of the adult population who seek higher education regardless of their social, educational, ethnic, or cultural backgrounds. Similarly, the employee hiring process at SCC and in the Los Rios Community College District is guided by policies and procedures that ensure non-discrimination in the job application and interview processes. Each hiring committee includes an equity representative who ensures that the process is fair; and each interview includes a question relating to the applicant's ability to work with a diverse population. The faculty hiring manual, which is based on the LRCCD policies and procedures related to full-time faculty hiring, includes a section on recruitment relating to underrepresented groups (2.13, 2.09, 2.10).

Board Policy 2330, 2331, and 2332 states that the Athletics Department will function in strict compliance with the authority and oversight of the Commission on Athletics. The Athletics Department also complies with the Title IX requirement to provide equal opportunities to students regardless of sex, and the department complies with federal requirements that students with disabilities have equal access to instruction. Expected behavioral guidelines for student-athletes are provided in the Student Athlete Guide. In addition to the policies of the Commission on Athletics, the Athletics Department adheres to the purposes, goals and objectives of the Bay Valley Conference and the Northern California Football Conference. The Athletics Department also reports to the Department of Education with an annual Equity in Athletics Report. The new Study Skills Lab, located next door to the Athletic Counseling offices, facilitates improved communication between student-athletes and their counselors. Having a Study Skills Lab mandated by the Sacramento City College coaches/division for student athletes helps to improve their chances for success. (Lab includes tutoring, time/stress management, study techniques and student success strategies) (2.09, 2.22, 2.26, 2.21, 2.23, 2.24).

The College demonstrates honesty and integrity in its relationships with the Commission and complies with the Commission standards, policies, guidelines, public disclosure, and self-study requirements.

The College regularly evaluates and revises institutional policies practices and publications to insure integrity in all representations about its mission, programs, and services.

Faculty/Staff Survey (Standard Two) Spring 2002 - Valid Percent					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
5. The information provided in college publications (e.g., catalog, class schedule) is precise.	9.8	54.2	20.9	8.5	6.5
6. The information provided in college publications (e.g., catalog, class schedule) is accurate.	5.8	46.5	31.6	9.7	6.5
7. The information provided in college publications (e.g., catalog, class schedule) is current.	9.0	57.4	21.3	4.5	7.7
8. The college provides students with clear expectations concerning the principles of academic honesty and the sanctions for violation.	14.3	51.3	22.7	3.9	7.8
9. The College demonstrates an understanding of and concern for issues of equity and diversity.	29.9	55.2	11.0	3.2	.6
Student Survey (Standard Two) Fall 2002 - Valid Percent					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1. The college provides students with clear expectations concerning the principles of academic honesty and the penalties for violation.	40.2	49.5	4.3	1.4	4.6
2. The college demonstrates an understanding of and concern for issues of fairness and diversity.	24.6	57.7	6.4	.4	11.0
3. I have access to current and accurate information through a variety of college publications and website.	35.9	46.6	8.2	1.1	8.2

### Self-Evaluation

According to interviews conducted with publication editors and supervisors currently overseeing a variety of campus publications, the College makes every effort to accurately represent itself through its publications for its constituencies. However, two surveys on this issue had mixed results. A student survey conducted during the Fall 2002 semester indicates that 82.6 % of respondents feel they have access to current and accurate information through a variety of College publications and the website. Yet, in a survey of staff and faculty, conducted during Spring 2002, 64% of the respondents feel information provided in College publications is precise while 41% feel it is not always accurate, and 26% do not feel it is current (2.07, 2.08).

The subcommittee interviewed key personnel responsible for the publications (2.29). There was some discussion on the number of publications across campus that had overlapping information and concern about the duplication of efforts. Nevertheless, having multiple publications does provide targeted information for various constituencies. As more publications become accessible through digital means, duplication may also become more prevalent. A Publications and Marketing Advisory Committee is charged with developing publication standards and guidelines for the College community with the purpose of designing publications that have a cohesive institutional image reflecting the vision and values of the College.

The most significant College publications are the Catalog, schedule of courses, and web pages. The College Catalog is updated annually in the Office of Instruction with input from the area deans and program directors so that all sections of the Catalog are reviewed each year. The course schedule is published three times each year for corresponding semesters (summer, fall, and spring). Both the Catalog and course schedule are available in printed and electronic format. The web pages are updated regularly with oversight provided by the Public Information Office. Over the past two years, the College has made the transition from producing materials in print form only to a comprehensive web-based source for virtually all information about the College, giving students, staff and the community greater access to information. During the past year, registration has been extended to the Internet for

greater student access. With the transition to a new Management Information System, additional training and revision of materials have been required to facilitate the dissemination of precise, accurate and current information.

*There are several concerns relating to both the Catalog and schedule of courses: both publications have deadlines that prohibit adequate time for review by department heads and faculty members; some sections of the publications were not subject to adequate review due to a lack of clarity in accountability; the schedule, in particular, is currently affected by the implementation of the new Management Information System (PeopleSoft); the process involved in completing the schedule may require additional staffing to improve accuracy; and out-sourcing of printed material to vendors through the District Office created problems in meeting deadlines and in accuracy.*

The College web pages, taken from hard copy publications, are updated on a regular basis as information becomes available, making this a more reliable source for students, faculty, and staff. In most cases, changes are submitted through the Public Information Office to the College webmaster. However, some areas update their own pages, as needed.

Responses from an informal survey sent to 79 faculty and staff indicated that faculty members and College staff are conscious of the need to distinguish between personal convictions and proven conclusions and strive to ensure that relevant data and information are presented fairly and objectively. The respondents also expressed confidence that their colleagues in their departments and the College in general succeed in creating an environment where subject matter for specific disciplines is treated fairly. While the subcommittee was concerned with the low response rate, they felt they gained some important information from the eight faculty and staff who responded to the survey (2.31).

The issues of equity and diversity are well represented in the policies, procedures, and publications at SCC. According to the Spring 2002 faculty and staff survey, the majority (85%) of faculty, staff, and administrators agree that the College demonstrates an understanding of and concern for issues of equity and diversity. The College continues to make improvements in its policies and procedures, for example, increasing accommodations for wheelchair access for students and staff and offering varied cultural events through the Cultural Awareness Center.

Communication between SCC and the Western Association of Schools and Colleges (WASC) occurs through the Accreditation Liaison Officer (Dean of Planning, Research and Institutional Effectiveness), who completes and responds to any requests for updates to information through annual reports to WASC. Any substantive changes in policies are submitted to the WASC accrediting body.

The SCC Executive Council (comprised of representatives from each constituency group and upper management) accepts campus-wide input for changes in policies and practices through the Campus Issues process. After evaluating each issue, the Council makes its recommendations to the College President.

### **Planning Agenda**

- Develop, publish, and disseminate timelines for revision of publications that allow adequate time for review and editorial input.
- Develop clear lines of responsibility for reviewing and editing publications and ensure that adequate resources and personnel are allocated to provide the highest level of quality, accuracy and precision in all publications.
- Create a better-structured system of enforcement for dealing with student plagiarism.

<b>STANDARD TWO: INSTITUTIONAL INTEGRITY</b>	
2.01	SCC College Catalog 2002-2003
2.02	College Schedule of Classes Fall 2002
2.03	SCC Faculty Handbook, 2001-02 & 2002-03
2.04	Student Guide
2.05	Inside City Spring 2002 (Publication)
2.06	"Jump Start"
2.07	Accreditation Self Study Student Survey Results-Fall 2002
2.08	Accreditation Self Study Faculty/Staff Survey & Results - Spring 2002
2.09	LRCCD Board Policies and Regulations-URL- <a href="http://www.losrios.edu/legal/GCpolreg.htm">http://www.losrios.edu/legal/GCpolreg.htm</a>
2.10	Faculty Hiring Manual
2.11	Administrative Services Procedures Manual - Third Edition
2.12	Classified Handbook - 1998-99
2.13	Student Equity Committee Charge & Minutes
2.14	LRCCD job announcements
2.15	SCC Student Equity Plan - 2000
2.16	A Report to our College Community for 1999-00
2.17	Syllabi
2.18	Accreditation Self-Study Climate Survey & Results - Fall 1996
2.19	District Office Resource Information (White Paper) <a href="http://irweb.losrios.edu/eseach/LosRios/losrios-res-ACCREDITATION.htm">http://irweb.losrios.edu/eseach/LosRios/losrios-res-ACCREDITATION.htm</a>
2.20	Noel-Levitz Student Satisfaction Survey Results - Spring 2001
2.21	SCC Student Athlete Guide
2.22	Commission on Athletics Constitution & Bylaws 2001-02
2.23	Bay Valley Conference Constitution & Bylaws
2.24	Northern California Football Association Constitution & Bylaws
2.25	LRCCD Annual Report, 2000 & 2001
2.26	Equity in Athletics
2.27	SCC Website - URL: <a href="http://www.scc.losrios.edu/welcome.html">http://www.scc.losrios.edu/welcome.html</a>
2.28	LRCCD Website - URL: <a href="http://www.losrios.edu/">http://www.losrios.edu/</a>
2.29	List of Interviewees
2.30	LRCFT Contract
2.31	Informal Survey by Standard Two Tri-Chairs

## STANDARD THREE: INSTITUTIONAL EFFECTIVENESS

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*The institution, appropriate to its mission and purposes as a higher education institution, develops and implements a broad-based and integrated system of research, evaluation, and planning to assess institutional effectiveness and uses the results for institutional improvement. The institution identifies institutional outcomes which can be validated by objective evidence.*

### **A. Institutional Research and Evaluation**

#### **Descriptive Summary**

Research offices exist at the District Office and at SCC. As such, institutional research and evaluation is a shared responsibility. A District-wide Research Council (DRC) coordinates research and evaluation activities across the District. Membership on the DRC includes both District research and College management and staff. The DRC develops an annual agenda that outlines research-related activities undertaken by the College and by the District Office, while coordinating activities that are conducted by both entities (3.26).

The District Office of Institutional Research (IR) provides research information needed for planning at the College level, e.g., student demographics and trends, environmental scans of the Greater Sacramento area, and enrollment figures; student-outcome related data such as units attempted/completed, course success rates, rate of student transfer, completion of degree/certificates, student satisfaction and follow-up reports; and program-by-program feedback from former students. A series of Research Briefs provide short summaries of these data with information on the availability of the full reports for further information (3.24).

The District Office provides an online library, eSEARCH, as a one-location resource for faculty, classified staff and management District-wide with links to specific data sets and reports, and individual College and District office web pages (3.24).

The PRIE (Planning, Research, and Institutional Effectiveness) Office and PRIE Committee (a College Standing Committee) integrate research data into the College strategic planning processes. Prior to 1998, research and planning were separate, with limited integration. With the establishment of the PRIE Office and Committee, both functions were integrated into one unit.

The PRIE Office works with the College-wide PRIE Committee to link research and institutional planning. Both the Office and Committee make recommendations on the research data needed to measure institutional effectiveness, review and make recommendations regarding the College research agenda, define the statements that guide the College mission, and provide periodic guidance for the review of these statements. The Committee reviews and recommends changes to the College planning process to assure that the process serves the planning and resource allocation needs of the institution (3.07, 3.19).

The PRIE Office provides campus-related or specific program or service data or research. These reports include information about currently enrolled students in specific disciplines, program review data, and pre- and co-requisite course validation studies to be used by various campus committees and individual instructional programs and student support services to formulate Unit Plans and Program Review reports and to assist in overall College strategic planning (3.01, 3.02, 3.06).

The College's PRIE Office is staffed by one senior administrator who reports directly to the College President, one full-time research analyst, one full-time information technology specialist, one part-time faculty research coordinator, and one administrative secretary. The senior administrator directs the research effort in accordance with the needs and goals of the District and the campus; the senior research analyst is responsible for data gathering and analysis in a timely manner; the information technology specialist works with the senior research analyst to facilitate data gathering and analysis; and the administrative secretary provides secretarial and web support (Interviews).

Requests for research information used in planning are made on Project Request Forms recently revised to reflect the changing nature of research and evaluation in the District and on campus (3.27) and coordinated by the part-time faculty research coordinator. The research analyst determines request feasibility and support requirements necessary for successful completion. The Dean of Planning, Research, and Institutional Effectiveness makes a final

determination on the need and priority of the request and, with the research analyst, sets the research project in motion. Results of a completed research project are made available to the campus through project summaries distributed to the academic and administrative deans, online via the *SCC eNEWS* and the District online sites, and archival in the Research Office Library (Interviews).

The College has developed and implemented evaluation instruments detailing how well the College is accomplishing its mission and purposes. This entails a continuous process of observation, data collection, analysis and dissemination of information into the College participatory governance decision cycle. Two of the primary decision-making and evaluative instruments at the administrative, instructional, and student support levels are the Unit Plans (3.04) and the Program Review Reports (3.01).

Unit Plans detail the goals of academic and administrative units; Program Reviews evaluate those goals; and Research makes external assessments and evaluates the success of the units. Key Performance Indicators (KPIs) integrate individual unit plans and program goals with College and District goals or initiatives. Data supplied by the PRIE Office is then analyzed and integrated using KPIs. The College then considers goals, priorities, availability of resources, and allocation of those resources through the implementation of the Planning and Resource Allocation Cycle. KPIs integrate the mission and purposes of the College through alignment of the planning process at multiple levels. Since the KPIs are reviewed and revised annually, departments are provided with the means to evaluate the effectiveness of its programs and services and to plan for changes or improvement in the following cycle (3.04).

### **Self-Evaluation**

Since the last self-study in 1997, institutional research at Sacramento City College has become better integrated with and supportive of planning and evaluation. The Research Office has been reorganized as the Office of Planning, Research, and Institutional Effectiveness (PRIE) with the responsibility of research, planning, and institutional effectiveness. A participatory governance component was added in October 1998 with the formation of the Planning, Research, and Institutional Effectiveness (PRIE) Committee. This committee has developed College planning themes and proposed several models linking planning and resource allocation (3.07). The purpose of this reorganization was to better integrate the research process with planning and institutional effectiveness (Interviews).

In order to provide the necessary resources for research and evaluation, the newly reorganized PRIE Office has created a formal research request process with separate forms for instructional and student services research (3.27); provided assistance with research design, analysis, and interpretation of results; made research information accessible through weekly e-mail updates (3.37, 3.38) on the PRIE website (3.24); and maintained a research library housed in the PRIE Office. The PRIE Office also develops its own research agenda for the College, which it evaluates and updates on a yearly basis (Interview). The addition of a faculty research coordinator provides the opportunity for individual units to better evaluate the implementation and effectiveness of instructional programs.

Sacramento City College has developed and implemented several mechanisms for evaluating how well and in what ways it accomplishes its mission and purposes at the College level and in partnership with the Los Rios Community College District. The PRIE Office has a direct link with the District through the District Research Council (DRC), which coordinates research and planning between the District and the four colleges and is composed of researchers, research analysts, and administrators from each college (Interviews). Research, evaluation and related planning studies at the District level complement those conducted by the colleges. Although there have been extensive efforts to coordinate the research and planning goals between the College and the District, survey results suggest that District and College strategic planning do not work well (3.31).

The PRIE Committee revised the unit planning process (3.07) so each unit could better evaluate how it accomplishes its mission and purposes and improve its programs and services. The goal of the revised Unit planning and Program Review processes and the use of Key Performance Indicators (KPIs) is to have individual units review past performance and to make improvements in programs and services (3.01, 3.04). Interviews with department chairs indicated that unit planning could indeed offer departments a clearer perspective on unit strengths and areas in need of improvement (Interviews).

However, a problem with the current unit planning and program review process lies in its weak connection to resource allocation and nonexistent feedback mechanisms, both of which affect overall improvement of programs and services. According to interviews with various members of administration, faculty, and staff, resource allocation has not effectively been linked to the unit planning process, and resources are not allocated in a timely manner, if at all. In addition, there are presently no feedback mechanisms in place within the current planning

process. This omission can potentially cause difficulties in providing evidence and support that unit planning and program review need for improvements in programs and services. Lastly, program review is limited in scope, including, at this point, only instructional areas, student services, and a few areas of administration (3.01, 3.08). The limitations of program review and the omission of a feedback mechanism severely limits accountability and undermines the collaborative nature of the planning process (Interviews).

## **B. Institutional Planning**

### **Descriptive Summary**

The College publicizes its planning process, outlined in the *SCC Planning Book 2001-2002*, and involves all constituent groups through participatory governance. Active involvement at all levels in an appropriate and timely manner is essential in this partnership. The College believes that full partnership is dependent upon shared information, honest and open communication, and a deep sense of respect for the abilities and contributions of all of the partners. The planning process begins at the department level with the Unit Plan; departments adjust their plans in accordance with their needs and within the context of the campus and the District (3.07).

Department Unit plans are updated and their action plans, goals, and progress assessed on an annual basis. The plans are evaluated in light of College and District goals to provide long-term guidelines for individual departments. They allow for short-term decisions made in the immediate context of governance (3.04, 3.13, 3.25).

In addition to their function as part of an ongoing evaluation process, these reviews are integrated into the formal Program Review Reports every six years. These Program Review Reports assess each unit's effectiveness, provides the unit with the necessary information to align its functions with the College and the District, and communicates its findings District-wide (3.01).

These candid units plans also identify and prioritize educational, financial, physical and human resources. In the participatory governance system of the College, appropriate committees review the plans and their identified resource needs, consider them in relationship to the whole campus, and advise the best course of action (3.28).

### **Self-Evaluation**

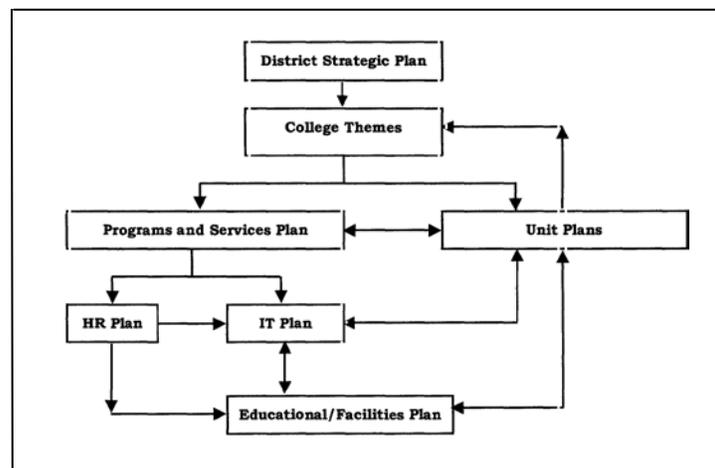
Both the District and College define and publish planning processes and involve appropriate segments of the entire district community in the development of its plans. According to interviews with District staff and based on data from the District Mapping Survey, the District revises its Strategic Plan through broad input from the campuses and the community using environmental scanning, data collection and analysis, and annual goal setting and evaluation (3.26).

The District Strategic Plan, approved by the Board of Trustees, sets forth broad goals and directions for the coming years and provides a framework for the individual college planning process (3.32). This plan, along with College Goals, is distributed to individual campus divisions. The Strategic Plan and the College Goals are influenced by unit plans; and these broader plans are considered in individual unit plans (Interviews). While the Strategic Plan and College Goals are available, interviews revealed that faculty and staff in individual units were not familiar with them or how their unit plans were linked to College and District plans.

My department has sufficient access, training, and support for research and data resources to adequately address institutional effectiveness.		
	Frequency	Percent
Strongly Agree	12	7.6
Agree	53	33.8
Disagree	48	30.6
Strongly Disagree	17	10.8
Don't Know	25	15.9
Total	155	98.7
Missing	2	1.3
Total	157	100.0

Both the District and SCC are in the process of defining and integrating its evaluation and planning processes into a system that identifies priorities for improvement. The District's Office of Institutional Research undertakes a yearly "Environmental Scan" which includes an external scan of the community including social, economic, demographic, and growth and political factors. An "Institutional Report Card" is then developed which evaluates a number of student success performance indices. This data is disseminated throughout the district (3.26).

SCC has developed a vision for defining and implementing a holistic planning process that includes input from appropriate segments of the campus community. The PRIE Committee developed this vision, called the *SCC Plan for Student Success*, with broad input from the campus (3.20). The portions of the vision that have been implemented, such as Unit Plans, Program Review, and College themes, are widely available through e-News and the public folders (Interviews). There is broad participation at the initial level, but interviews and document review indicate that the campus community is not clear about how planning proceeds beyond their immediate units, not aware of the entire vision of the *SCC Plan for Student Success*, and not aware of how unit goals fit with College and District goals (3.05).



SCC is engaged in a developmental process of implementing a system that links educational, financial, physical, and human resources planning and that implements changes to improve programs and services. The College has redesigned its format for Unit Plans, Program Review, and Annual Reports to include Key Performance Indicators for accountability for specific goals. The forms require the user to identify links to District or College plans and planning themes. The plans ask the user to identify specific goals, resource needs, and Key Performance Indicators that would measure goal attainment (Interviews).

The College's Unit Plans were revised to link resources and accountability to the campus and to District plans. However, documentation review and interviews suggest that the process had not clearly integrated planning with resources, and the majority of respondents believe there were no clear links between unit-based planning process to the College planning process or to the District planning and prioritization process (3.05).

The unit-based planning process is effective in my area or department.		
	Frequency	Percent
Strongly Agree	12	7.6
Agree	53	33.8
Disagree	48	30.6
Strongly Disagree	17	10.8
Don't Know	25	15.9
Total	155	98.7
Missing	2	1.3
Total	157	100.0

SCC has invested a great deal of thought and discourse into what its comprehensive planning vision should be and how the fiscal, human, physical, and educational resources should be systematically integrated into this vision. The PRIE has examined and proposed various models for constituent groups to consider. The planning vision and the integration of resources is in development but are not fully operational (Interviews).

### C. Institutional Outcomes Assessment

#### Descriptive Summary

The District Office specifies intended institutional outcomes in two ways. First, members of the Chancellor's Executive Cabinet set very specific targets for the District. As a part of this process, each College President establishes specific College targets. These District and College targets form District-wide goals and objectives for the upcoming academic year. At the close of that academic year, a report documents the target goals/objectives and outlines actual achievement, with recommendations for future goals and objectives. Second, Partnership for Excellence (PFE) measures achievement of the 2005-06 target goals submitted to the State Chancellor's Office. Both these sets of institutional outcome evaluations are shared among Executive Cabinet members and with the District Board of Trustees at the annual fall planning workshops to help prioritize the direction for the new academic year (3.26, 3.32).

At the College level, essential to the research efforts, evaluation processes, institutional plans and processes is the periodic, systematic and holistic review of the entire system. The College has developed and implemented systems and methodologies for the dissemination of information, the means for comment and feedback from the campus, and the consideration, evaluation and integration of that feedback. This process is ongoing and is integrated with the participatory governance system (3.13,3.23, 3.28).

Information and documentation is available to help implement the goals and mission of the College. Unit Plans identify documentation needed from Units Plans that form the College institutional plan and the District strategic plan. Systematic evaluation is constantly changing as each unit reviews and revises its directions and goals in accordance with changing demands by students and the community. The participatory governance system at the College provides for a continuous review of appropriate and relevant sources and methodologies used for collecting, evaluating, analyzing and integrating data. This method insures that as much essential information as possible gets to the key elements of the governance system in a timely manner. This is critical to the ultimate success of the institution (3.28).

Ongoing evaluation and planning activities undertaken by the institution are conveyed to the College constituents and to the community using a variety of means. These avenues of communication--printed media (news releases, etc.), electronic media (radio, television, and the world wide web) and finally direct people-to-people contact via the campus faculty, staff and students--insure that the mission of the campus is understood by the community it serves (3.24, Interviews).

#### Self-Evaluation

The Los Rios Community College District and SCC specify intended institutional outcomes, document them, and are in the process of improving the integration of these targeted outcomes so that the District, College, and individual departments can be directed toward common outcomes. At the District level, the Chancellor's Executive

Cabinet and Board of Trustees communicate institutional outcomes by establishing planning objectives and future goals that are shared with the colleges through annual fall planning workshops and annual reports (3.25). At the College level each year, the President and the President’s Cabinet integrate District outcome goals with those of the College (Interview). The SCC President produces reports that list the target outcomes for the College and outline the level of achievement from the previous year (3.13). The Public Information Office communicates the College’s goals and intended outcomes to the community outside the College through a variety of means including both the District and SCC web sites (3.33).

More than half of SCC survey respondents indicated that the College works well with goal-setting, planning, measurement, feedback and evaluation processes that improve institutional effectiveness.

SCC evaluates its effectiveness as an institution of higher education		
	Frequency	Percent
Strongly Agree	35	22.3
Agree	90	57.3
Disagree	8	5.1
Strongly Disagree	7	4.5
Don’t Know	15	9.6
Total	155	98.7
Missing	2	1.3
Total	157	100.0

While the LRCCD and SCC use information from outcomes evaluations, documents these measurements and shares them with the public, most SCC staff had not seen the documentation or understood how the outcomes were determined or measured (3.25, 3.13, 3.23).

Moreover, there were indications that the development, evaluation, and use of District and SCC institutional outcomes are areas of concern, as over 15% of District respondents and 22% of SCC respondents indicated that the process “does not work well.” Interviews indicated that the process is not well understood and that the goals and outcomes are not widely communicated to College staff (3.05, 3.31).

The LRCCD and SCC review their processes for institutional research, evaluation, and planning to determine their ongoing utility for assessing institutional effectiveness. The outcomes of District, College, and unit goals (3.25, 3.13) are measured, and the Research Council examines and makes recommendations on methodology and the interpretation of results (Interviews). SCC is developing a systematic review process that integrates the Key Performance Indicators of unit plans with College outcome measures and District outcome measures (3.21). Part of this review includes directly linking institutional effectiveness to the unit plans through Key Performance Indicators (Interviews). However, the goals of institutional effectiveness (as opposed to student success measures) are not always amenable to measurable outcomes that can be formulated in unit plans. At this time, an integrated review process is fragmented, as the District, College, and unit plan outcomes themselves are, at best, weakly connected.

### **Planning Agenda**

- In the next planning cycle, the District and the College will initiate reciprocal communications to ensure that there is understanding throughout the District concerning the fit between the District and individual College institutional plans.
  
- During 2003-2004, the Planning, Research, and Institutional Effectiveness Office, in conjunction with members of the Executive Council, Deans Council, Department Chairs Council, and the PRIE Committee, will identify indicators for institutional effectiveness and make this data available to the College community. The College will also implement a feedback and evaluation process as indicated in the *SCC Plan for Student Success* that would include measuring the effectiveness of the unit-specific Key Performance Indicators and a system for reviewing the effectiveness and utility of the processes.
  
- During 2003-2004, both the District and the College will develop a comprehensive, on-going program review process to encompass all District and College operations and administrative services.
  
- By Fall 2004, the Planning, Research, and Institutional Effectiveness Office will complete and implement the operational design of the College strategic plan, including the prioritization steps in the Planning and Resource Allocation process, as outlined in the *SCC Plan for Student Success*.

<b>STANDARD THREE: INSTITUTIONAL EFFECTIVENESS</b>	
3.01	Program Review - 2001 - 2002
3.02	SCC Matriculation Plan - 2001
3.03	SCC Student Equity Plan - 2000
3.04	SCC Unit Plans 2002-03 Volume I & II - Unit Plan Templates & Tips for Unit Plans
3.05	Accreditation Self Study Faculty/Staff Survey & Results - Spring 2002
3.06	A Report to our College Community for 1999-00
3.07	Planning Book 2001-02
3.08	Student Services Program Review, Volumes 1, 2 & 3 (Actual Document in standard 5.27)
3.09	Schedule of Classes Fall 2002
3.10	"Campus Life" Spring 2001
3.11	"Jump Start"
3.12	SCC Catalog 2002-03
3.13	Goals for 2002-03; Achievements Related to 2001-02 Goals; Academic Year 2001-02 in Review
3.14	Accreditation Self-Study Climate Survey & Results - Fall 1996
3.15	Institutional Effectiveness Report - 1999-2000
3.16	District Follow-up of Students - URL - <a href="http://irweb.losrios.edu/FollowUp/Follow-Up-Cover.htm">http://irweb.losrios.edu/FollowUp/Follow-Up-Cover.htm</a>
3.17	District Office Resource Information (White Paper) <a href="http://irweb.losrios.edu/eseach/LosRios/losrios-res-ACCREDITATION.htm">http://irweb.losrios.edu/eseach/LosRios/losrios-res-ACCREDITATION.htm</a>
3.18	Noel-Levitz Student Satisfaction Survey Results - Spring 2001
3.19	Highlights of Planning Committee Activities - Fall 2000-Spring 2001
3.20	SCC Plan for Student Success
3.21	LRCCD Annual Report, 2000 & 2001
3.22	Accreditation Self Study Student Survey Results-Fall 2002
3.23	SCC FactBook 2002-03 - URL: <a href="http://scc-sql-rsearch.scc.losrios.edu/factbook/">http://scc-sql-rsearch.scc.losrios.edu/factbook/</a>
3.24	SCC Institutional Research Web Page URL: <a href="http://scc.losrios.edu/~sccro/">http://scc.losrios.edu/~sccro/</a> and LRCCD Institutional Research Web Page URL: <a href="http://irweb.losrios.edu/">http://irweb.losrios.edu/</a>
3.25	LRCCD 2002-03 Goals & 2001-02 Achievements
3.26	Accreditation Planning-Areas of Responsibility
3.27	Research Request Form
3.28	Guide to Participatory Decision Making 2002 - (Revised)
3.29	Institutional Research Survey Results - Fall 2002
3.30	Year End Report for: VTEA, CalWorks, Matriculation
3.31	District Mapping Survey Results
3.32	LRCCD Strategic Plan
3.33	Public Information Office Publication Matrix
3.34	Campus Wide Issue # 02-03-06
3.35	SCC Web Site (URL) <a href="http://scc.losrios.edu/">http://scc.losrios.edu/</a>
3.36	LRCCD Web Site (URL) <a href="http://www.losrios.edu/">http://www.losrios.edu/</a>
3.37	eNews - 2001-2002
3.38	eNews - 2002-2003
3.39	Institutional Research & Findings (Annual & Special Projects)

**Interviews**

Elaine Ader, Dean, Information Technology

Judy Beachler, Director, Institutional Research, Los Rios Community College District

Julia Brootkowski, Research Analyst, Planning, Research, and Institutional Effectiveness Office

Phil Finley, Chairperson, Engineering Design Technology

Deborah Gambrell, Specialist, Student Leadership and Development

Martha Goff, Science Office Clerk, Science and Allied Health

Linda Kalber, Public Information Officer, Public Information Office

Alan Keys, Faculty Research Coordinator, Planning Research and Institutional Effectiveness Office

Ron Hatton, Chairperson, Math Department

Tonie Hilligoss, President, Academic Senate

Ginny McReynolds, Professor, English and Journalism

Nelle Moffett, Dean, Planning, Research, and Institutional Effectiveness Office

Sandy Warmington, Librarian, Reference Coordinator

Susie Williams, Director, Communications and Research, Los Rios Community College District

## STANDARD FOUR: EDUCATIONAL PROGRAMS

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*The institution offers collegiate level programs in recognized fields of study that culminate in identified student competencies leading to degrees and certificates. The provisions of this standard are broadly applicable to all educational activities offered in the name of the institution, regardless of where or how presented, or by whom taught.*

### A. General Provisions

#### **Descriptive Summary**

Sacramento City College seeks to meet the varied educational needs of its students through programs consistent with its institutional mission and purposes and the demographics and economics of its community. Part of the Los Rios Community College District, SCC is an open access institution providing educational opportunities in the greater Sacramento region (4.26). SCC serves approximately 22,000 students on campus and at outreach locations, including Downtown Sacramento, West Sacramento, Davis, and the Training Source, the District's contract education unit (4.29). The population of the area and the outlying areas is extremely diverse and is reflected in the population of students at SCC (4.27).

Sacramento City College offers a variety of courses, degrees and certificate programs in nine academic divisions (4.24). The College has over 95 associate degree programs, 85 career certificates and 20 certificates of completion (4.01). The faculty and staff of the College are committed to helping students identify their educational needs, provide personal, financial, and educational planning and assistance, and explore and pursue a wide array of learning opportunities. As the needs of the students, the community, and the workplace change, the College develops and adapts its offerings. Annual program review and unit planning help instructional areas to closely examine offerings and students' ability to attain basic skills, complete general education courses, meet industry needs and standards, and fulfill transfer requirements.

SCC's programs and courses leading to degrees are offered in a manner which allows students to complete them as announced, within a reasonable time frame. Students are able to complete courses and programs and to meet all general education requirements in a timely fashion for transfer to four-year colleges and can work closely with counselors and with staff in the Transfer Center to facilitate that process. The College offers 6-week, 9-week, 18-week, and weekend programs, courses in the early morning and during the days and evenings at the College's three outreach locations, and via television or online (4.02, 4.03). The College schedules a number of collaborative classes (e.g. Learning Communities) that link courses, faculty, and rooms inter- and intra-departmentally so students experience learning connections between subjects; and area deans can schedule courses in a variety of locations and times. The College supports innovative programs that serve a wide range of students, e.g. the Educational Opportunity Programs and Services (EOP&S), the Disability Resource Center, MESA, Puente, H.E.L.P., Learning Communities, International Studies, and Honors.

Sacramento City College, as part of the Los Rios Community College District, publishes an annual catalog of courses, programs, and policies and regulations to keep students informed about requirements, deadlines and program availability so they can complete their education in a timely manner with little disruption, even if a program is eliminated or program requirements are significantly changed (4.01). A careful review of this document before publication ensures that students will be accurately informed of available offerings. The Curriculum Committee, which includes faculty, counselors, articulation officers, administrators, classified staff, and students, ensures that substantive programmatic changes are communicated to the student population in an appropriate manner (4.04). A detailed Program Termination Review process, in accordance with Los Rios Community College District policy, also exists so that students, staff and faculty can be made aware of any terminations in programs or programs requirements in a timely fashion (4.09).

The College focuses on meeting the needs of its various educational departments in terms of financial, human and physical resources. Divisions and departments on campus make requests through the SCC Budget Committee to meet their needs and achieve their annual goals. Priorities for requests are determined first at the department level, then the division level, and finally the College level. All divisions have base operating budgets and retain carryover funds which are used to address resource needs that require an accumulation of funds (4.16).

At the division level, individual divisions/units develop a list of needs indicated within their unit plans (4.13). Division deans rank the requests and submit them to the appropriate vice-president, who reviews the requests and sends them to the Vice-President of Administrative Services, who forwards the requests to the Budget Committee. The Budget Committee (consisting of individuals from each constituent group) hears presentations from the areas making requests and then forwards its recommendations for funding to the College President.

Sacramento City College works to maintain a high ratio of full- to part-time faculty. Every fall semester, the College conducts a faculty hiring prioritization process that is based on programmatic growth/needs, student enrollment criteria, and State compliance regulations. Using a template and a process that was jointly developed by the Academic Senate and the Instructional and Student Services Offices, requests for full-time faculty positions are prepared and submitted for consideration (4.32). Following presentations to the Academic Senate, the Senate's prioritization list is forwarded to the Vice-Presidents of Instruction and Student Services for review and final development of the College's prioritized listing. This list is submitted to the District Office for a consultative process in which overall programmatic needs, State compliance numbers, and full- to part-time faculty ratios are considered.

Sacramento City College provides technological resources in support of educational programs in a number of ways for faculty, staff, and students. These include the provision of computers in every faculty office; the implementation of an enterprise-based software system (PeopleSoft), designed to allow students, faculty and staff to access and maintain curriculum, schedules, registration, grading, and transcripts online; the library's investment in electronic databases; the availability of computer/media labs for students and faculty; and the accessibility to the Internet for students (4.15).

Sacramento City College Counseling Services provide students with academic, vocational, and personal advice and information. Counselors are aware of all degree major and program offering changes at Sacramento City College, Cosumnes River College, American River College and Folsom Lake College. College Counseling Services have current information on articulation with four-year universities and colleges, including admission requirements, general education requirements, pre-major requirements, major requirements and graduation requirements. Counselors are updated bi-monthly on changes in General Education (CSU-IGETC) pre-major requirements and admission requirements. The College Articulation officer is a counselor serving as a liaison between the College and four-year colleges and universities. Counselors also serve as liaisons to each instructional department to inform students about new courses, programs or changes in curriculum. The College's Transfer Center provides students with easy access to information on transfer opportunities and educational planning services for transfer guarantee agreements with many four-year universities. College Counseling Services also provide students with career counseling, offer personal and crisis counseling, and provide special programs and services for "at-risk" students, re-entry students, athletes, international students, and transfer students.

## **B. Degree and Certificate Programs**

Degrees and programs support the mission of the institution. There are multiple Associate in Arts and Associate in Science degrees, career certificates, certificates of completion, and transfer agreements to universities. The design and content of all degree programs meet California Title V requirements. College programs are approved by the College through the faculty-led Curriculum Committee, the Board of Trustees of the Los Rios Community College District, and the State of California Chancellor's Office, when necessary.

Many programs meet additional standards required by individual accrediting bodies, such as the Board of Registered Nurses, the Commission on Dental Accreditation, the Commission on Accreditation in Physical Therapy Education, the Accreditation Council for Occupational Therapy Education of the American Occupational Therapy Association, and the California Board of Cosmetology and Barbering.

New degree and certificate programs are developed based on changing student needs, alignment with four-year university requirements, or in conjunction with industry standards and shifts in workplace skills. The design, development, and submission of new degrees and certificates is faculty-driven, with programmatic rationale, student need or interest, new or revised coursework, and labor market analysis, presented for approval initially to the departmental faculty and then to the College's Curriculum Committee. Early identification of new program opportunities occurs through the College's program review, unit planning, university articulation, and vocational advisory group processes.

Catalog descriptions describe content and objectives of degree and certificate programs, and career preparation and technical competencies (4.01). Course descriptions, program handbooks, and other published and web-based materials elaborate course and program objectives and career opportunities. Students are also guided by general education and transfer requirements published in the Catalog and posted in a variety of modes and locations. College counselors assist students in locating and understanding these materials.

The College identifies and makes public the learning outcomes for various courses in catalog descriptions, course outlines and syllabi, brochures, handbooks, and through the Sacramento City College/Los Rios Community College District website (4.04). The College Catalog articulates college standards for the acceptable levels for completion of course work. Students completing programs demonstrate achievement of stated learning outcomes through theoretical and practical examinations, papers, projects, portfolios, supervised work experiences, and/or completion of state or national examinations administered by outside agencies. All Sacramento City College degree programs provide students with introductions to broad areas of knowledge and focused study in one area of inquiry. Requirements exceed those outlined in California Title V regulations. Students also demonstrate competence in the use of language and computation by completing designated college courses or through competency examinations (4.01).

The College documents technical and professional competence of students completing vocational and occupational programs through appropriate completion of course work, through demonstration of a standard of performance which meets requirements of the accrediting or regulatory bodies, through College and District-sponsored student follow-up studies, and through published comparative data between State performance measures (Core Performance Indicators) and College-specific student achievement (4.22, 4.23).

### **C. General Education**

The SCC Catalog clearly states that “general education requirements” are required in its Associate in Arts and Associate in Science degree programs.

Both the philosophy and rationale for the general education program are stated in the Sacramento City College Catalog (4.01) and in District Regulations (4.17). The General Education subcommittee and the Curriculum Committee provide criteria for the appropriateness of each general education course and its articulation within the District. The College and District Curriculum Committees are responsible for course review and approval.

In keeping with the philosophy and rationale of the California Community Colleges General Education requirements, Sacramento City College’s general education program introduces students to the major areas of knowledge including the humanities and fine arts, the natural sciences, and social sciences in order to prepare the student to comprehend and contribute to the modern world; to understand regional, national, and international cultural diversity and a shared cultural heritage (4.10); to reinforce an awareness of self as well as others; and to develop intellectual curiosity, creative capabilities and a commitment to learning.

Sacramento City College publishes a catalog annually. It specifies the general education component for all degree programs. In the 2002-2003 College Catalog, the general education requirements for graduation with a degree of Associate in Arts or Associate in Science specifically include competencies that must be satisfied. Students demonstrate proficiency through examinations or successful course completion in reading, writing, mathematics, communication and analytical thinking. The Catalog specifies the courses that meet the general education requirements by course number. Each course listed in the general education requirement section of the Catalog has been approved through a rigorous process through the College and throughout the Los Rios Community College District. The General Education Checklist devised by the Curriculum Committee (General Education subcommittee) specifically addresses the skills and knowledge that must be incorporated into every new course approved as a general education offering (4.05, 4.06).

### **D. Curriculum and Instruction**

The College curriculum process, departments’ unit plans, and program reviews are used for establishing and evaluating educational programs and in institutional evaluation and planning and ensure the quality of the College’s educational programs. Faculty have a central role in the processes, with a faculty-led, majority representation in the College’s Curriculum Committee, and have primary responsibility for the preparation of departmental unit plans and program reviews.

Central to the approval and evaluation of all courses and programs is the SCC curriculum process. Faculty originate curriculum in response to statewide initiatives, changes at the CSU/UC systems, community needs, advisory committees, and student suggestions. As detailed in the Sacramento City College Curriculum Handbook, curriculum is first developed or revised by faculty and, after passing a joint faculty staff and administrative technical review, is submitted to the College Curriculum Committee, which is led by a faculty co-chair, an administrative co-chair, and a classified staff liaison, and includes proportional representation from all divisions (4.04, 4.05).

Once curriculum is approved at the College level, it is forwarded to the District Curriculum Coordinating Committee. The District Coordinating Committee recommends submission of the course to the Los Rios Board of Trustees for approval. Upon final approval, the course is offered and the campus articulation officer submits it to CSU, UC or IGETC for annual course transfer qualification. Certificate and degree programs follow a similar approval path, with an additional phase for state and regional review and approval as identified in the College's Curriculum Handbook (4.05, 4.30).

Unit Plans, produced by faculty, department chairs and unit deans on an annual basis, serve to structure thinking about educational planning and needs. A department's Unit Plan is written yearly by each department and contains an outline of each department's goals and requirements (programmatic, personnel, and equipment) for the following two years. Unit Plans are linked to the overall College planning structure, the District Strategic Plan, College Themes, Programs and Services Plan, Human Resources Plan, Technology Plan, and Education Facilities Plan. Each unit develops goals and action plans that are based on Key Performance Indicators (KPI), identifies early accomplishments, and makes three-year projections for programmatic resources, including financial, human, physical, and technological needs (4.13, 4.15).

Program Reviews help departments focus on improvements to benefit students. On a six-year cycle, all academic programs analyze factors such as demographics, productivity, successful completion rates, enrollment trends, currency and relevancy of curriculum, currency of staff in discipline and methodology, student placement (occupational only), industry standards, student goals/majors, and equipment/technology changes (4.14). Departments establish short-, mid-, and long-range priorities for strengthening their programs. Faculty have the primary responsibility for the program review. Program review is a process that gives the faculty in each department an opportunity to modify and update the curricular requirements for each course offered. Program review enables each department to inactivate courses deemed unnecessary or to adopt new courses per the recommendation of the department. When completed, program review drives the department's Unit Plan, affecting decisions relating to staffing, curriculum, and budget requests.

Quality of instruction, academic rigor, and educational effectiveness are maintained by several review procedures: the Unit Plan, program review, faculty review, classroom-based research, student follow-up studies, and the College Curriculum Committee, regardless of service location or delivery method. The College Curriculum Committee ensures that courses maintain academic rigor. All courses offered on- and-off campus, through televised or online delivery systems, meet the same quality standards. The curriculum subcommittees (General Education, Multicultural, Prerequisite/corequisite, and Distance Education) review curriculum proposals for academic rigor and detail. Subcommittee recommendations are forwarded to the full Curriculum Committee, which reviews each proposal (4.06, 4.07, 4.08). These Unit Plan and program review processes aid the College in the establishment of quality instruction and the maintenance of academic rigor.

Faculty review assists the College in determining educational effectiveness and quality of instruction. Faculty performance review is required of all tenured faculty every three years and of all tenure-track faculty each year until tenure is granted. The review team consists of the instructional dean and two faculty members of the same department (except when not feasible as in the case of very small departments). Faculty are evaluated by both colleagues and students for teaching effectiveness. From workstation (classroom) observations, colleagues evaluate faculty qualitatively; student evaluations include both qualitative and quantitative components. Areas evaluated include syllabus and classroom materials, effective use of class time, preparation, explanation and demonstrated knowledge of subject area, approachability, and fairness. The review process also includes a self-study (self-evaluation) written by the faculty member under review (4.18, 4.19, 4.20).

The College conducts periodic classroom research studies and student follow-up surveys to assess, monitor, and maintain quality instruction and effective delivery of educational programs. Classroom research is an integral component of the College's move toward outcome-based assessments and is also used to validate pre- and co-requisites during program review. Student follow-up surveys on vocational education programs are conducted in a

collaborative process among all the District's colleges to ensure the continued effectiveness and relevancy of occupational coursework and workplace competencies (4.21, 4.22, 4.28).

Evaluation of student learning and award of credit are based upon clearly stated criteria and published guidelines. Both the Faculty Handbook (4.42) and the Curriculum Handbook (4.05) cover relevant District regulations and policies, and Title V requirements for grading. The student evaluation process is detailed in each curriculum course outline by originating faculty, and the outline is reviewed and approved by the full curriculum committee.

Credit is based upon standard hours and varies with the type of instruction received. Lecture classes earn 1 credit for every 18 hours of instruction while Lab classes earn 1 credit for every 54 hours of instruction. The Curriculum Committee closely monitors the number of units allocated for each course when reviewing and approving curriculum (4.05).

The College clearly identifies credit transfer policies and ensures that any credits accepted for transfer are for courses with educational objectives comparable to SCC's own courses (4.01). Further, articulation agreements are reviewed and updated to ensure that SCC's courses articulate with other institutions.

Transfer of credits to the College follows a standardized process, managed by the Admissions and Records Office: transfer students provide the college with transcripts of prior work, and the transcripts are evaluated to assure equivalency to the College's existing courses. If equivalency cannot be established, students may use the College's challenge process, and appropriate faculty in relevant departments are consulted.

The College's full-time Articulation Officer maintains articulation agreements with upper-division institutions. Where appropriate, the CAN (California Articulation Number) system is used to assure commonality of courses. Both the University of California and the California State University systems accept transfer courses from the College. Articulation agreements are reviewed and renewed annually. The full-time campus Articulation Officer contacts each transfer institution to create articulation agreements based on course descriptions and academic rigor. These agreements cover UC/CSU transfer, general education patterns for AA/AS/IGETC, course-to-course and major-to-major (lower to upper division) articulation (4.45).

The District's new course renumbering will be in effect beginning with the Summer 2003 semester. Departments at all LRCCD campuses met to ensure that identical courses had the same course numbers, course names, and units. Courses that are unique to each campus remained unique. The new course numbering system is being articulated with the College's transfer institutions (4.37).

The College utilizes a wide range of delivery systems and modes of instruction. Courses are offered on campus, both day and evening. The College has a growing weekend program, offering classes on Friday evenings, Saturday, and Sunday, and expanding off-campus outreach programs at the Downtown Center, Davis Center, West Sacramento Center, and at local high schools. Several courses are self-paced and many offer variable credit. The College has a successful work-study program to assist students in enhancing their work skills.

Varying lengths and delivery methods are offered to fit student schedules and learning styles. Four-, six-, nine-, and eighteen- week classes are offered in the traditional classroom setting and through television and internships. Courses are offered at various times (day, evening, weekend) and varying time lengths (50-, 75-, 150 minutes). One dramatic change since 1997 is the number of online courses. Currently there are over 41 online class sections serving over 900 students and over 73 Web-enhanced class sections serving over 1,800 students (4.02, 4.03).

All courses and programs offered by the College, both credit and non-credit and regardless of the location or delivery system, are designed, approved, administered, and evaluated using standard institutional procedures. All credit courses, whether taught on- or off-campus, conform to curriculum approved by the College Curriculum Committee. For non-credit courses offered as continuing education, curriculum is developed either by or under consultation with faculty in the credit program and approved by the Curriculum Committee. Contract education is handled through the LRCCD Training Source, which operates independently from the District's colleges but is governed by jointly-developed administrative guidelines (4.38).

The Distance Education program is offered in full compliance with all Title V standards, WASC Policy on Distance Learning, including Electronically Mediated Learning, and the Procedural Guidelines for Online Course/Program Development approved by the Sacramento City College Online Education Task Force in November 2000. Courses

to be offered under Distance Education are separately reviewed first by the Distance Education Curriculum Subcommittee and then by the Curriculum Committee. The Distance Education Curriculum review process ensures that all requirements are met regarding appropriate faculty and curricula requirements regarding distance education (4.39, 4.40).

While Sacramento City College sponsors courses in foreign locations as part of the Los Rios Community College District's Study Abroad program, the involvement of students other than U.S. nationals is minor. All courses follow the same curriculum outlines as the identical classes taught on campus and the curricula is in conformity with applicable Commission policies and guidelines; all courses are GE transferable, taught by full-time California Community College instructors, and are taken by full-time Los Rios Community College students. Any full-time Sacramento City College student may study abroad in this manner, international students as well as U.S. nationals.

## Self-Evaluation

<i>Faculty/Staff Survey (Standard Four)</i> Spring 2002 - Valid Percent					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
15. The college is meeting the varied educational needs of its students.	16.8	67.1	7.7	1.9	6.5
16. The college provides sufficient resources to support its educational programs and to meet its students' educational goals.	10.3	56.8	21.3	8.4	3.2
17. The college has clearly defined processes for establishing, modifying, and evaluating its educational programs in a timely manner.	9.7	41.9	21.9	3.2	23.2
18. The college ensures the quality of instruction, academic rigor, and educational effectiveness of its programs regardless of service location or instructional delivery method.	11.2	52.0	13.2	4.6	19.1
19. The college uses a range of delivery systems, modes of instruction, and service delivery locations to offer quality educational programs compatible with diverse student needs.	22.7	63.6	5.2	1.3	7.1
20. College faculty and staff have appropriate opportunity for input on matters of curriculum policy, design, and procedures.	22.4	50.7	10.5	5.9	10.5
21. Students who graduate from SCC, having successfully completed the general education requirements, have adequate skills to transfer to four-year institutions.	22.5	56.3	4.0	1.3	15.9
22. Students who graduate from SCC, having completed a vocational or certificate program, have adequate skills to enter the workplace.	26.1	42.5	3.3		28.1
23. Basic skills courses offered at SCC prepare students for additional study at the college.	22.6	56.8	4.5	1.9	14.2
24. Through a variety of processes, the college maintains coordination between the development of its instructional programs and its counseling services to meet diverse student needs.	7.1	34.4	25.3	9.1	24.0
<i>Student Survey (Standard Four)</i> Fall 2002 - Valid Percent					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
3. I have access to current and accurate information through a variety of college publications and website.	35.9	46.6	8.2	1.1	8.2
4. My instructors know their subject matter.	53.4	40.6	4.6	.7	.7
5. My instructors explain course requirements, objectives and grading policies.	57.1	40.4	1.8	.4	.4
6. My instructors make use of current ideas, events, and materials in the classroom.	33.8	55.5	8.5	.4	1.8
7. My instructors make use of technology in the classroom.	22.9	54.8	15.8	1.4	5.0
8. The courses I have taken at Sacramento City College have helped me achieve my educational goals.	36.5	49.6	4.6	.4	8.9
9. There are enough courses offered at varied times and locations for me to achieve my educational goal in a reasonable amount of time.	20.4	46.4	23.2	6.8	3.2
10. The general education courses I have taken have helped improve my communication and computational skills.	23.2	51.8	11.1	1.1	12.9
11. The courses I have taken have helped me improve my computer skills.	10.6	33.0	34.0	7.8	14.5
12. My courses have helped me understand and appreciate people from diverse cultures and backgrounds.	27.8	53.7	8.5	1.8	8.2
13. The college's academic and career counseling services provide the information needed to meet my educational goals.	22.1	41.8	15.4	7.5	13.2

## Self-Evaluation

### A. General Provisions

The College effectively meets the varied and dynamic educational needs of its students and has broadened its programs and courses to respond to the changing demographics of the community it serves. Annually, the District and the College conduct both external and internal environmental scans to identify demographics fluctuations and to

gain an understanding of community participation and student enrollment trends within the greater Sacramento area (4.27). This information is made available to all staff through the District and College research web sites. The collected data are analyzed by the Planning, Research, and Institutional Effectiveness Committee and provide the foundation for the College's integrated planning process and the development of strategic objectives or themes. College planning themes for 2002-03 include: (1) alignment of new and existing programs to meet student needs; (2) retention and success of basic skills students; (3) strategies to address limitations of physical space; (4) strategies to manage enrollment growth, and (5) systematizing and integrating processes. The data obtained from the scans, when combined with the College's enrollment patterns, student retention, and course success rates, indicate programmatic and services needs for growing populations of basic skills students and technical workplace competencies.

The College's enrollment has grown from 18,193 in Fall 1996 to 22,275 in Fall 2002, reflecting the College's continued success in meeting student needs and offering strong educational programs and services (4.28, 4.29). The College has also expanded programs and facilities at its outreach centers, in its evening programs, and its distance education offerings (4.25).

The College offers 95 Associate of Arts degrees and Associate of Science degrees, 85 Career Certificates, and 20 Certificates of Completion. New degrees and certificates have been developed to meet student interest and regional employer need, including English, Communication, Field Ecology, Information Technology, Web Programming, and Motorcycle Maintenance (4.44). Linkages with business and industry have been strong through the development of many programs.

A number of degree programs have been established to streamline students' articulation into four-year institutions. These include Anthropology, Biology, Ethnic Studies, History, Art, and Liberal Studies for Elementary Teaching. To meet the growing demand for teachers, the College and District were awarded a \$250,000 grant for educational program design and development and a \$350,000 grant for program implementation. The College attracted over 130 students to its new degree program for elementary teachers in its first year. According to the student survey, almost 84% of students "agree" or "strongly agree" that the College is meeting the varied educational needs of its students (4.12).

The College's programs and courses are planned and scheduled to assure that students have an opportunity to complete them in a reasonable amount of time. Student survey responses indicate that 66.8 % of the students who responded to the survey, agreed that there are enough courses offered at varied times and locations for students to achieve their educational goals in a reasonable amount of time (4.12). Every semester, including summer, the College schedules course offerings with multiple sections of high demand courses over a reasonable span of days, hours, and locations to ensure students an unimpeded pathway to complete their educational programs. Courses are scheduled in diverse formats that include single and multiple daytime weekly sessions, late afternoon and evening class time, and weekend offerings at the main campus and the outreach centers (4.02, 4.03). In addition, the College's expansion of distance education offerings aids students in completing their programs within a reasonable time via alternative delivery modes. To assist students in completing their programs in an appropriate time period, College counselors work with students in designing individualized educational plans that are consistent with the College's curricular cycles and aligned with their personal obligations and expectations.

In certain instances, program sequencing (English, Mathematics) is diagrammed in the College Catalog to help students understand the educational pathway to their goal (4.01). Additional assessment, design, and inclusion of educational program sequences in College publications and media assist students in their pursuits. The College Articulation Officer and counselors serve on the Curriculum Committee providing early notification to front-line staff on programmatic changes that may impact students' progress.

Instructional innovations such as Learning Community courses, the Higher Education Learning Program (HELP), and Honors/Phi Theta Kappa program (4.48) provide enhanced learning opportunities for students and promote student retention and persistence, as shown in the recent Learning Community student survey (4.34). The HELP program has resulted in increased basic skills student retention and persistence. Providing programs that meet the needs of basic skills students is a college priority and 79.4% of faculty concur that basic skills courses help retain students and prepare them for additional study at the college (4.11).

The College adequately communicates program changes for students to complete their educations in a timely fashion. Student survey responses indicate that 68% of the respondents felt that the College has clearly defined processes for establishing, modifying, and evaluating the educational programs in a timely manner (4.12). Counselor membership and active participation on the Curriculum Committee ensures that information on program changes are disseminated to students in a timely manner. Current program information sheets are maintained in the Counseling Office for student review and distribution. In certain cases, such as when significant prerequisites are amended, continuing students are provided with written notification via personal letters from the College's Matriculation and Student Development Office (4.33).

To ensure completeness and accuracy of information, the college maintains an annual calendar for the development, approval, and inclusion of new or revised program information to be included in the College Catalog (4.01). All curricular and program changes approved during the Fall semester are incorporated into the College's catalog for the upcoming year. Student information with regard to catalog rights is stated within the catalog, on the College's Web site, and through the Counseling Office.

In accordance with District policy, the College has designed and adopted a Program Termination Process to ensure that all appropriate constituencies are involved in a comprehensive analysis of program data and in the development of any recommendation for program termination. If invoked, this process allows the College to carefully consider all impacts of program elimination and make appropriate and timely arrangements for students to complete their educational pursuit with little disruption (4.09).

The College is diligent in its efforts to assure that all programs receive adequate support of human, financial, physical, and technological resources. Through its annual planning process, unit plans are developed that integrate goals and identify needed resources for programmatic growth and maintenance (4.13). A survey administered by the College Research Office to faculty and staff indicates that 10% of respondents "strongly agree" and 56% "agree" that the College provides sufficient resources to support its educational programs and to meet its students' educational goals (4.11).

The College has actively hired a large number of full-time faculty members in the past three years (ninety new tenure-track faculty) and thus maintains a high ratio of full- to part-time faculty and ensures quality instruction for all students. However, with 22% enrollment growth over the past six years, there is a need for more classified support staff on campus. The availability of clerical and instructional support staff has not kept pace with the increasing faculty numbers or the student population.

Sufficient financial resources are provided by the College through well-defined processes. The College budget process allows all divisions and units to request increases to base budgets or equipment needs on an annual basis (4.16). Justified by factors such as programmatic need and inclusion in departmental unit plans, financial resources are distributed through the budget process administered by the College's Budget Committee. The College also provides consistent funding for each division to maintain a base operating budget and permits the retention of carryover funds from that operating budget. The Budget Committee is currently working on redefining its overall charge and responsibilities and is considering a restructure of its committee membership to ensure full and inclusive college representation (4.04). The College also is very supportive of resource development activities for new program development and student assistance services. The College has successfully applied for Federal, State, and local grants to support programs and services, including Nursing Mobility, Service Learning, Chemical Instrumentation, and student tutoring in Math and Sciences.

Access to technology has increased on the campus in the past two years. Most faculty now have computers on their desks and a number of instructional computer labs have been created; two open labs for student use are available; all classrooms are Internet ready and the College has a process in place for creating two multi-media classrooms for each division and (4.15). Library/media staff and the Staff Development Office have been proactive in training staff and faculty. However, there is a need for a college-wide strategic plan on computer upgrades/replacements and software upgrades where rapidly changing technology needs are not being addressed.

A Facilities Master Plan matrix has been created and facilities needs are being addressed (4.35). The successful passage of a local district-wide bond measure in 2002, due in large part to the efforts and strong support by the College's constituency groups, will provide the College with needed funding for facility modernization and

development. Facility expansion has also occurred at the College's three outreach locations, increasing student access and supporting the offering of broad educational programs.

Some concern was expressed in interviews about the lack of adequate facilities for some instructional programs; however, the survey does not echo this concern. The verbally-expressed needs range from the general to the specific—including the need for more classroom space during high demand times, the need for departmental/division computer labs, and the need for white boards and overhead projectors in instructional rooms.

The College maintains adequate counseling staff, programs, and services to meet diverse student needs for information and advice (4.11) and many institutional programs such as Athletics, EOPS, DSPS, Puente, and MESA, integrate a counseling component staffed by counseling faculty. All instructional divisions within the College have an identified Counselor Liaison who is knowledgeable about departmental educational offerings. Counseling faculty and staff offer students academic advisement as well as personal, career, and crisis counseling. To maintain and enhance its Counseling services, the College supports the continued development and preparation of its counseling faculty through professional development opportunities both on- and off-campus. Sixty-four percent of students "agree" or "strongly agree" that the College's academic and career counseling services provided the information needed to meet their educational goals (4.12). Recently, online counseling was developed by the counseling faculty to increase student access to these services. However, the College's enrollment growth and the changing student demographics over the past three years have placed new demands on the resources within the Counseling area.

### **B. Degree and Certificate Programs**

The College clearly demonstrates that its degrees and programs support the mission of the institution. Student surveys conducted in Fall 2002 indicate that more than 85% of students "agree" or "strongly agree" that the courses they have taken at Sacramento City College have helped them achieve their educational goals (4.12). Results of a faculty survey conducted in Spring 2002 indicate that more than 80% of faculty "agree" or "strongly agree" that the College is meeting the varied educational needs of its students (4.11). To support students' long-range educational needs, the College maintains articulation agreements with a variety of colleges and universities, including over 10 guaranteed transfer agreements with private universities and campuses of the University of California and California State University systems (4.45).

New programs are designed and introduced by faculty members, often in collaboration with members of the community and industry (4.46). College and district curriculum committees review and approved new programs and a six-year program review cycle ensures that breadth, depth, and sequencing of programs are revised and updated regularly. Many vocational programs, such as Nursing, Dental, Physical Therapist Assistant, Cosmetology, and Aeronautics meet additional standards required by individual accrediting bodies and undergo more frequent review (4.43 and Other Documents). Results of a faculty survey conducted in Spring 2002 indicate that over 50% of faculty "agree" or "strongly agree" that the College has clearly defined processes for establishing, modifying, and evaluating its educational programs in a timely manner (4.11).

The College effectively identifies its degree and certificate programs in ways that clearly communicate program content to students (4.01). Degrees and certificates are explained in understandable terms in the College Catalog and other materials distributed by the College. Results of a faculty survey conducted in Spring 2002 indicate that over 50% of faculty "agree" or "strongly agree" that information provided in college publications is precise, accurate, and current (4.11). However, based on interviews, there is some lack of consistency in the way in which programs identify themselves and some students find it difficult to find information on specific educational programs.

The College adequately identifies and makes public expected learning outcomes. Standards of scholarship are established for degree and certificate programs. Students must achieve a minimum grade point average in courses in order to progress sequentially in programs. This expectation is outlined in the Catalog in program descriptions, enrollment requirements, and prerequisites for courses. Most, prerequisites are indicated as the requirement for a specific course "with a grade of C or better."

An informal survey of division deans and program directors conducted during Fall 2002 (4.36) indicates that the evaluation of student learning outcomes and performance is primarily coursework-based; however, many programs also evaluate students through other measures, such as production of portfolios of work., development of projects and presentations, capstone learning activities, standardized testing by state/federal agencies, and internship experiences. Learning outcomes for some programs may also include readiness for employment and readiness for

certification or licensure by external agencies. Results of a faculty survey conducted in Spring 2002 indicate that over 60% of faculty “agree” or “strongly agree” that the College ensures the quality of instruction, academic rigor, and educational effectiveness of its programs regardless of service location or instructional delivery method (4.11).

The College faculty capably design all degree programs to provide students a significant introduction to the broad areas of knowledge and at least one focused area of study or interdisciplinary core. Courses are specifically reviewed and approved by a sub-committee of the college curriculum committee to confirm that they do meet general education requirements (4.05, 4.06). General education courses have components that encourage students to build skills in thinking and communication; to analyze, synthesize, and evaluate data; and to integrate knowledge from various fields.

The general education subcommittee also regularly reviews the entire general education pattern in order to assure that students are offered a comprehensive education. Pursuant to Title V, District and College committees review and update the general education component of programs. Results of a faculty survey conducted in Spring 2002 indicate that over 75% of faculty “agree” or “strongly agree” that students who graduate from Sacramento City College, having successfully completed the general education requirements, have adequate skills to transfer to four-year institutions (4.11).

In order to earn an Associate degree from Sacramento City College, all students must demonstrate college-level competence in reading, writing, and mathematics. Achieving a qualifying score on assessment tests may satisfy these competencies in the use of language and computation. Assessment tests are designed and implemented through faculty processes and are validated by the SCC Research Office. Competency may also be demonstrated through completion of designated courses with grades of “C” or better, or by satisfactory completion of equivalent courses at another accredited institution.

Student surveys conducted in Fall 2002 indicate that 75% of students “agree” or “strongly agree” that the general education courses they have taken have helped improve their communication or computation skills (4.12). Faculty respondents representing diverse disciplinary areas to informal surveys during Fall 2002 indicated that improved communication skills would help students be better prepared for success in completing programs.

The College effectively documents the technical and professional competence of students completing its vocational and occupational programs. Results of a faculty survey conducted in Spring 2002 indicate that over 65% of faculty “agree” or “strongly agree” that students who graduate from Sacramento City College, having completed a vocational or certificate program, have adequate skills to enter the workplace (4.11). Many students – more than 500 during Fall 2002 – participate in internships through their vocational education programs providing them with professional competency in the workplace.

The Vocational and Technical Education Act (VTEA) core indicator reports for 2002-2003 show that Sacramento City College exceeds the State negotiated levels in five of the six indicator categories (4.23, 4.30). Sacramento City College exceeds the minimum mandated levels in Achievement, Completions, Employment, Employment Retention, and Non-traditional Participation, with its high rate of completion well beyond State standards.

Validation of the technical competence of graduates is further substantiated by the College/District’s own vocational student follow-up surveys and the close alliance with state agencies, and with local industries that hire graduates. In recent Web-based studies conducted by the District Office of Institutional Research, students within specific vocational programs, including Accounting, and Computer Information Science, felt very prepared for the workplace and commented favorably on the College’s instructional programs and services (4.22). Documenting the technical and professional competence of vocation education students also occurs through active advisory committees (4.46). Although some program-specific tracking of vocational program graduates into employment occurs, more comprehensive college-wide outcomes regarding employment would be helpful.

### **C. General Education**

General education requirements are published in clear and complete terms in both the College Catalog and on the College Web site. In the student survey of Fall 2002, 82.6% of students indicated that they “strongly agreed” or “agreed” that they have access to current and accurate information through a variety of college publications and websites (4.12).

The philosophy and rationale of the general education requirements are clearly stated in the narrative introduction of the Graduation section of the College Catalog. This information is similarly identified in the Los Rios District regulations (4.17). Criteria for the appropriateness of each course in the general education component is determined through the curriculum process, specifically through the review of the General Education sub-committee which makes recommendations to the Curriculum Committee (4.05). Criteria for General Education requirements is plainly articulated in the General Education Checklist used in the subcommittee processes (4.06). There is, however, no explanation of these criteria in the Catalog or other student publications. Students are expected to infer the ways in which these courses meet the general philosophy and rationale. Additional information in student-focused publications regarding the criteria would be helpful in understanding the college's overall requirements.

The general education pattern at Sacramento City College includes requirements in the following areas: the humanities and fine arts, the natural sciences, and the social sciences. In addition, requirements in Languages/Rationality, Living Skills, and Ethnic Multicultural Studies provide students with opportunities to develop the intellectual skills, affective and creative capabilities, social attitudes, and appreciation for cultural diversity that will make them effective learners and citizens. When asked if courses helped them understand and appreciate people from diverse cultures and backgrounds, students "strongly agreed" or "agreed" with a positive response of 81.2% (4.12).

Students completing the College's General Education requirements successfully demonstrate their competence in oral and written communication, critical analysis/logical thinking, and scientific and quantitative reasoning. In the faculty portion of the Spring 2002 survey, 94% of the respondents either "strongly agreed" or "agreed" that they teach or develop students' reasoning, critical thinking, problem solving and oral/written communication skills (4.11). In the student survey, 75% of the students responding "strongly agreed" or "agreed" that the courses they have taken have helped improve their communication and computational skills (4.12). Another 43.6% believed that the courses they have taken have helped improve their computer skills (4.12).

Although Sacramento City College does not currently include information competency as an explicit requirement in its General Education program. Library faculty, as well as other discipline faculty and administrators on the curriculum Committee, are in the process of developing appropriate courses and criteria for future inclusion in the General Education program (4.08). The educational course work offered by the College for students to complete their General Education requirements and demonstrate competency in communication, information, critical analysis, and quantitative reasoning is diverse and growing through the efforts of committed faculty.

#### **D. Curriculum and Instruction**

Sacramento City College has clearly defined processes for establishing and evaluating its educational programs. These processes include ongoing curricular submissions, annual unit planning, and periodic program reviews. The College excels in its establishment of procedures that recognize the role of faculty as central to its educational programming processes; more than 70% of faculty and staff feel they have the opportunity for input on matters of curriculum policy, design, and procedures. (4.11).

The emphasis on overall College planning and linking each component to College support structures has strengthened the educational program processes. In addition, each educational program process follows consistent planning guidelines across disciplines, is faculty driven, and provides for evaluations that are considered at all campus planning levels. Where possible, templates have been provided to ensure consistency, comparability, and completeness of data across multiple planning procedures. New unit plan and curriculum templates have been developed using standardized computer programs (e.g. Word and Excel) and have been well-received, following some preliminary problems with their initial introduction and early usage. Department unit plans have been revised to include Key Performance Indicators (KPIs). These performance measures include student retention, course success levels, and licensure exam passing rates, which strengthen both the institutional and program evaluation processes. In these early stages of integration, the structure of the College's planning process is strong, but it will need to be periodically evaluated to ensure its prolonged value as a comprehensive educational planning mechanism (4.13, 4.41).

Due to the use of templates and scheduled informational meetings for faculty, analysis regarding the effectiveness of educational programs through program review is much more efficient than in the past, producing comparable data across the curriculum. Program review is faculty-driven, which provides for periodic assessment of pre- and co-requisites as well as the assessment of faculty discipline expertise and diversity (4.14). The process has been effective in improving curricula, meeting student needs, and reducing articulation difficulties for students.

However, more awareness within the entire campus community on the intent and value of program review is needed for educational programs to continue to benefit.

Accountability for completion of program review is managed through collaborative efforts across the College, including departmental communications, Instructional Services Office meetings and reminders, and division dean and department chair dialogue. Division deans are responsible for working with department chairpersons and faculty to complete reviews by the College-determined deadlines. In certain instances, curriculum pre-and co-requisites may be removed from the Catalog and class schedules if they are not validated during program review through acceptable research methodology. The College has made a commitment to assist faculty with the research processes through its recent hire of a faculty member with a 60% classroom-based research assignment. Faculty members and department chairpersons are aware that incomplete Program Reviews may result in the loss of course articulation with other educational institutions.

While the program review process has become more consistent and effective as an educational planning procedure, the College still needs to improve in its efforts to integrate outcome-based assessments and learning outcome data into its programs and coursework. During the past two years, the faculty research coordinator has initiated several professional development and research activities focused on learning outcomes (4.49). These efforts need to be augmented and enhanced throughout the College's educational planning and instructional program development processes.

Similarly, access to and publishing of data regarding student success, such as the State Chancellor's Office recent report on student transfer capacity (4.31), would aid discipline faculty and the college in evaluating the effectiveness of its educational programs. There is a need for increased access to and/or the implementation of increased follow-up studies of the College's students to determine how well SCC has prepared them as employees or as transfer students.

The Curriculum Committee, which includes the majority of members appointed by the Academic Senate and other members appointed by the Classified Senate, the Associated Student Government, and other College constituency groups, effectively implements the curriculum development and evaluation processes. It is composed of representatives from each academic division, appropriate administrators, classified staff, and students. Reassigned time for the Faculty Curriculum Chair (40%) allows for excellent oversight and provides needed assistance for faculty developing curriculum. Recognizing both the importance and the primacy of faculty in the curriculum process, faculty are required to orally present curriculum to the full committee, ensuring rigorous discussion prior to curriculum being approved. Due to the strong commitment and excellent oversight of the Curriculum Committee members, more than 63% of faculty/staff "agree" that the College ensures the quality of its instructional programs and their academic rigor regardless of delivery mode or location (4.11) and more than 85% of students "agree" that their coursework has helped them achieve their educational goal (4.12).

The development of more than 176 new/revised courses and 44 experimental offerings during the Fall 2002 curricular cycle indicates there is a high level of faculty involvement in curriculum development; however, the faculty and staff survey indicates that some faculty members are either not familiar with the curriculum processes or are not aware of the pathway for input on curricular design (4.11). In order to ensure the central role of the faculty in educational planning and curriculum development, the College needs to communicate its processes to all faculty members and facilitate their involvement. In addition, the organizational support and the proposal formats for the curriculum processes need to be periodically evaluated to determine if increased levels of support staffing and/or modified forma are required to meet growing workload demands.

The College ensures the academic rigor, and educational effectiveness of its programs and is an institution dedicated to providing quality of instruction in all of its courses. College programs (4.14) and faculty are regularly evaluated (4.18, 4.19, 4.20) to ensure that quality of instruction, academic rigor, and educational effectiveness are not compromised regardless of service location and instructional delivery method. Flex participation is required of all faculty members to provide ongoing professional development in educational environments and learning strategies.

Approximately four out of five faculty members agree that the College ensures quality instruction, academic rigor, and educational effectiveness. Further, the majority of faculty (77%) believes that College faculty and staff have the opportunity to affect curriculum (4.11). Quality of instruction is assured by the College regardless of instructional delivery mode.

As evidenced by the student survey results, a majority of faculty, more than 80%, use some technology in the classroom (4.12). Professional development workshops and on-line assistance is available to faculty who are using or interested in integrating technology into their learning environments. It is important to note, however, that not all courses require or can benefit from the inclusion of technology. To assess the appropriateness and applicability of technology-mediated course work, the Distance Education Curriculum Subcommittee (DECC) reviews courses that have 49 percent or more coursework online or televised for quality of instruction, academic rigor, and compatibility with distance education delivery modes (4.05, 4.06). However, there is concern as to appropriateness—whether sufficient, too lenient, or too rigorous—of the 49% criteria which triggers a distance education course review. The College, through the Curriculum Committee, needs to assess this criterion to determine if courses with less than 49% of instruction occurring via distance modality but with major online components would benefit from (DECC) review as well.

Consistency of published student evaluation standards is facilitated by the sample syllabus published in the Faculty Handbook and the assistance of the instructional deans through dialogue regarding required elements (4.42). Accountability is ensured by the instructional deans' review and maintenance of the syllabi in their offices.

Course syllabi and current course outlines may not always be available in instructional divisions for all courses. While official course outlines reside in the College's Instructional Office, improving access to current syllabi for both adjunct and full-time faculty would improve consistency of instruction and academic rigor. In addition, quality of instruction and consistent academic rigor could be enhanced through the availability of tabulated data drawn from student evaluation surveys.

According to a student survey, the College is performing extremely well in the area of curriculum. Virtually all SCC students (98%) believe faculty clearly explain course requirements and know their subject matter (4.12). More than 9 out of 10 students feel instructors do a good job keeping current in course curriculum by bringing current events, ideas, and material into the classroom (4.12).

Students are pleased with the quality of instruction at SCC as it relates to academic goals, with 95% believing the courses have helped them achieved their educational goals (4.12). Specific to general education courses, the 86% of students surveyed are also positive about their improvement in communication and computation skills (4.12). While satisfaction with progress toward improvement in computer skills is lower (51%), it must be noted that not every course has--or should have--improvement of computer skills as a course objective (4.12).

The College has a clear policy regarding the evaluation of student learning and award of credit that is consistent with student learning norms. This policy is clearly stated and published in the College Catalog under Academic Standards and on the College's Web site (4.01).

All faculty utilize course information sheets that specify the requirements and evaluation processes utilized in each section of each course. More than 97% of students "agree" that course requirements, objectives, and grading policies are adequately explained (4.12).

The College's transfer of credits policy is clearly identified in the College Catalog and on the College website (4.01). The College certifies that the credits accepted are comparable to its own courses through a rigorous process involving its Admissions and Records Office. The College pays significant attention to the formulation and maintenance of articulation agreements with its primary transfer institutions (4.45).

The College is meeting articulation demands through the full-time assignment of a counselor position as an articulation officer and the College maintains appropriate articulation agreements with four-year universities both inside and outside of California. This College commitment to effective articulation has produced positive student transfer rates as evidenced in the State Chancellor's Office recent report (4.31).

Course renumbering has been a major initiative in the Los Rios colleges for the last two years. This effort has involved appropriate faculty members from all colleges. Within campuses and across the district, all departments have worked together to review courses, descriptions and units of credit in an effort to establish new course numbers (4.37).

The College utilizes a broad range of delivery systems and modes of instruction that are effective as well as compatible with the objectives of the curriculum and appropriate to student needs, encompassing lecture/lab modalities, educational collaborations, web-based student support services, and technologically-enhanced instruction. Virtually all faculty and staff (93%) “agree” that the College's range of delivery systems, modes of instruction, and service delivery locations are appropriate to accommodate the needs of SCC's diverse student population (4.11).

The College’s procedure for the design, approval, administration, and evaluation of all courses and programs follows established guidelines, whether conducted on or off-campus or by traditional or non-traditional delivery modes. The College utilizes the Carnegie unit credit protocol and consistently follows established institutional curricular and program approval procedures, regardless of location and delivery method (4.05). Contract education courses offered through the District’s Training Source for college credit are designed, approved, administered, and evaluated under the same processes as traditional courses. In 2002, the Training Source staff and College faculty and administrators jointly developed administrative guidelines to ensure that all established procedures would be adhered to for contract education offerings (4.38).

In a few instances, the College does offer other educational and professional development programs that offer continuing education credit to participants. These programs are offered by the College and are approved through the College Curriculum Committee and their own governing bodies.

All curricula offered via electronic delivery systems are in conformance with applicable Commission Policies and accepted good practice principles of Distance Education.

The rigorous review process for distance education by the Distance Education Curriculum Subcommittee and the Curriculum Committee has ensured compliance with the Title V regulations and the Procedural Guidelines for Online Course/Program Development (4.39, 4.40). An extensive curriculum review checklist has been developed and is published in the College’s Curriculum Handbook for faculty proposing course work that will be delivered through an electronic delivery system (4.05, 4.06). In addition, the College has selected a standardized medium (Blackboard) through which to conduct online distance education classes and offers students training to improved success in online classes. Faculty members have access to professional development training workshops on how to utilize the online system to assure student involvement, quality of instruction, and academic rigor.

While the College participates with other California community colleges in a Study Abroad program, it does not specifically offer curricula in foreign locations to students other than U.S. nationals (4.47).

### **Planning Agenda**

- *To ensure educational programs are aligned with the College mission and have adequate resources:* Annually, the College will monitor student enrollment research and adapt programs and courses to meet the emerging educational needs of its students and, through its newly-integrated planning processes, will identify, prioritize, and evaluate the sufficiency of the financial and human resources that support its educational programs and services
- *To support the integration of instructional technology and students’ acquisition of technology competencies:* By 2003-04, the Instructional Services and Information Technology offices will develop a process and an implementation plan to meet the College’s varied educational technology needs, including faculty computers and software, computer lab replacements and software upgrades, new technology-enhanced instructional facilities, such as multimedia rooms and computer labs, and curriculum management systems that result in “user-friendly” forms and proposal processes, and enhanced access to course outlines.
- *To ensure the quality of instruction, academic rigor, and consistency of awarded credit:* Beginning in 2003, the Curriculum Committee will work with faculty to evaluate the establishment of an information competency graduation requirement and/or courses, identify and re-evaluate general education courses in oral communication and critical thinking, and review all courses to ascertain consistency in the application of criteria for credit hours and distance education courses.
- *To improve student learning environments and opportunities:* By 2004-05, the Office of Instruction in conjunction with the Office of Administrative Services will conduct inventories of instructional space and usage

in order to provide sufficient physical and technological space for educational programs at all service locations, and identify strategies to increase the number of degrees and certificates conferred through the development of new programs, the expansion of existing programs, the development of a degree audit system, and the enhancement of educational program materials available to students.

- *To ensure educational programs are structured to support student achievement and program-based learning outcomes:* Beginning in 2003-04, the College's Planning, Research and Institutional Effectiveness Office will develop strategies to increase the frequency and consistency of publication of student performance data, and will develop survey methodologies to identify opportunities for educational programs to improve outcomes-based assessment and student acquisition of academic and technical competencies and overall achievement, particularly for non-traditional students.

<b>STANDARD FOUR: EDUCATIONAL PROGRAMS</b>	
4.01	SCC College Catalog 2002-2003
4.02	SCC Class Schedules, Fall 2002
4.03	SCC Class Schedules, Spring 2003
4.04	SCC Home Page, Faculty & Staff, Standing Committees: URL-www.scc.losrios.edu/welcome.html
4.05	SCC Curriculum Process Handbook
4.06	SCC Curriculum Process Forms
4.07	SCC Curriculum Committee Minutes, 2001-02
4.08	SCC Curriculum Committee Minutes, 2002-03
4.09	SCC Program Termination Process
4.10	SCC Cultural Awareness Categories and Topics Report
4.11	Accreditation Self-Study Faculty/Staff Survey, Spring 2002
4.12	Accreditation Self-Study Student Survey, Fall 2002
4.13	SCC Unit Plans 2002-03 Volume I & II (Actual document in standard 3.04)
4.14	Program Review Template
4.15	SCC Information Technology Plan
4.16	Budget Committee Handbook
4.17	LRCCD Board Policies and Regulations (Actual Hard copy in 2.09) - URL – <a href="http://www.losrios.edu/legal/Gcpolreg.htm">http://www.losrios.edu/legal/Gcpolreg.htm</a>
4.18	LRCCFT Contract - 7/1/02 - 6/30/05
4.19	LRCCD Faculty Evaluation Process Workstation Observation Worksheet
4.20	LRCCD Student Review of Faculty Questionnaire
4.21	LRCCD Institutional Research Home Page: URL – <a href="http://irweb.losrios.edu">http://irweb.losrios.edu</a>
4.22	LRCCD Follow-up studies for Vocational Programs URL: <a href="http://irweb.losrios.edu/FollowUp/Follow-Up-Cover.htm">http://irweb.losrios.edu/FollowUp/Follow-Up-Cover.htm</a>
4.23	State Program Performance Measures for Vocational Students, URL: <a href="http://www.cccco.edu/divisions/esed/voced/core_indicator.htm">http://www.cccco.edu/divisions/esed/voced/core_indicator.htm</a>
4.24	Organizational Chart for Educational Programs
4.25	Listing of Off-Campus Programs, Directors, and Enrollments
4.26	LRCCD Annual Report, 2001
4.27	Environmental Scan of the Greater Sacramento Area, Dec. 02
4.28	SCC Institutional Effectiveness Report, November 1998
4.29	SCC Enrollment Report, September 2002
4.30	California Community Colleges Chancellor's Office Web: URL - <a href="http://www.cccco.edu">www.cccco.edu</a>
4.31	California Community Colleges Chancellor's Office Transfer Readiness Report
4.32	Faculty Hiring Discussions Process
4.33	Student Degree and Certificate Advisory Letter
4.34	LRCCD Research Brief, Summary of Research Results: Learning Communities, Fall 2001
4.35	LRCCD 5 Year Construction Plan
4.36	Informal Survey of Division Deans and Program Directors, Fall 2002
4.37	LRCCD Course Renumbering Cross-Reference List, Fall 2002
4.38	LRCCD Administrative Guidelines, Contract Education, Training Source
4.39	WASC Policy on Distance Learning – URL – <a href="http://www.wascweb.org/senior/handbook.pdf">http://www.wascweb.org/senior/handbook.pdf</a>
4.40	LRCCD Online Education White Paper - URL - <a href="http://irweb.losrios.edu/eseach/LosRios/losrios-res-ACCREDITATION.htm">http://irweb.losrios.edu/eseach/LosRios/losrios-res-ACCREDITATION.htm</a>
4.41	SCC Planning Book, 2001-02
4.42	SCC Faculty Handbook
4.43	SCC Nursing Program Brochure
4.44	Data from Management Council Meeting, September 2002
4.45	Articulation Agreements: URL - <a href="http://www.assist.org">www.assist.org</a>
4.46	Program Advisory Committee Rosters and Minutes
4.47	Study Abroad and Study-Travel Announcements/Brochures
4.48	Honors Flash! A Newsletter for Honors Scholars and Phi Theta Kappa Students
4.49	Student Learning Outcomes Assessment: Overview of Purpose & Benefits, Current Status and Specific Objectives

## INTERVIEW LIST

### A. General Provisions

Elaine Ader, Dean of Information Technology  
Bob Carroll, Faculty, Philosophy  
Phil Cypret, Dean of Technology  
Michael Dunne, Coordinator, Dental Programs  
Melvin Duvall, Faculty, Electronics Technology  
Kari Forbes-Boyte, Dean of Behavioral and Social Sciences  
Albert Garcia, Faculty, English  
Rob Gore, Faculty, Theatre Arts  
Ron Hatton, Faculty, Mathematics and Statistics  
Tonie Hilligoss, Faculty, Sociology  
Sue Hussey, Coordinator, Occupational Therapy Assistant Program  
Rob Knable, Faculty, Music  
Julia Jolly, Dean of Language and Literature  
Laurie Perry, Faculty, Early Childhood Education  
Sue Roper, Faculty, Chemistry  
John Ruden, Dean of Davis Outreach Center  
Michael Severson, Faculty, Communication  
Shirley Short, Dean of Business  
Mary Turner, Dean of Science and Allied Health  
Diane Welch, Director, Nursing Programs  
Bruce Zenner, Faculty, Chemistry

### B. Degree and Certificate Programs

Phil Cypret, Dean of Technology  
Michael Dunne, Coordinator, Dental Programs  
Kari Forbes-Boyte, Dean of Behavioral and Social Sciences  
Sue Hussey, Occupational Therapy Assistant Program  
Laurie Perry, Faculty, Early Childhood Education  
Sue Roper, Faculty, Chemistry  
Shirley Short, Dean of Business  
Mary Turner, Dean of Science and Allied Health  
Diane Welch, Director, Nursing Programs

### C. General Education

### D. Curriculum and Instruction

Karen Kunimura, Faculty Co-Chair, Curriculum Committee  
Nelle Moffett, Dean of Planning, Research and Institutional Effectiveness  
Debbie Travis, Vice President of Instruction  
Kirk Wiecking, Faculty Coordinator, Distance Education  
Jane Woo, Counselor, Sacramento City College/Los Rios District Articulation Officer

## STANDARD FIVE: STUDENT SUPPORT AND DEVELOPMENT

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*The institution recruits and admits students appropriate to its programs. It identifies and serves the diverse needs of its students with educational programs and learning support services, and it fosters a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, and success.*

### **Descriptive Summary**

Sacramento City College's (SCC) mission is reflected in the admission policies found in its Catalog, class schedules, SCC Website, Student Guide, individual department brochures, handouts and SCC's advertisements (5.1, 5.2, 5.7, 5.21, 5.44). Relevant published materials are located throughout the Student Services areas, which include Admissions and Records, Counseling, Orientation, Matriculation, Student Center, One-Stop and Assessment. Outreach presentations, new student orientations, and personal contacts provide further dissemination of admissions policies (5.7, 5.21).

Program information is found in the College Catalog, the Student Guide, department brochures and on the Website (5.1, 5.7, 5.44). Information is accurate, relevant and updated on a regular basis. Class schedules and the Catalog are available on the Website as well as in printed form. Transfer information is available at the Transfer Center and in the Transfer Center brochure (5.22). The Counseling Center provides information about majors, degrees and certificates, and graduation requirements (5.21, 5.46). Enrollment and program information are contained in the *Tabloid* and *JumpStart* newspapers, mailed free to over 290,000 homes three times a year (5.21).

Students learn more about Sacramento City College programs and services through the matriculation process (5.7). New and continuing students are encouraged to attend Orientation, either in person or on-line, to become familiar with the College (5.20). Students meet with a counselor and are given a student guide, a class schedule, and a Catalog.

Some programs, such as nursing, dental health, advanced transportation and other vocational programs, distribute informational brochures and pamphlets as needed. Financial Aid, EOP&S, CalWORKs and scholarship information are also available for students (5.24, 5.17, 5.8, 5.48). The refund policy is printed in the class schedule.

Student conduct and grievance procedures are covered in the College Catalog, at Orientation, and in the Student Guide (5.1, 5.7, 5.20). Area Deans and the Dean of Instruction assist students in resolving concerns or problems through the Student Grievance Process.

The College initially identifies the educational support needs of its student population through the College's application process. A student's responses on his/her application generate a letter from the Office of Matriculation referring the student to appropriate services. Assessment and Orientation offer students an additional link to educational support needs. Counselors evaluate student needs and make referrals to educational and support services. Matriculation offers the early Assistance Program through which instructors refer students to appropriate services for additional assistance. First-semester college students receive a mailing from the Matriculation Office referring them to Counseling for follow up on their educational plans (5.7).

The District Matriculation Committee, made up of representatives from the three main campuses of the Los Rios Community College District and the Folsom Lake College Center, addresses policies and procedures directly affecting the educational support of its student population. The Committee outlines the matriculation process for staff and students to ensure students receive the assistance of appropriate services and programs.

The Learning Resource Center, general tutorial services, open computer labs, English as a Second Language Center, Writing and Math Labs, Student Athlete study skills lab, the Learning (dis)Abilities and Disability Resource Centers, EOP&S, RISE, Puente, and MESA programs provide educational support to students (5.21). Counselors are available year round and provide academic, personal/crisis, career and transfer information.

The Student Development program at SCC actively solicits student involvement and contributions and encourages growth experiences. Student Government serves the student body through investigation and implementation of student concerns and facilitation of communication between students and other members of the College community.

All positions are elected. Students have opportunities to become voting members of campus-wide standing committees along with the other constituents, including faculty hiring committees. The Associated Student Body President serves as a member of the President's Executive Council (5.7, 5.10).

Students participate in campus-wide student surveys to evaluate specific programs (5.27, 5.35, 5.37). These outcomes are used in the planning process to develop and improve support services. In addition, all Student Services programs have recently completed a thorough program review (5.37). This process examined and documented student satisfaction with each program.

Any high school graduate or person 18 years or older may be admitted to the College. The assessment process is part of the Orientation Program's protocol. Assessment tests are used to advise students of appropriate course placement in English, ESL, and math. Students decide which test they want to take. Practice tests and other testing information are available to students ahead of their testing time. The results of the tests are provided to students on computer printouts in a timely fashion. Students are given information on co-requisite and prerequisite advisories of various courses. Students may then see a counselor who considers the test scores along with other measures to determine the best course placement for the student.

The Assessment Coordinator works with Matriculation and appropriate faculty to establish appropriate assessment tools (5.9, 5.14, 5.23). Campus Research assists with the validation of these instruments. All tests are either on the State Chancellor's approved list or have been validated locally. The Assessment Center administers the Accuplacer Computer Placement Test for placement in English and Math. The English Department is developing an essay exam to be used in addition to the tests now used. English as a Second Language uses the Levels of English Proficiency Test (LOEP) and a locally developed essay test.

The Mathematics Department uses a branching exam with three different possible math levels included. Tests results are combined with weighted answers to a series of questions developed by the appropriate departments to give a total score, thus ensuring the use of multiple measures. Paper and pencil versions of the tests are available to students who may not be able to take the computerized versions. Special testing accommodations are provided for students with disabilities.

The College provides appropriate, comprehensive, reliable, and accessible services in each of its outreach centers: Davis, West Sacramento, and Downtown. These services include, but are not limited to, Admissions and Records, Counseling, Disability Accommodations, Orientation, and Assessment. The availability of many of these services can be found in the annual College Catalog, class schedules, in various publications (5.1, 5.2, 5.3, 5.4) and on-line, which also provide links to additional programs and agencies. The College Catalog, schedule of classes, applications, orientation information and registration procedures, enrollment records, unofficial transcripts, and account information are also available online.

Matriculation and Student Development serve the needs of the diverse student population at SCC. The College supports a diverse curriculum, which includes ethnic studies, foreign languages, international studies, and women's studies. The College's Cultural Awareness Center (CAC) sponsors ethnic pride celebrations and award ceremonies honoring students and speakers from various professions and different walks of life. Other offerings include counseling and psychological services (5.1, 5.6, 5.7, 5.46) and specific programs such as Athletic Advising, CalWORKs, Career Services, The Disability Resource Center, Early Assistance, EOP&S, International Student Center, MESA, Puente, Reentry, and the Black Scholar Alliance. Honors, Phi Theta Kappa, RISE, Summer Bridge and Summer Academy, Transfer Center Veterans Affairs, and Work Experience (5.1, 5.4, 5.6, 5.7, 5.13, 5.17, 5.20, 5.21, 5.24, 5.33, 5.40, 5.41, 5.46).

SCC supports a co-curricular environment that fosters student development. Student Leadership and Development provides opportunities for collegiate involvement and leadership development via the Associated Student Government (ASG), approximately 30 clubs and the Inter-Club Council, campus-wide events, and leadership workshops, retreats, conferences, and curriculum (5.7, 5.10, 5.45). The College also offers opportunities for students to get involved in the arts, athletics, cultural awareness programs, journalism, honors, service learning, and forensics (5.1, 5.7, 5.21, 5.2, 5.45, 5.46).

Students can take advantage of tutorial services, study labs, and campus employment (5.7, 5.1, 5.21, 5.2, 5.44, 5.41). In addition, the College provides many activities on the quad, in the Student Center, and during College Hour. all of which provide cultural, ethnic and personal enrichment for all students (5.7, 5.44).

Student records are maintained permanently, securely, and confidentially by Admissions and Records and the District Office. All academic records are now stored electronically via PeopleSoft or with Keyfile, a document imaging and archival system. Keyfile backup is conducted nightly to another server, with backup tapes stored in multiple buildings on site. The District Office conducts PeopleSoft student record backup, and backup tapes are secured offsite.

The College keeps all student records confidential and complies with state and federal regulations and LRCCD Policies and Procedures concerning the confidentiality, disclosure, and review of student records. Faculty and staff levels of access (through different passwords and profiles) are authorized by the Dean of Admissions and Records. Students can access their course enrollment records, unofficial transcripts, and account information through student ID numbers and personal passcodes. A student's Social Security number is no longer used to access this information, thus providing a more secure environment. Procedures manuals are voluminous and are in A & R and at the District Office.

The College uses a number of different instruments to systematically evaluate the appropriateness, adequacy, and effectiveness of its student services, and it uses the results of the evaluation as a basis for improvement. Student satisfaction surveys (5.35, 5.36, 5.27) and the Student Services Program Review (5.37) are used at regular intervals to collect, measure, and evaluate programs and services for students. The three divisions of student services—Student Services, Admissions and Records, Financial Aid, and EOP&S, and Matriculation and Student Development plan--for future services and improvements to current services and make recommendations in each area's Program Review and corresponding Unit Plans.

Faculty/Staff Survey (Standard Five)					
Spring 2002 - Valid Percent					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
25. SCC utilizes effective assessment and placement instruments and procedures.	6.5	43.9	12.3	9.0	28.4
26. SCC Provides students with diverse needs with appropriate education programs and learning support services.	14.9	62.3	7.1	3.2	12.3
27. SCC provides students with adequate opportunities to participate in extra-curricular activities (e.g. clubs, sports, government) outside the classroom.	26.0	62.3	3.2	1.3	7.1
28. SCC demonstrates institutional honesty and integrity in student support services.	17.4	57.4	4.5	3.9	16.8
29. SCC ensures the quality of instruction, academic rigor, and educational effectiveness of its courses and programs offered at SCC's main campus.	19.4	58.1	6.5	2.6	13.5
30. SCC ensures the quality of instruction, academic rigor, and educational effectiveness of its courses and programs offered at the outreach centers.	8.5	39.2	5.2	3.3	43.8
31. SCC ensures the quality of instruction, academic rigor, and educational effectiveness of its courses and programs offered by electronic media (video, cable, on-line).	9.0	34.8	5.8	2.6	47.7
32. SCC provides faculty and staff with adequate information about the Admissions and Records process.	6.5	50.3	28.1	8.5	6.5
33. SCC provides students with effective and user-friendly access through orientation and matriculation processes.	8.4	53.5	7.7	3.2	27.1
34. SCC provides students with adequate financial support services (e.g. Financial Aid, EOP&S, Cal Works, Scholarships).	17.6	54.2	5.2	1.3	21.6
35. SCC provides students with satisfactory and beneficial counseling services.	9.1	43.5	21.4	5.2	20.8

Student Survey (Standard Five)					
Fall 2002 - Valid Percent					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
14. SCC provides appropriate educational programs and learning support services to student with different needs.	23.1	46.6	4.3	2.1	23.8
15. SCC provides students with enough opportunities to participate in activities outside the classroom	13.6	34.3	16.4	3.9	31.8

### Self-Evaluation

The College produces reliable publications that are consistent, informative, and user-friendly in English and six other languages (5.1, 5.7, 5.21). The College provides students with the most current and accurate information about its various services, programs, and procedures and conducts research to ascertain what students think about the availability of services, programs and procedures (5.27, 5.35, 5.36).

In the Accreditation Self-Study Student Survey Results (5.27) conducted in the Fall of 2002, 82.3% of students either “strongly agreed” or “agreed” that the College provides students with current and accurate information through a variety of College publications and Web sites, and 89% of students either “strongly agreed” or “agreed” that the College provides students with clear expectations concerning the principles of academic honesty and the penalties for violation.

Due to State budget reductions, Matriculation has cut staff and services, impacting orientation outreach, and other services. Matriculation will now use proportionally more technology to communicate with students. Publications, including the Catalog, are on-line. New students now have the opportunity to select on-line or in person orientation sessions. The use of technology creates both concerns and advantages: concerns that some students do not have access to computers or are unfamiliar with technology, and advantages that distance learners have access to quality information and services. As the College continues to rely on the SCC Website as a major medium of communication, Student Service areas struggle to maintain webpages with limited resources in terms of staff, funds, and web expertise (5.44).

The Student Survey (5.27) indicates that 69.5% of students “strongly agree/agree” that appropriate educational programs and learning supports services are provided; and 63.5% “strongly agree/agree” that career and academic counseling services are provided. Saturday services, even with funding reductions, are still available during peak times each semester (5.49). Evening and weekend students are also provided services at times convenient for them, including counseling services at Outreach Centers. The Disability Resource Center and Learning Disabilities Center serve as conduits in providing services to students with special needs.

The addition of a full-time certificated coordinator for the Student Leadership and Development Program has substantially increased the visibility, accessibility and strength of its offerings and services. In the Student Survey from Fall, 2002, 47.9% of the students surveyed felt that “SCC provides students with enough outside opportunities to participate in activities outside the classroom” (5.27).

A wide array of opportunities exists for the holistic development of students. Co-curricular activities promote involvement, leadership, and learning for interested students. The main barrier to even more student involvement, and the planning and evaluation of these programs, seems to lie within the work and family commitments of much of the SCC student body, thereby leaving little time for co-curricular activities. While the Student Leadership and Development Program encourages student involvement and provides a multitude of opportunities, the College needs to encourage more student involvement by providing stronger mentoring within the standing committees and other co-curricular activities (5.37).

The procedures and tests used by the Assessment Center are designed to minimize bias. The tests have all met the cultural and linguistic bias standards set by the State Chancellor’s office and are on the Chancellor’s approved list. In 1999, a committee of twenty-five SCC instructors and counselors, working with personnel from the College Board Testing Service, scrutinized the tests for cultural and linguistic bias and eliminated seventeen of the items on the tests. Disproportionate impact studies are being conducted by the College’s Research Office and are partially completed at this time (5.19, 5. 23, 5.28, 5.9, 5.11, 5.32, 5.14, 5.42, 5.12).

SCC provides a wide range of activities and services to meet the needs of a decidedly diverse student population (5.27, 5.29, 5.50). With the reduction in CalWORKs and Matriculation funding and additional proposed cuts, Student Service areas are experiencing difficulty maintaining the current levels of student support. The College must continue to meet its commitment to hire faculty who meet the needs of a diverse student population.

Telephone Enrollment Services was implemented in 1996 and eServices in Spring, 2002, using PeopleSoft, a comprehensive, integrated information management system. While PeopleSoft implementation has made minimal changes to the delivered software, it has created several areas of concern for Counseling, Financial Aid, EOP&S, instructors, and managers. Access to transcripts and other academic data is cumbersome and deficient in information needed to effectively serve students. In these areas, PeopleSoft is not as efficient as the legacy system and has, as a result, increased workload.

Student record access has been expanded to include more staff and faculty, so instructional faculty now have access to student telephone numbers and “real-time” rosters.

Responses to the Accreditation Self Study Faculty/Staff Survey-Spring 2002 indicate a significant number of faculty and staff who “don’t know” if the College provides effective and user-friendly orientation and matriculation, adequate financial support services, or satisfactory and beneficial counseling services (5.29). Similarly, in the Accreditation Self-Study Student Survey of Fall 2002, 35% of those surveyed indicated that they “disagreed” or “did not know” if the College’s academic and career counseling services provide the information needed to meet their educational goals. A challenge exists to raise awareness of the services available to students.

A strength cited in providing services was the *Connections Program*. This program has been helpful in getting staff to work together while the improving communication skills of individuals.

#### **Planning Agenda**

- Increase student participation in the participatory governance process.
- Ensure that on-line admission and registration systems are effective and user-friendly; that implementation of all components of the PeopleSoft Student Administration systems, including prerequisite checking, degree audit, financial aid, assessment, and MIS, are effective and user-friendly; and that the PeopleSoft Project include broader user input at all levels of planning, implementation and training.
- Place a high priority on hiring faculty who represent the student population.
- Conduct a needs assessment of the community and student population to provide input into designing appropriate, comprehensive, reliable, and accessible services to students.

<b>STANDARD FIVE: STUDENT SUPPORT AND DEVELOPMENT</b>	
5.01	Sacramento City College Catalog 2002-2003
5.02	Schedule of Classes Fall 2002
5.03	Admissions Bulletin - SP03
5.04	International Student Center Publications: ISC Brochure; ISC Accident & Insurance Plan; ISC Application; ERES Application; Various information flyers and forms from International Student Center.
5.05	International Student Opinion Survey-SP 2002
5.06	Health Office Publications: Self Care Guide for FEVER; Common Cold; Body Fat Composition SCC Health Services; Health Care Resources; Help Save a Live; Care-A-Van
5.07	Matriculation/Student Leadership & Development Publications (SLAD): Student Body Card Brochure; SLAD card; OutReach Brochure; Student Leadership & Development Brochure; Getting In Brochure; Students Obtaining Success; Matric Matters; ElectricCity; Student Guide; Various flyers announcing workshops; SLAD Club Handbook; SLAD Recruiting new Members; Delegating Responsibilities; Planning Effective Meetings; Motivating your Members; The Meeting Agenda; Conducting Effective Meetings; Making Effective Presentations; Preparing a Budget; Dealing with Bureaucracy; Planning a Retreat; Tuckman's Group Development Model & Characteristics.
5.08	CalWorks Publications: CalWORKS brochure; Paving the way...
5.09	Validation Study for Reading Competency Graduation Requirement
5.10	Associated Student Government (ASG) Publications: Your Guide to Parliamentary Procedure; 02-03 Meeting Schedule; 02-03 Officer List; Strategies for Continuous Learning; Chart for Handling Motions; Oath of Office; Constitution of ASG of SCC; Bylaws to the Constitution; How to Develop your Leadership Skills; Your Guide to Participatory Decision-Making at SCC; Open & Public II-A user's guide to the Ralph M. Brown Act.
5.11	Approval Letters for Assessment Instruments
5.12	Matriculation Plan - 2001
5.13	MESA Perspective - Fall 2002
5.14	Placement Validity Study for LOEP Test
5.15	Statistics Concerning Faculty, Staff, & Administration Characteristics
5.16	Organization Chart of Student Services
5.17	EOP&S Publications: EOP&S Brochure
5.18	SCC FactBook 2002-03 - URL: <a href="http://scc-sql-rsearch.scc.losrios.edu/factbook/">http://scc-sql-rsearch.scc.losrios.edu/factbook/</a>
5.19	Matriculation Projects Completed Since 1996
5.20	Orientation Packet
5.21	Various Student Publications: SCC Tabloid, Success, Career Choices, The Express; Jump Start, SCC Brochure, Student Services Resources & Programs, Associate Degree Majors 02-03, Student Athlete Guide,
5.22	Transfer Center Publications: Your Future; Steps to Teaching; Transfer Center Calendar for Oct. 02; Make the Right Move; The Guide; The Black Collegian; Various Transfer Center flyers.
5.23	ESL Cut-Score Validation Study
5.24	Financial Aid Publications: Financial Aid Information & Application; The Student Guide 02-03; Fund your Future 02-03 (English & Spanish);
5.25	SCC Unit Plans 2002-03 Volume I & II (Actual document in standard 3.04)
5.26	LRCCD Annual Report, 2001
5.27	Accreditation Self Study Student Survey Results-Fall 2002
5.28	Disproportionate Impact Study - Spring 2001
5.29	Accreditation Self Study Faculty/Staff Survey & Results - Spring 2002
5.30	Accreditation Self-Study Climate Survey & Results - Fall 1996
5.31	Child Development Center Parent and Student Guide
5.32	Content Review 1999 of Computerized Placement Test
5.33	Information on Puente Project
5.34	District Office Resource Information (White Paper) <a href="http://irweb.losrios.edu/eseach/LosRios/losrios-res-ACCREDITATION.htm">http://irweb.losrios.edu/eseach/LosRios/losrios-res-ACCREDITATION.htm</a>
5.35	Noel Levitz Student Satisfaction Survey - 1998 & 2001
5.36	Noel-Levitz Student Satisfaction Survey Results - Spring 2001

5.37	Student Services Program Review - Volumes 1, 2, & 3
5.38	SCC Counseling & Instructional Liaisons 2001-02
5.39	SCC Counseling Crisis Intervention Procedures
5.40	Cooperative Work Experience & Internships Publications: Preparing for Tomorrow's Workforce; INTERNSHIP; Summer & Fall 2002 Flyer; ElectricCity Ad;
5.41	Career Planning Services Publications: Web Search Tips; Tools for Career Exploration; Career Values: An Overview; Stop in and Explore the Possibilities; A Guide to Resume Writing; Dress for Success; Job Search Techniques; Interview Information & Techniques; Writing Cover Letters and Thank You Notes; Information Interviewing; Student Workshops Calendar-Oct 2002; Recommended Job Search Web sites; SkillScan Professional Pack
5.42	Unit Plans for Assessment Center
5.43	Learning (Dis) Abilities/Disability Resource Center Publications: Learning (Dis)Abilities Program; Student Guidelines for Exam Accommodations; College Students w/ Learning Disabilities; The Student's Perspective; Learning (Dis)Abilities Handbook; How to help the student get the most out of class; Handbook for transition of students with Learning Disabilities; Assistive Technology; Research Brief; etc.
5.44	SCC Websites and Links - URL: <a href="http://www.scc.losrios.edu/welcome.html">http://www.scc.losrios.edu/welcome.html</a>
5.45	Susurrus
5.46	Counseling Services Brochure
5.47	Cultural Awareness Center Information
5.48	Scholarships Information
5.49	SCC Saturday Services
5.50	Planning, Research and Institutional Effectiveness Webpage: <a href="http://scc.losrios.edu/~sccro/">http://scc.losrios.edu/~sccro/</a>
5.51	EOP&S Program Review – Summary Report/March 2003

## **INTERVIEWS**

Patricia Hsieh, VP Student Services  
Kim Goff, AR Supervisor  
Richard Yang, Counselor  
Jim Hinerman, Counselor  
Angelia Jovanovich, Assessment Coordinator/Counselor  
Albert Garcia, Instructor, English  
Linda Klein, Instructor, Reading  
Judi Keene, Instructor, ESL  
Sam Sandusky, Dean, Admissions and Records  
Larry Dun, Dean I, Student Services  
Annette Barfield, Counselor  
Jane Woo, Counselor  
Mary-Sue Allred, Counselor  
Pat Maga, Financial Aid Supervisor

### District Office Staff

Mary Jones, PeopleSoft Project Manager  
Judy Beachler, Director, Institutional Research

## STANDARD SIX: INFORMATION AND LEARNING RESOURCES

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*Information and learning resources and services are sufficient in quality, depth, diversity, and currentness to support the institution's intellectual and cultural activities and programs in whatever format and wherever they are offered. The institution provides training so that information and learning resources may be used effectively and efficiently.*

### **Overview**

Sacramento City College provides a full array of information and learning resources to the College community. The new Learning Resource Center (LRC) houses many of these resources including library services, instructional and information technology, distance education, media services, and learning skills and tutoring center and computer labs. Campus staff provide desktop and college network support; the District focuses on wide-area network (WAN) and district-wide application support; and division staff support academic computing and computer labs. Learning Skills and Tutoring Center services have a major college-wide presence in the LRC as well as in division-based tutoring labs.

- 1. Information and learning resources, and any equipment needed to access the holdings of libraries, media centers, computer centers, databases and other repositories are sufficient to support the courses, programs, and degrees wherever offered.**

### **Library**

The Learning Resource Center opened in 1998 after a planning process that began in the early 1990s. The new LRC has 62,288 assignable square feet and houses major college academic support services: Library, Instructional Media, Learning Skills and Tutoring Center, open computer labs, study rooms, multimedia production and presentation rooms, interactive electronic classrooms, television production studio, and staff development center. The library itself occupies the 2<sup>nd</sup> and 3<sup>rd</sup> floors with shelving space for 100,000 books and print periodicals and offers full access to the Internet and online services. Library resources and services include the Los Rios Online Information System (LOIS), full-text periodical and reference databases, microfiche periodicals, and CD-ROM periodical access, alternative media, assistive and adaptive technology, extensive reference service, reserve capabilities, study rooms and carrels, and “smart” classrooms for library orientations and classes. Librarians provide expanded reference and instruction services to meet immediate information needs and teach long term research skills (6.1, 6.3, 6.4, 6.5, 6.13, 6.16).

A major culling of the library collection occurred during the transition from the old building to the current facility. The current collection has approximately 72,000 volumes, 4,550 videos and films, access to approximately 3,456 periodicals (3,000 available through research databases and 456 in print), and over 2000 items on reserve. The online catalog and research databases can be accessed from 120+ computers within the Learning Resource Center, and from any Internet connection. The library collection represents the full range of academic and vocational programs taught at Sacramento City College, with full support for faculty requesting course-related materials be made available at the reserve desk. (6.2, 6.6-6.12, 6.14, 6.15)

### **Information Technology**

Sacramento City College offers extensive information technology capabilities to faculty, staff, and students. As appropriate, there is full Internet access from all computers on campus. Fiber connects all buildings to a central network point of presence that integrates the College’s capabilities with those of the outreach centers, other Los Rios colleges, and the District Office. The District Office manages the Internet connection (6.22).

The College’s computer facilities operate through four separate networks: an administrative network, an instructional network, a resource network, and a public network (6.17, 6.20, 6.21).

- The 476-workstation administrative network supports administrators and staff with secure access to the Internet, workplace productivity tools, administrative applications such as PeopleSoft and Keyfile.
- The instructional network supports faculty and student computing, comprising 1300 workstations and peripherals with PC and Macintosh capabilities as appropriate for instruction. All classrooms have the capability to be connected to the instructional network and the Internet.

- There are two computer-based instructional classrooms on an “as needed” basis in the LRC and Business Building. “Smart” classrooms that enable faculty to teach using a multitude of high tech resources are installed in a number of divisions and the outreach centers and are being expanded. Portable computers and projectors and cable TV are also available in all divisions and at the outreach centers (6.19, 6.23),
- Distance education is supported through online classes using Blackboard and the Web as instructional resources. A full television production capability allows the creation of televised courses that are broadcast via local cable channels. Satellite downlink access is also available at multiple campus locations (6.24).
- A “resource” network of servers and printers enable full access to shared resources across the administrative and instructional networks.
- A “public” network allows students to bring their own computers to campus and obtain Internet access from a number of locations in the LRC (6.18).

### **Learning Centers and Labs**

Sacramento City College has developed a multi-pronged approach to providing academic support to students. “Open” computer labs and the Learning Skills and Tutoring Center are available under the auspices of the Learning Resource Center. The Learning Skills and Tutoring Center located on the first floor in the LRC provides support through walk-in and scheduled peer tutoring and through the Beacon group tutoring program. In addition to traditional tutoring support, the Center also has microcomputers, televisions, learning software, videos, handouts, and reference books. Study skills classes and tutoring training classes are offered. The LRC, and an additional “open” access computer lab located in the Business Building, offer Internet access, Microsoft Office Suite software, email access, and programs specific to instructional needs, such as nutrition and foreign language (6.25, 6.26, 6.113).

In addition to the computer classrooms and open labs, division labs are available to support instruction. Both computers and traditional tutoring assistance are available in each of these facilities. Computer labs are also used to provide instruction (6.25, 6.27, 6.93, 6.114).

In addition to instructional support, computer and academic labs are also available for specific programs such as Respect Integrity Involvement, Success Through Education (RISE), Equal Opportunities Programs and Services (EOP&S), Math, Engineering, and Science Achievement (MESA), and the Disability Resource Center. Students with disabilities also have access to computers with specialized hardware and software in open-access labs and in the division computer labs (6.25, 6.93).

### **Self-Evaluation**

There is general agreement from both staff and students that library, information technology, and Learning Center and computer lab services are available, sufficient, and targeted to meet needs at Sacramento City College. In each of these three broad areas, there is a commitment to support instructional and administrative functions through access to information and learning resources. In the Learning Resource Center, the new building has enabled the staff to provide resources, programs, and services designed to meet the needs of students and staff. They openly solicit ideas from faculty and students and make purchases and design services on the basis of documented interest and need. Library staff utilizes its expertise to propose services to faculty and students. In the area of information technology, a long term commitment to providing access to computing resources is being implemented: first with networking capabilities into each building and office; then with technology available at the desktop for full time faculty and staff; and finally with multimedia resources in the classrooms. Given the age and physical condition of campus buildings, the degree to which computer classrooms and labs have been realized is significant. The connections to the outreach centers, other colleges in the Los Rios District and the Internet are high speed and available on a consistent basis. In the area of Learning Centers and Labs, the dual strategy of providing both open access and discipline specific Learning Centers and computing labs has enabled a full range of needs to be addressed. The presence of faculty coordinators in all the Learning Centers and labs underscores their integration into the educational mission of the divisions. (6.25)

Recognition of this College commitment is provided by surveys taken with staff and with students. In a survey of staff done in July 2002, 56.1% of respondents "agreed" or "strongly agreed" that “Educational materials and

equipment (library holdings, media items, computer centers, databases, etc.) is sufficient to support educational courses, programs, and degrees wherever offered.” However, 23.9% of respondents "disagreed" or "strongly disagreed" with that statement (6.49).

Student satisfaction surveys provide evidence that library and student computing resources are recognized as available and adequate for their educational needs. In the Noel-Levitz surveys taken in 1998 and 2001, an increasing number of students rate library resources and services as important and adequate. In 1998, the mean level of importance of library services was 6.00; the mean rating for satisfaction with services was 4.42 (on a 7-point scale, where a score of 7 was either “very important” or “very satisfied”). By 2001, the mean level of importance was 6.39 and the mean level of satisfaction was 5.54. In assessing the importance and quality of computer labs, the mean level of importance has remained high--6.12 in 1998 and 6.14 in 2001) but the mean level of satisfaction has risen (4.69 in 1998 to 5.04 in 2001). When asked the more general question about academic support services, however, there has been a decrease in the degree of satisfaction. When asked to assess whether “academic support services adequately meet student needs,” the respondents’ level of satisfaction has gone down between 1998 and 2001 (mean of 4.81 in 1998 compared with 4.59 in 2001) (6.36).

**2. Appropriate educational equipment and materials are selected, acquired, organized, and maintained to help fulfill the institution's purposes and support the educational program. Institutional policies and procedures ensure faculty involvement.**

**Library**

The library staff has developed several means to ensure that resources appropriate to support instruction are available. First, procedures have been developed to select, acquire, and support print and non-print materials, and online databases and resources. Second, the library staff, with the Learning Resources Committee, have developed and approved a collection development policy and allocation formula for materials funds. Third, flex day workshops on library resources and library requests are held every semester. Fourth, the library staff has assigned a liaison with each instructional division to augment communication. The Library staff provide both web-based and print materials to inform faculty of library services and collection development policies; hold meetings with division faculty; provide liaison assistance to develop in-depth program knowledge needed to purchase appropriate resources; review curriculum with considerations for library and learning resource materials. There is strong collaboration among the librarians in the Los Rios district to select and acquire online databases since databases are purchased with shared district funds and serve students at all locations. The librarians within the Los Rios district also collaborated on the selection, implementation, and operation of the new automated library system (6.28-6.35, 6.37-6.41, 6.107).

**Information Technology**

District and College standards have been developed for the acquisition and support of information technology resources by District computing committees with discussion and approval by the College Information Technology Committee. District and the College Information Technology Committees have provided service level agreements to ensure that timelines and methods for prioritizing maintenance and support activities are known. Standardized purchasing programs are also in place. Both Macs and PCs are supported (6.52, 6.78,6.94).

The acquisition of major information technology resources began during the mid-1990s. The majority of machines on campus today can support a planned upgrade to a Windows 2000 operating system, an Office 2000 environment, and Internet access. The District and College support Outlook or Outlook Web Access (OWA) as the standard for e-mail service. The District Office also supports web services for the college community with the Blackboard software as the instructional technology program for on-line classes. The Computer Services Department administers College network and workstation resources. A Microsoft-based computer program (SMS) facilitates resource management. The College has processes to identify the need for equipment for new faculty and to redistribute computer resources. Critical servers are replaced when the warranties expire (6.17, 6.21, 6.42, 6.43). The District-wide Educational Technology Committee, with faculty and administrative representation, selected Blackboard; and a subcommittee was created to select and implement a curriculum management system to support

both curricular and program review processes. Another District-wide group, the Distance Education Task Force, reviews policies and procedures. On campus, the SCC On-line Committee, a constituency-based subgroup of the Information Technology Committee, develops guidelines for distance learning and works with the Curriculum Committee on curriculum development issues (6.95).

The District works with the Foundation for California Community Colleges (FCCC) to acquire Microsoft, Adobe, ESRI, and Macromedia products, thereby ensuring district-wide software standardization. The District participates in the California Virtual College (CVC4). Specialized site licenses have been purchased to enable all the colleges in the District to have access to appropriate computer programs while divisions select programs that support instruction. The District Office is also coordinating an implementation of the Windows 2000 Active Directory structure (6.66, 6.88).

Desktop resources include access to the Internet, the Microsoft Office Suite, email access, and anti-virus programs. Outlook email accounts are automatically created for the faculty and staff at time of hire. On-line grading and roster systems were developed in conjunction with the PeopleSoft implementation (6.89).

The College has developed a new Media Center to enable faculty to learn how to incorporate technology into the classroom and to design specialized web resources (6.24).

### **Learning Centers and Labs**

The multi-pronged approach of the Learning Centers and labs helps to ensure that educational programs are supported appropriately. The open access Learning Skills and Tutoring Center, which includes the Beacon program, provides tutoring and academic support services across the divisions. Faculty can refer both tutors and students to the Center. Two faculty coordinators provide extended services into the evenings and on Saturdays. The open access computer labs support a standard configuration for student use (6.25, 6.26).

The division-based labs are generally managed and maintained by faculty coordinators. In those cases in which technical staff is directly responsible for the management and maintenance of the labs, faculty determine software and equipment configurations (6.25, 6.44).

Faculty coordinators manage specialized facilities including the Adaptive Lab, RISE, MESA, and EOP&S labs. Computer resources for disabled students follow guidelines established by the High Tech Center in De Anza College and staff is supported by the Chancellor's office. The hardware and software needed to support instruction for disabled students are maintained in the open access and division labs by a specially trained technician (6.25, 6.68, 6.46).

### **Self-Evaluation**

Appropriate learning resources are selected, acquired, organized, and maintained for the library, information technology, and learning labs and computer labs. A variety of means ensure faculty involvement in the acquisition and deployment of resources, including collection development policies and activities in the library, divisional control of computer labs and tutoring programs, and unit plan based technology requests. Librarian liaisons are assigned to each division. Division labs span both general education and vocational programs. The use of standards in purchasing and deploying information technology developed at the District and adopted by the College helps to ensure that resources can be maintained at a high level of availability. Faculty support in these areas is generally high. In the July 2002 faculty and staff survey, 78.5% of respondents agreed with the statement "I have an opportunity to make suggestions for acquiring learning resources, materials, and equipment" (6.49).

Analyzing and expanding the scope and currency of information and library resources has been challenging. In the course of establishing the new Learning Resource Center a major weeding of the book and media collection took place. Only 56,000 books were included in the transition from the old library to the new LRC. While there has been a strong commitment and effort made to build the library collection to the levels recommended by Title V, the rate of collection development has not kept pace. The current collection of 72,000 is below the levels recommended under Title V and funding commitments to collection development will not allow the pace of collection development to continue. In the case of information technology resources, there is a wide range of technology employed to meet college needs. In assessing whether faculty, staff, and students have access to the resources appropriate to accomplish their goals successfully, there is a broad "match" in determining how specific resources are allocated. However, there is no College-wide documented policy and procedure for determining replacement of technology resources, either in terms of rate of replacement or who gets new resources. The strategies that have

been employed are more specific to the dictates of categorical funding sources, which enable units to replace equipment based on broad program guidelines (6.2,6.42).

### **3. Information and learning resources are readily accessible to students, faculty, and administrators.**

#### **Library**

The Learning Resource Center is open from 7:30 a.m. to 9:30 p.m. Monday through Thursday, 7:30 a.m. to 5:00 p.m. on Friday, and 8:30a.m. to 3:00 p.m. Saturday for a total of 72 hours during both semesters when classes are in session. The LRC is closed on Fridays, Saturdays, and Sundays during the summer. Full reference services and instruction are available during the hours that the library is open. On-line access to the Catalog and full-text databases and service requests can be made through the LRC website at any time from any location. Handouts are available that describe library resources and methods of access. On-campus students can access required college textbooks through the reserve desk. Orientations to library resources and services are available to students on a drop-in basis or can be scheduled by faculty at either the campus or the outreach centers. Intercampus and interlibrary loan capabilities are available to all students, including at the outreach centers. At the Davis Center, students and faculty can access the University of California, Davis, library. A process to redesign the library's website is currently underway to align it with assistive technology and ADA needs. Adaptive workstations are available to library patrons with disabilities to provide full access to library resources. (6.45-6.51).

#### **Information Technology**

District and College information technology resources are consistently available except for scheduled maintenance on Sunday mornings. Computer Services staff are available on-site Monday through Saturday. The campus fiber optics network and classroom network connections ensure access to appropriate network resources. Full-time faculty and staff have computers on their desks. Adjunct faculty have access to computers in division offices. Email accounts and the grading/roster program can be accessed via the Internet. The FCCC Microsoft agreement allows faculty and staff to use Microsoft Office software on home computers for educational purposes (6.52-6.55).

An educational design specialist has been hired to assist faculty in designing web-based resources accessible to students with disabilities and to make instructional materials accessible. Media Services staff are available from 8:00 a.m. to 5:00 p.m. Monday through Friday, with after-hours calls handled by the LRC staff (6.24, 6.56).

#### **Learning Centers and Labs**

Access to the Learning Skills and Tutoring Center and division lab facilities is based on instructional needs and resources. The Learning Skills and Tutoring Center and computing lab are open during the same hours as the library. Academic programs with evening and weekend classes schedule the division labs to support instruction. During the summer, open-access labs and programs with extensive summer offerings are open. Plans are being made to offer learning support services at outreach centers through an expansion of the Learning Skills and Tutoring Center concept (6.47).

Computer lab access for students with disabilities is offered through the adaptive lab and at computer workstations located at each of the division lab, open labs and Learning Skills and Tutoring Center. Appropriate software is available on each workstation. Distance education students with questions about technology access can contact technicians at the LRC open lab for assistance (6.25,6.46).

#### **Self-Evaluation**

The College has made a strong commitment to ensuring that students, faculty, and staff have ready access to information and learning resources. The new LRC houses a wide range of resources, programs, and services that support both student learning and faculty access, including expanded reference service and reserve capabilities. While the hours of physical operation have not expanded to provide full weekend access, the new integrated library system and proprietary databases have augmented access to major library resources. The expansion of on-line resources and services has become a major strategy in supporting both the outreach centers and students taking distance education courses. The availability of tutoring and computer resources in open access, division- and program-based formats enables students to have considerable access to academic support resources. In a faculty and staff survey taken in July 2002, 76.8% of respondents "agreed" or "strongly agreed" that "faculty, students, and staff have access to appropriate educational materials and equipment (e.g., library holdings, media items, computer centers, databases, etc.) to support the educational programs." Students with disabilities have access to a lab located in the Disabilities Resource Center, and to equipment located in division and open access labs, outreach center labs,

and the library. A student survey question that asked whether “SCC provides appropriate educational programs and learning support services to student with different needs” resulted in 69.7% of respondents either strongly agreeing or agreeing. Only 6.4% “disagreed” or “strongly disagreed” (6.36,6.55,6.27).

The commitment to provide a computer to every full-time faculty and staff member and to install computers for use by adjunct faculty in division offices has expanded access to automated information and technology resources. The completion of the campus network that links all buildings on campus through a common network has also facilitated access to information and learning resources. A program to expand the number of multimedia classrooms on campus ensures that information and learning resources can be more fully integrated into instruction. Access to District-provided Internet and email services is available except for specified maintenance periods (6.23,6.21).

The challenges facing the College in this area are related to the significant rate of expansion of the outreach centers and distance education opportunities. While the outreach centers have computer labs that enable information technology courses to be taught appropriately, those labs are not open when classes are not scheduled. A pilot program is being developed to provide tutoring services in the Davis Center, using the Beacon program as a model. These services will be evaluated to determine whether they can be expanded to the Downtown and West Sacramento Centers as appropriate. Students taking on-line courses have access to their instructors for course-related information, but there is limited technical support outside of the initial student orientation at the beginning of each semester. The rate of development of technologies that support students with disabilities, and the link between the equipment in the computer labs with the educational mission of the labs, have created challenges in maintaining a consistent set of resources in this area. The hours of availability of division labs is linked to the presence of staff in those labs (6.50, 6.25, 6.47, 6.24).

**4. The institution has professionally qualified staff to provide appropriate support to users of information and learning resources, including training in the effective application of information technology to student learning.**

**Library**

There are nine full-time librarians and thirteen full-time classified staff to support LRC functions. There are also adjunct librarians and work-study student assistants. Staffing levels are within Title V guidelines. Hiring for librarians is conducted through the College-wide faculty review and hiring process. During the construction of the new LRC building, with the increase in square footage, facility layout, and number of services provided by library staff, it was determined that an augmentation in classified staffing was necessary. Job descriptions are available for all faculty and staff, with faculty recruitment conducted by specialty area. All librarians have appropriate master’s degrees. Classified staff education ranges from coursework in library science, a certificate in library science, college courses to a B.A. or B.S. All faculty and staff are encouraged to ensure currency and technical proficiency through professional development workshops, seminars, and other options (6.2, 6.59-6.64, 6.108, 6.109).

Library faculty offer training to College faculty and staff during flex day activities and District-wide orientations highlighting library resources and services (6.60).

**Information Technology**

Both the District and College have staff adequate to manage and maintain information resources. At the College, there are eight technical positions in the Computer Services department. The need for this level of staff support was established through the analysis of helpline calls and growth in technology resources. In 1999, all IT positions were reclassified; new position descriptions were written; qualified staff were placed. Ongoing technical training has been made available to staff through Microsoft and Apple (6.73).

Media Services has one full-time faculty position, one supervisor, and 2.5 classified staff positions. Staff members work with audiovisual equipment, graphics, and television production. An additional classified staff member coordinates distance education scheduling (6.19).

An instructional development coordinator trains faculty. A grant from the California Virtual College underwrites part-time faculty technology support. An education media design specialist works with faculty on accessibility issues. These positions have written job descriptions, and staff was hired in accordance with the requirements of these positions. Access to conferences, specialized training, and trade shows is available to staff in these areas (6.24, 6.75).

Technology training for faculty and staff is offered on campus for administrative, web, and instructional software and resources. A weeklong “institute” for on-line instruction is offered twice yearly. Training is available during flex days. Training on instructional software is held on an on-going basis. Faculty is provided with access to the training resources of the California Virtual College (CVC4) and to the resources of the @One program. Trainers from the High Tech Center and College staff offer workshops on using assistive technology and on creating accessible web pages. The New Media Lab is used for one-on-one instruction (6.65-6.68, 6.70-6.72, 6.74).

The District Staff Development Office offers software training in operating systems, email systems, and Microsoft Office products. The District Office provides email “tips” on a periodic basis (6.69).

### **Learning Centers and Labs**

The LRC Learning Skills and Tutoring Center is staffed by two full-time faculty coordinators, a classified tutorial services assistant, instructional assistants, clerks and an average of 60 tutors per semester. The instructional assistant positions, particularly those in labs, require tutoring experience and appropriate degrees or two years of college. Tutors must complete courses in tutor training(6.25, 6.26).

Division-based and specialized labs are staffed by a variety of personnel, e.g., technical staff, faculty coordinators, a classified tutorial services assistant, instructional assistants, and tutors. Each campus computer lab is staffed by at least one Senior Information Technology Technician. Outreach labs are maintained by Computer Services staff. Major labs such as Business/CIS have two technicians. The Mac/CAD lab has both a faculty coordinator and Senior Information Technology Technician. Faculty coordinators are responsible for the Math, English, Communications, Journalism, RISE, EOP&S, Athletics, Adaptive Computer, and MESA labs (6.25).

### **Self-Evaluation**

Sacramento City College has made a strong commitment to provide qualified staff to support users of information and learning resources and to make information technology training available. When the new Learning Resource Center building opened, the number of librarians and staff was increased significantly as both the physical footprint and design layout, and the functions housed in the building increased. This increase occurred even though the State did not provide the support for staffing levels that had been anticipated when the building was planned as the College conducted a multiyear process of directing available staff positions to the LRC. The process for requesting and hiring new faculty librarians is incorporated into the faculty hiring process. Library and learning resource staffing levels currently compare favorably to guidelines set under Title V. Funding for staff is among the highest reported for libraries with comparable FTE according to the State Chancellor’s Annual Data Survey. The staffing needed to support the new on-line information system has been provided by pooling resources across the district to hire a technician to serve as a single source of support for the system. TTIP funding used to pay for the technician supporting the District-wide LOIS system has not been renewed, making maintenance of system operations and stability uncertain. In response, that support function is being migrated to the College information technology staff across the District (6.2, 6.3).

In the area of information technology, a combination of District Office, College, and division staff provide technology, multimedia, and instructional technology support. Staffing for “Level One” support for IT functions compare favorably with the standards set by the State Chancellor in the Total Cost of Ownership (TCO) model promulgated under the TTIP (Technology Transfer Infrastructure Program). The District Office conducts training programs on standard tools and practices while College trainers focus on methods for integrating technology into instruction and increasing productivity (6.91, 6.69, 6.70, 6.45).

The Learning Centers and division computing labs have sufficient staff to meet all but peak demand requirements. Faculty coordinators in the labs promote the utilization of student tutors, and provide for stable leadership in these areas. The processes for determining how many faculty to hire, which is tied to growth in WSCH, and for prioritizing faculty need, have made it easier to expand the presence of faculty in the Learning Centers and division computer labs (6.25).

In the case of classified staff, the ability to obtain staff is dependent not only on demonstrated need but also on the availability of the positions to the College. Growth in classified positions has lagged behind growth in faculty positions. It is more difficult to justify staff additions resulting in a period of time lapsing between the emergence of a need and the ability to create a position. Job descriptions have to be approved across the District, which may also add to the length of time it takes to staff functions appropriately. One impact of these factors is that as the pace

of implementation of computing resources on faculty and staff desks increases, the ability to support the use of these resources has not always kept pace.

Surveys demonstrate that, overall, faculty and staff are satisfied with the support that is available for library, information technology, and learning resources, but that the degree of satisfaction is not universal. In the 2002 faculty survey, 74.6% of respondents “agreed” or “strongly agreed” that “the college has professionally qualified staff sufficient to provide training and support to users of information and learning resources.” Additionally, 71.9% “agreed” or “strongly agreed” with the statement that “the college provides appropriate training and support to users of information and learning resources.” But a core of respondents (17.4%) to a 2002 district survey do not believe that the IT system support works well or that there is sufficient computer workstation support (19.1%). Additionally, at least 30% of respondents to a 2002 district survey indicated that they did not know who provided technical support for on-line and web-enhanced classes. (6.49).

**5. The institution provides sufficient and consistent financial support for the effective maintenance, security, and improvement of its information and learning resources.**

**Library**

Funding allocation decisions within the monograph/print budget are generally based on demand for and past use of materials. An allocation formula considers student enrollment, circulation rates, and previous spending. Major funding for equipment, programs, and services associated with the Learning Resource Center was made available at the time of building construction and paid for Internet access and computer support for library users. Continuing support for library functions has come through the Partnership for Excellence (PFE) funds, State Instructional Equipment Technology funds (SIEF), and the Technology Training Infrastructure Program (TTIP). While State funds for book purchases were not forthcoming as part of the building project, PFE and SIEF funds have been used to make book and video purchases; TTIP funds (allocated annually by the state) have been used to purchase and maintain online databases; and PFE funds are directly linked to student success measures. In 1998, an ongoing commitment of SIEF funds to library materials purchases was made (6.76, 6.3, 6.80, 6.92).

**Information Technology**

Support for information technology resources comes from a variety of sources, and, in many cases, is based on categorical program requirements. TTIP funds have supported projects involving network servers, "smart" classrooms, and classroom labs. VTEA funds support technology resources in vocational programs. A combination of District and College discretionary funds (CDF) have been used for faculty and staff workstations. The Budget Committee allocates PFE and College equipment funds through its budget process, which supports Media Services and small technology projects. Categorical funds (VTEA) or division budgets support software for department technology needs. Funds for distance education, the New Media Center, and the television production studio, were obtained through the LRC building project process. Leasing options have been researched but are not considered cost effective at this time (6.77-6.80, 6.91).

**Learning Centers and Computer Labs**

PFE funds support the programs at the LRC Learning Skills and Tutoring Center. Yearly applications are made to obtain funds. Equipment for the Learning Skills and Tutoring Center and open access labs was part of the LRC building project (6.80).

Categorical funds support division and program specific labs as appropriate. Division funds are used to purchase software for the division labs. TTIP purchased a limited number of computer lab resources for chemistry and the Downtown Center; and categorical funds support the labs for RISE and EOP&S (6.25).

**Self-Evaluation**

The College has made significant financial commitments to supporting and improving information and learning resources in the last five years. While the opening of the Learning Resource Center did not provide state funds for collection development, funds have been committed from PFE and from SIEF to build the collection and to support tutoring programs and staff development. In the area of technology, a combination of TTIP, VTEA, SIEF, and PDF funds funded plans for network and workstation access and supported computer labs and classrooms. Hiring decisions have enabled the Computer Services staff, library staff, and learning resources staff to expand to meet student and staff needs. For programs and services supported through SIEF, TTIP, PFE, and VTEA, the resources are available and committed on a yearly basis. Staff must reapply for funds every year, based on the activities and services outlined in their unit plans. When those funding sources are reduced midway, as has occurred with PFE

and SIEF for fiscal year 2002-2003, uncommitted dollars are recalled; and it is not always possible to supplement those funds from other sources for such projects as information technology operating budgets, tutoring programs, and print library materials. In the case of technology and electronic library resources, TTIP funding commitments have been eliminated or dramatically reduced. While the unit planning process calls for development of multiyear plans, the source of funds in the areas of information and learning resources has not supported a multiyear perspective. In the 2002 faculty survey, 47.1% of respondents “agreed” or “strongly agreed” with the statement that “the college provides consistent financial support for both maintenance and improvement (new acquisitions) of its information and learning resources, materials, and equipment,” but 28% of respondents “disagreed” or “strongly disagreed.” Libraries at each of the colleges have collaborated to purchase and maintain electronic databases and e-books, but there is a shared concern that funding is identified only on a yearly basis and that the sources of funding (including TTIP) are not stable. In 2002-03, the dollars committed to these electronic resources across the District amounted to \$143,271 (6.49, 6.92, 6.79, 6.76, 6.80, 6.112).

- 6. When the institution relies on other institutions or other sources for information and learning resources to support its educational programs, it documents that formal agreements exist and that such resources and services are adequate, easily accessible, and utilized.**

#### **Library**

The library does not contract out for services but participates with Mountain Valley Library Association in a service collaboration. As a member of the Library of California, the library has access to state resources (6.3, 6.107).

#### **Information Technology**

The District Office enters into and manages District-wide purchase agreements for the FCCC/Microsoft Agreement; Oracle Enterprise Agreement, Network Associates agreement, DAVE networking software, and Freshwater Visual Pulse. As a member of the FCCC, SCC participates in purchasing agreements for Adobe, Macromedia, and ARC View products. The Los Rios Community College District also participates in the State Chancellor’s Office initiatives for CCSAT (distance education services via satellite) and 4Cnet (access to Internet services). Agreements with CVC4 allows for usage of online tutoring package (Smarrthinking), anti-plagiarism software (Turnitin), and Blackboard (6.66, 6.68).

The District is a member of the Sacramento Educational Cable Consortium. As a member, colleges in the District have access to channels on the cable TV system, and the fiber optics resources available throughout the Sacramento region. These resources allow for expanded capabilities for point-to-point instruction between the colleges and outreach centers, and for higher throughput in data transfer (6.90).

#### **Self-Evaluation**

There is very limited use of outside agencies to provide library services. Contracts with outside agencies to facilitate purchasing of information resources are developed by the District Office through the Foundation for California Community Colleges. While such contracts are of long term benefit to the College, contract terms and conditions are not always tailored to the College’s needs (6.88).

- 7. The institution plans for and systematically evaluates the adequacy and effectiveness of its learning and information resources and services and makes appropriate changes as necessary.**

#### **Library**

The library plans and evaluates its services through three primary methods: participation in college-wide planning processes, ongoing department, division, and district meetings and communications, and ongoing student and staff surveys and suggestions. The primary method for setting department and division goals is through the unit planning process conducted by department chairs. The process consists of reviewing prior goals and accomplishments, setting goals for the coming year, specifying activities to accomplish goals, identifying Key Performance Indicators for department activities, and specifying resources needed to achieve goals. Goals and resources are specified over a multiyear period.

Tied to the unit planning processes are processes used to identify the need for additional faculty and staff and major budget requests. Each year, library faculty and administrators determine whether workload requirements dictate the need for additional library faculty. Decisions on faculty hiring are made through a participatory governance process.

A centralized process is used to identify classified staff needs. Unit Plans are the basis for budget requests for books, materials, equipment, and support.

Throughout the year, the library staff solicits requirements from faculty regarding resources, i.e., books, journals, videos, and online databases. "Gap lists" are utilized. Reserve requirements are solicited on an-ongoing basis. The library collection is also evaluated by age and circulation rates. The circulation staff identifies high circulation reserve titles and buys additional copies. The circulation staff sends letters to faculty on a yearly basis about reserve needs. Surveys and counts of library services usage determine patron satisfaction. Students and faculty who participate in library orientations evaluate services. Changes, such as expansion of Saturday service, are made based on these responses. (6.7, 6.8, 6.30, 6.32, 6.106).

Regularly scheduled department, division, and district meetings are used for ongoing planning, evaluation, and response. Librarians from the colleges in the Los Rios district meet at least twice a semester to conduct such projects as the review, selection, and management of electronic databases and the selection and implementation of a new integrated library system (6.82-6.85).

### **Information Technology**

Planning for technology has both strategic and tactical components. Both the District Office and SCC have developed a series of technology plans that address capabilities and technology goals. The 1996 SCC technology plan, developed by a subcommittee of the Information Technology Committee, focused on access and support. The campus local area network (LAN), workstation acquisition, and staffing plan were products of that report. The District IT plan focused on the wide area network and district-wide technology goals. In addition, the District completed a major IT staffing analysis to update job descriptions and reclassify staff. The current Information Technology Plan, developed during the 2001-02 academic year by the Information Technology Committee, was reviewed through the participatory governance process and adopted. It set strategic directions for the utilization of technology to support College goals and focused on identifying the total cost of ownership of technology (TCO model) to make College technology decisions (6.87, 6.80).

Technology planning is integrated within the planning cycles for facilities design, educational programs, faculty and staff hiring, and budget. College information technology administrators and staff plan new and remodeled facilities. Curriculum proposals have provisions for technology requirements. A faculty hiring planning grid ensures that computers are available to all full-time faculty at the time of hire. Individual Unit Plans identify major projects and channel them to budget lists. The College Budget Committee considers smaller technology requests and requests for media services equipment (6.21, 6.23).

The primary method used in planning for technology is the unit planning process. The College Information Technology/Computer Services Department develops a Unit Plan based on College goals and Key Performance Indicators to determine activities and resources needed to attain those goals. College network and workstation support are key Computer Services responsibilities; staff evaluate the age, condition, and capability of network components and develop lists for workstation replacements or upgrades. The Computer Services staff also maintains a computerized list of Helpline calls to provide ongoing data about service requests and to plan for daily and weekly activities.

Planning for distance education, media services, and instructional technology follow the LRC model of the unit planning process; weekly meetings evaluate services and programs. Participants evaluate instructional technology-sponsored classes and workshops.

### **Learning Centers and Labs**

Planning and evaluation activities for the Learning Skills and Tutoring Center and open-access computer labs follow the general process for the LRC with Unit Plans and ongoing meetings both internally and with constituency groups. The Beacon program uses evaluation surveys by students, tutors, and faculty. (6.25, 6.110)

Division labs associated with academic programs undergo periodic program review and use results to develop or modify services. A computer program called "Track It" tracks attendance in division labs. The unit planning process identifies equipment needs and establishes academic support goals. In those cases in which programs qualify under VTEA, requests for lab upgrades are evaluated under VTEA performance requirements. In the adaptive computer lab, an annual survey is undertaken to determine whether equipment meets the standards set by

the High Tech Center at DeAnza College. Surveys are administered to students and faculty who use the adaptive lab. The MESA lab is evaluated under MESA statewide guidelines (6.111).

### Self-Evaluation

Planning and modifying services in response to an evaluation of the effectiveness and adequacy of services and resources take place at two levels. All units participate in the unit planning process. Unit Plans are developed each year, incorporating the results of Key Performance Indicators, which are measures of critical programs and services and expected outcomes. The Unit Plans are developed initially at the department level and placed within a divisional context. In addition to this annual process, individual departments meet throughout the year to discuss services and programs. These discussions utilize the results of program and service evaluation, an assessment of the degree and breadth of service utilization, and an ongoing contact and coordination with the programs' "customer base." Many programs use surveys and service counts to determine whether faculty, staff, and students use and are satisfied with information and learning resources and services. On the department and division level, changes in services and delivery format are based on results from different sources of ongoing feedback (6.87,6.84,6.85,6.65,6.81).

On the institutional level, the process that links division-based unit plans to College priorities and feedback from the broader college community is less well-defined. College constituencies that are not directly receiving services from library, information technology, or Learning Center programs do not have an established platform for evaluating services on an institutional basis. One indicator of the degree of dissatisfaction with the College technology planning process is measured in the 2002 faculty survey in which 58.6% of respondents "agreed" or "strongly agreed" with the statement that "they have an opportunity to provide input into information technology planning" while 27.4% of respondents "disagreed" or "strongly disagreed" with that statement. The process of developing a College strategic planning process that provides guidance to budget decisions is not yet well-defined and accepted. When uncertainty about the process is linked with a budget process in which the sources of support are "one time only" the planning needed to implement needed changes to services, programs, and resources does not happen reliably and effectively. This situation is particularly problematic in the area of information and learning resources, both of which are so reliant on physical and human resources to deliver programs and services (6.49).

Faculty/Staff Survey (Standard Six) Spring 2002 - Valid Percent					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
36. Faculty, students and staff have access to appropriate educational materials and equipment (e.g. library holdings, media items, computer enters, databases, etc.) to support the educational program.	21.3	55.5	16.1	1.9	5.2
37. I have an opportunity to make suggestions for acquiring learning resources, materials, and equipment.	24.0	54.5	7.8	3.2	10.4
38. I have an opportunity to provide input into information technology planning.	13.2	45.4	21.1	7.2	13.2
39. The college provides consistent financial support for both maintenance and improvement (new acquisitions) of its information and learning resources, materials, and equipment.	5.9	42.8	14.5	14.5	22.4
40. The college has professionally qualified staff sufficient to provide training and support to users of information and learning resources.	18.7	56.8	10.3	7.1	7.1
41. The college provides appropriate training and support to users of information and learning resources.	11.0	62.3	11.7	5.8	9.1
42. Educational materials and equipment (e.g. library holdings, media items, computer centers, databases, etc) are sufficient to support educational courses, programs and degrees wherever offered.	7.1	49.0	16.8	7.1	20.0

**Planning Agenda**

- By 2005, the College will develop stable, adequate, and continuing operating budget resources, including sinking funds, to systematically provide for growth and maintenance of library materials and services, computer and network systems and software, and tutoring services and computer labs.
- By academic year 2003-04, staff responsible for providing information and learning resources will work with appropriate constituency groups to set base annual replacement rates and allocation processes.

<b>STANDARD SIX: INFORMATION AND LEARNING RESOURCES</b>	
6.1	Learning Resource Center Brochure (Distributed at the opening of the LRC)
6.2	Comparison of Library Resources with Title V Requirements
6.3	Interview with Library Work Teams, October 2002
6.4	NCES Library Survey
6.5	California Community College Annual Data Survey, 1999-2000
6.6	Library components of ADN & PTA Accreditation Visits
6.7	Analysis of Age of Book Collection
6.8	Circulation Statistics 2001-2002
6.9	Request for Periodicals
6.10	Results from ESL Book Project
6.11	Video Request Process
6.12	Curriculum Proposal Form (Including designation of library material requirements)
6.13	SCC LRC Annual Data Survey 2000-2001
6.14	Usage Reports from Library Databases
6.15	Student Assignments History
6.16	URL for Library Online Services: <a href="http://www.scc.losrios.edu/~learnres/library">www.scc.losrios.edu/~learnres/library</a>
6.17	Computer Workstation Analysis
6.18	Instructions for Using Public Network
6.19	Media Services Staff Interview, October 2002
6.20	Description of SCC Computer Networks Fall 2002
6.21	Analysis of Faculty Workstations - 2001, 2002
6.22	WAN Planning/District IT Plan 1996/97
6.23	Multimedia Planning Guide and Analysis 2001-2002
6.24	Interview Instructional Development
6.25	Questionnaire Results from Learning Skills and Tutoring Center and Computer Lab Staff Oct. 2002
6.26	Program Description Beacon Tutoring
6.27	Inventory LRC Computer Resources
6.28	Interview with LRC Committee, October 2002
6.29	Suggestions for Purchasing Instructional Media and Books
6.30	Library Collection Development and Weeding Process
6.31	Schedule for Librarians to Attend Faculty Meetings
6.32	Faculty Requests for Library Materials Lists
6.33	Notification of new Library Materials
6.34	Process for Using Library Reserve Services
6.35	Notices of Library Events and Resources to College
6.36	Student Surveys-Noel Levitz, 1997 New Students Survey, 2002 SCC Student Survey
6.37	Nursing & Business Division Feedback on Library Services
6.38	Faculty involvement in Library Materials Review
6.39	Library Instructional Media Collection Listing
6.40	Library Electronic Database Count
6.41	Faculty analysis on impact of Access to Databases
6.42	Process for Redistributing Computers
6.43	IT Committee Interview, October 2002
6.44	Process for Adding Software to Open Labs and Teaching Lab

6.45	Email Notice for On-Campus Software Training
6.46	Adaptive Software and Hardware Listings
6.47	Services to Outreach Centers
6.48	Descriptions of Library Services for Students
6.49	Staff & Faculty Evaluations of information and Learning Resources July, November 2002 and District mapping of IT Services Survey
6.50	Interview with Outreach Center Deans, October 2002
6.51	Mail to Faculty, Scheduling Library Orientations, Fall 2002
6.52	IT Committee Minutes, 1995, 1997, 2001
6.53	Committee Composition: IT and LRC Committees 2001-2002
6.54	Computer Use Policy - LRC
6.55	Accessibility Services Notice
6.56	After Hours Media Services Notice
6.57	Information on Learning Centers and Lab Available on SCC Web Site
6.58	Learning Skills and Tutoring Center Open House Notice
6.59	Sabbatical Report on Development of Online Staff Training on SCC Library Resources October, 2002
6.60	Flex Day Brochure Describing Computer & Library Staff Training
6.61	LRC Staff Involvement in College Standing Committees
6.62	LRC Staff Responsibilities
6.63	Library Staffing Justification, 1996-2000
6.64	LRC Job Descriptions
6.65	SCC Technology Training Plan
6.66	URL for California Virtual Campus Web Site: <a href="http://pdc.cvc.edu/news/">http://pdc.cvc.edu/news/</a>
6.67	URL for @One Web Site: <a href="http://www.evc.edu/instruct_tech/atone/AtOneWeb_files/frame.htm">http://www.evc.edu/instruct_tech/atone/AtOneWeb_files/frame.htm</a>
6.68	URL for High Tech Center Web Site: <a href="http://www.htctu.fhda.edu">www.htctu.fhda.edu</a>
6.69	Brochure for District Office Software Training Classes
6.70	Campus Based Technology Training
6.71	Staff Training on Disabilities Services
6.72	Peoplesoft Training Plan
6.73	IT Staffing Study
6.74	Gateway Software Support Options
6.75	Job Description Educational Media Design Specialist
6.76	Library Request for Funds
6.77	Leasing Information
6.78	Gateway Contract
6.79	Computer Services Funding Request
6.80	PFE Allocations for Beacon and Tutoring 2001-2002
6.81	Library Key Performance Indicators
6.82	LRC Committee Minutes
6.83	Media Resources Committee Minutes
6.84	Planning for LOIS
6.85	User Needs Survey
6.86	Best Practices Computer Labs
6.87	IT Planning Documents-Unit Plans 2002, 1997, 2001-02, IT Plan, IT Major Projects 2000
6.88	URL for College Buys: Foundation for California Community Colleges:

	<a href="http://www.foundationccc.org/">http://www.foundationccc.org/</a>
6.89	SCC Email Account Process
6.90	SECC Documentation
6.91	TTIP Plan 2001-2002
6.92	Letter of Commitment of College Funds for Books
6.93	Learning Labs Services
6.94	Sample Computer Service Level Agreements
6.95	White Paper on Distance Learning from EdTech Committee; Charge of SCC-Online Subcommittee.
6.96	SCC Faculty Handbook, 2001-02 & 2002-03
6.97	Accreditation Self Study Faculty/Staff Survey & Results - Spring 2002
6.98	Accreditation Self Study Student Survey Results-Fall 2002
6.99	SCC College Catalog 2002-2003
6.100	Accreditation Self-Study Climate Survey & Results - Fall 1996
6.101	District Office Resource Information (White Paper) X <a href="http://irweb.losrios.edu/esearch/LosRios/losrios-res-ACCREDITATION.htm">http://irweb.losrios.edu/esearch/LosRios/losrios-res-ACCREDITATION.htm</a>
6.102	Noel-Levitz Student Satisfaction Survey Results - Spring 2001
6.103	LRCCD Annual Report, 2001
6.104	SCC Unit Plans 2002-03 Volume I & II (Actual document in standard 3.04)
6.105	SCC Unit Plans 1996-97; 1997-98; 2001-02
6.106	Library Orientation Statistics and Feedback
6.107	Mountain Valley Library Association Agreement
6.108	Library Staff Assignments, Spring 2003
6.109	Documented participation in ongoing training for librarians
6.110	Beacon Evaluations
6.111	Positive Attendance Learning Skills Program
6.112	LRC Tutoring Services Budget 2002-2003
6.113	Learning Skills & Tutoring Center Services
6.114	Overview of SCC Tutoring Services

## STANDARD SEVEN: FACULTY AND STAFF

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*The institution has sufficient qualified full-time and part-time faculty and staff to support its educational programs and services wherever offered and by whatever means delivered. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse ethnic, social, and economic backgrounds by making positive efforts to foster such diversity.*

### **Descriptive Summary**

#### **A. Qualification and selection**

SCC hires faculty and staff who have the required experience and education to support its programs, e.g., its lower division transfer programs, occupational training programs, and developmental/remedial education, and its student support services. The College has continued to expand educational offerings and services. As of Fall 2002, SCC employs the following staff: 26 administrators, 294 FTE full-time faculty, 170.6 (FTE) part-time (adjunct) faculty, and 256 classified staff (7.16).

District policy and regulations series 5100, 6100 and 9100 address faculty, classified, and management personnel employment procedures. Qualifications are based on task requirements, job responsibilities, state minimum qualifications, and District personnel guidelines (7.04).

As District policy indicates, the goal of the College is to ensure a diverse workforce of men and women, persons with disabilities, and individuals from all ethnic groups to provide an environment that fosters cooperation, acceptance and the free exchange of ideas. Policies and procedures are consistent with this goal and support the College in the employment of individuals who contribute to effective teaching/service and to the College mission.

As part of the annual unit planning process, faculty and administrators analyze the classified hiring needs within their units based on the College Mission and the District's strategic directions. In addition, managers submit requests for classified staff positions as needed. All requests are reviewed and prioritized by senior management. Based upon projected growth, the District Office allocates the appropriate number of new classified positions to the College. Each position announcement is requested by the College (via a P-102 form) with the proposed assignment specified. The job description, including typical duties and qualifications (experience and education) for each job category, has been established by the District Office human resources staff. Job announcements are generally advertised on the District website and in *The Sacramento Bee* for ten days. Selection procedures for hiring classified staff are outlined in Board regulations. There is no separate hiring manual for classified staff. The hiring process focuses on a systematic assessment of each candidate's strengths. Interview questions assess experience and knowledge and the candidate's ability to serve a diverse student population (7.32, 7.15).

New management positions are created through consultation between the College President and District Office staff. Position announcements are created at the College and forwarded to District Office human resources staff. Announcements are advertised on the District website, the California Community College Registry, *The Chronicle of Higher Education*, *The Sacramento Bee*, and on a variety of Internet sites. Other specialized publications and websites are used to reach diverse populations. Positions are generally advertised for 40 days. Selection procedures for hiring management staff are outlined in Board regulations. There is no separate hiring manual for management staff. The hiring process focuses on a systematic assessment of each candidate's strengths. Specific interview questions assess the candidate's background and experience as it relates to the job assignment as well as his/her ability to work in a diverse environment (7.27).

As part of the annual unit planning process, faculty and administrators analyze the faculty hiring needs within their units based on the College Mission and the District's strategic directions. Each analysis includes a review of the department profile, enrollment, employment trends, and other criteria. All faculty hiring requests are presented to the Academic Senate where they are discussed and prioritized, using the same criteria utilized in the unit planning process. The list is reviewed by senior management and forwarded to the District Office. Based upon projected growth, the District Office allocates the appropriate number of new faculty positions to the College. The prioritized list is the basis for hiring new faculty for the subsequent year (7.08).

The job announcement for any new faculty position is created by faculty and the administrator in the area to which the position will be assigned. District Office human resources staff review the announcements for each new faculty

position. Announcements are generally advertised by District Office staff on the District website, the California Community College Registry, *The Sacramento Bee* and *The Chronicle of Higher Education*, and on a variety of Internet sites. Other specialized publications and websites are used to reach diverse populations. In addition, department chairs and other faculty often distribute announcements at conferences, through professional organizations, and through other informal networks. Positions are generally advertised for 40 days (7.15).

Selection procedures for hiring faculty are clearly defined in the hiring manual for full-time faculty. A training video is also available to cover highlights in the manual. The hiring process focuses on a systematic assessment of each candidate's strengths. Within the interview process, candidates are required to demonstrate their teaching and writing abilities. Specific interview questions assess content knowledge and the candidate's ability to serve a diverse student population (7.03).

Academic qualifications are consistent with Title V, California Code of Regulations, with all U.S. degrees from accredited institutions. Degrees from non-U.S. institutions are recognized when equivalency is established. Foreign transcripts with official evaluation are required at the time of employment.

## **Self-Evaluation**

### **A. Qualifications and Selection**

The College meets this standard; however, there is room for improvement in the area of classified hiring.

Sacramento City College strives to meet the demands brought about by the growth in student population by hiring additional staff at all levels; it also continues to work towards achieving the mandated 75:25 ratio of courses taught by full-time-to-adjunct faculty. Over the past six years, Sacramento City College has hired 22 additional classified staff, 2 additional managers and 41 additional full-time faculty. However, interviews and responses on the staff survey suggest there is not sufficient classified staff. 43.5% of respondents disagreed with the statement, "Staffing in my department or work area is sufficient to provide quality service." A report indicates that 50.93 new classified staff have been hired since the 1996-97 school year; however, 37 of those are in categorical programs and therefore came with their own work. While the College's student population has increased by 5.4-5.9% each year between 1999-2001, no new classified positions have been added in such heavily-impacted areas as Admissions and Records or division offices (7.01, 7.02, 7.10).

Comments made in interviews suggest other areas of concern. While the President's Cabinet discusses and prioritizes requests for new classified positions, many interviewees would prefer a more open and collaborative process for determining where additional classified staff will be assigned. It was also noted that job descriptions contained in announcements do not always accurately reflect the actual job duties and responsibilities and that the ten-day advertising period is not always adequate to attract a pool of highly-qualified applicants. Some interviewees also suggested that classified a hiring manual similar to the full-time faculty hiring manual would be helpful.

In contrast, the process for hiring new faculty is well-regarded because the faculty have an opportunity to discuss and prioritize new positions and develop appropriate job descriptions. In addition, the forty-day advertising period is adequate to attract a large pool of qualified candidates. The full-time faculty hiring manual is useful in guiding interview committees' work and ensuring that all hiring follows the prescribed process.

Faculty and management interviews indicate that the interview question-and-answer procedure and teaching demonstration allow for unambiguous, comparative evaluations of the strengths and weaknesses of the candidates. "Content experts" on committees help to evaluate the accuracy, currency, and relevance of field-specific information that may arise in interview responses, the writing sample, and the teaching/skill demonstrations. The equity liaison on each committee increases the committee's awareness and sensitivity to issues of possible bias in all aspects of the hiring process. The liaison and the inclusion of at least one question regarding diversity assess the candidate's ability to work effectively in a diverse environment.

Some interviews with faculty and managers suggest that the faculty interview process does not always provide adequate time to assess the applicant's knowledge of the subject matter and teaching effectiveness and that equity policies and their impact on the hiring process need to be clarified for all members of hiring committees.

Nevertheless, interviews and surveys indicate that the faculty hiring process has been successful in securing candidates with scholarly ability, teaching talent and connection to the mission of the college. A clear reflection of

the quality of new faculty is evident in the Faculty Hiring Statistics from Fall 2001. According to the statistics, 90% of the new faculty hires held a Master's degree or higher and 20.5% had a Ph.D. Additionally, 72% had held adjunct teaching positions in the District prior to their hire.

Results from the staff survey, administered to both faculty and classified staff, support the overall effectiveness of the hiring process. 65% agree that the current process secures the best candidates possible for available positions, and 83% indicated that the staff in their department is qualified and maintains up-to-date knowledge.

Results from a student climate survey in 2001 indicate that faculty knowledge and quality is an area that ranks near the top in student satisfaction. A more recent student survey confirms this satisfaction. Ninety-four percent of students surveyed either "agreed" or "strongly agreed" that instructors know their subject matter. Furthermore, 89% either "agreed" or "strongly agreed" that instructors make use of current ideas, events, and materials in the classroom.

Faculty/Staff Survey (Standard Seven) Spring 2002 - Valid Percent					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
43. Staffing in my department or work area is sufficient to provide quality service.	13.6	42.9	32.5	11.0	
44. The staff in my department/work area is qualified and maintains up-to-date knowledge.	37.4	46.5	12.3	3.2	.6
45. There are sufficient opportunities provided for me to learn something new that might help me in my work.	25.3	50.0	18.2	5.2	1.3
46. Current hiring practices secure the best candidates possible for available positions.	17.8	49.3	18.4	7.9	6.6
47. Current performance review procedures give employees accurate feedback and encourage improvement.	8.5	52.3	22.2	12.4	4.6

## Descriptive Summary

### B. Evaluation

All classified, management, and faculty are evaluated using standardized procedures and timelines determined by the District Personnel Policies and by the evaluation provisions of their respective contracts. Any recommendations for improvement given to an employee are accompanied by specific suggestions (7.04, 7.07).

The stated purpose of the evaluation of classified staff is to promote self-improvement and to identify areas in which an employee is performing satisfactorily as well as any that need improvement. The evaluation process is described in the SEIU Classified Contract (Blue Collar), Article 6, and the LRCEA Contract (White Collar), Article 4. Classified staff are evaluated every 4 months during their first year of service, annually for the next two years, and on a bi-annual basis thereafter. A report of performance assesses the following factors and is completed by the appropriate supervisor: quality and quantity of work, work habits and attitudes, personal qualities, relationships with others, supervisory ability, and "additional factors."

The primary purpose of the management evaluation is to promote self-improvement, leadership, and the enhancement of education and services to students. Managers are evaluated annually for their first two years of employment and thereafter on a 3-year cycle. The primary evaluator is the manager's direct supervisor. A main component of the evaluation is the completion of a standardized survey review distributed to a number of faculty, staff, and managers with whom the evaluatee works. The results of the survey are compiled by the immediate supervisor and incorporated into the performance review. The manager and the primary evaluator together develop a set of goals by which the manager is to be evaluated at the end of the semester in which the evaluation takes place.

The purpose of faculty evaluations is to improve the quality of the educational program, to promote professionalism, and to assess and enhance performance through recommendations and commendations based on information from the self-study, worksite observations, student reviews of faculty performance, regular meetings between the faculty member and peer-review team and self-studies.

Classroom faculty are assessed in the following categories: teaching skills and classroom management, instructional organization and planning, professional growth and currency, and college-wide participation and positive

relationships. Non-classroom faculty evaluations, with criteria and procedures specific to particular categories of faculty, are described in Article 8 (for counselors) or are currently being negotiated (for coordinators, librarians, and nurses).

Full-time faculty evaluations are conducted by a peer-evaluation committee and include a 4-year tenure-track review process followed by a recurring 3-year review cycle. For tenure-track faculty, workstation observations, student evaluations, and peer review meetings occur every year at prescribed times. Adjunct faculty evaluations are conducted during the first semester of employment and once every 3 years thereafter (7.07, 7.32).

## **Self-Evaluation**

### **B. Evaluation**

The College meets many elements of this standard for most categories; however, there are problems with whether classified evaluations encourage improvement and are done in a timely manner and with the timeliness of adjunct faculty evaluations.

Ongoing dialog with three bargaining units during Spring 2002 indicate that the analysis, review, and enhancement of the employee evaluation processes is a top priority in the District. There is a common interest among constituencies in making evaluations both meaningful and effective.

According to the staff survey, 34% either “disagreed” or “strongly disagreed” with the statement that “current peer review procedures give employees accurate feedback and encourage improvement.” This response indicates a slight improvement from the previous survey in 1996 when 40% “disagreed”/“strongly disagreed,” yet suggests that improvements to the process are needed. In addition, interview responses also indicated a lack of linkage between the evaluation process and staff development resources and opportunities (7.01).

Interviews across all constituency groups indicate that the faculty review process (work-site observations, student surveys, self-study) is useful in providing targeted assessments of effectiveness and practical guides for improvement and, in that two of the three peer review team members are faculty, the review team configuration allows for faculty to have a primary voice in all aspects of the process. The self-study component facilitates self-reflection and assessment.

Performance evaluation criteria for classroom faculty and for counselors are outlined in the LRCFT contract. There is a clear emphasis in these criteria on teaching effectiveness and institutional service. Criteria for librarians, coordinators and college nurses are being clarified by a task force created pursuant to section 8.4.3 of the 2002-2005 LRCFT contract. This task force, the Joint Committee on Faculty Performance Review (JCFPR), is composed of members of the LRCFT negotiating team (with input from the District Academic Senate) and managers and is scheduled to complete this process by June 2003.

The addition of the self-study to the evaluation of preferenced adjunct faculty was instituted with the adoption of the 2002-2005 LRCFT contract and is viewed as a positive enhancement to the process. Interviews with faculty and managers indicate a concern that some adjunct evaluations are not completed on schedule and that others are not done at all.

The staff survey and interviews identified areas of the Classified evaluation process in need of improvement: timely implementation of reviews, systematic monitoring, how to encourage improvement, and consideration of using a review team (similar to the faculty process).

According to interviews with faculty, classified staff and managers, the manager evaluation process is clearly articulated, with opportunity for faculty, staff, and peers to provide feedback on a manager’s performance. However, the follow-up of a manager’s evaluation is unclear to faculty and classified staff and is perceived to be an exclusive process.

## **Descriptive Summary**

### **C. Staff development**

The College provides a variety of professional development opportunities consistent with the College Mission for classified staff, faculty, and administrators. The Staff Development program is built upon the College Mission and includes Instructional Improvement (Flex) activities, Staff Resource Center events, technology training offered both by the College and the District, new staff orientations, financial support for conference/workshop attendance, a sabbatical leave program, and the opportunity for professional growth credit on the salary schedule. Each year, the College develops a Staff Development Plan that is shaped by the on-going three-year district-wide Faculty and Staff Development Plan (submitted to the State Chancellor's office on an annual basis). Additional training opportunities are available from the District Human Resource Office, including an employee computer class training program, new faculty orientations, and professional development seminars (7.23, 7.29, 7.37).

The campus plan is supported by a number of institutional resources that meet the professional development needs of campus employees. The College has supported the Staff Resource Center with a reassigned faculty member on a rotating basis for a minimum of 50% time on an annual basis and with a classified 10-month Staff Resource Center Assistant to assist with the development and delivery of workshops, events, and training seminars for the campus community. Due to the current budget shortfall, it is unclear how or if the Center will be staffed in the coming academic year.

The College Staff Development Committee, which is comprised of representatives from all constituent groups, provides direction for staff development activities. Subcommittees such as Professional Standards (for the award of Sabbaticals and Faculty Release time for special projects), Conference, Workshops, and Travel (for the award of funds for attendance at seminars and other professional events and activities), and the Staff Resource Center Advisory Group (for planning events such as flex day or other internal institutional training opportunities) are active in the planning, delivery, and evaluation of the Staff Development Program (7.28).

The Dean of Learning Resources oversees the Staff Development Program. Other campus resources that support Staff Development activities include the Office of Planning and Research, Division of Information Technology, the College Information Technology Committee, and staff from the Learning Resources Division, e.g. the Instructional Development Coordinator, Educational Media Design Specialist, and the Media Services Television Production staff (7.34).

The College continually evaluates its programs and uses that information to provide staff development training that is relevant for and valued by its employees. Feedback is gathered from all constituency groups. The College uses assessment surveys at the conclusion of programs and activities to evaluate the effectiveness of these programs and to determine in what direction the College needs to move.

### **Self-Evaluation**

#### **C. Staff Development**

The College meets this standard although improvements are needed to ensure adequate staff development opportunities for all classified staff.

During the past five years, the Staff Development Program at SCC has benefited many of the employees at the College and throughout the Los Rios District, despite minimal increases in fiscal resources. The new Learning Resource Center opened in August of 1998 with dedicated space for staff development activities, new technology, state-of-the-art infrastructure, and the employment of specialized staff.

The Staff Resource Center coordinates Instructional Improvement (Flex) activities as well as a wide array of programs offered throughout the academic year at a variety of times. Many of the activities are co-sponsored with other campus programs such as the Cultural Awareness Center, Classified Senate, the International Studies Program, the Honors Program, and discipline-based academic departments.

In a recent staff Climate Survey (SCC Research Office, July 2002), more than 75% of staff agreed that there are sufficient opportunities to learn something new in their work. When the positive results are broken down by job category, those that responded positively are as follows: managers 83%, classified 74%, and faculty 75%.

In a separate questionnaire, faculty, classified staff, and managers were asked if they thought the institution provides sufficient opportunities for professional development. Following is a sampling of their responses:

- some programs and activities are not offered at times that are convenient for part-time instructors;
- although there are some staff development opportunities for classified staff, there is no one person designated to develop and plan these activities except for the classified staff themselves;
- there is difficulty in freeing classified staff from the work environment to attend programs;
- programs seem to be at risk because of cuts in state funding;
- insufficient funds for travel, conferences, and workshops for professional development activities;
- the scheduling of Instructional Improvement days at the beginning of each semester makes it difficult for employees working in student services areas to attend.

## **Descriptive Summary**

### **D. General Personnel Provisions**

The Los Rios Community College District has, and requires colleges to adhere to, policies and regulations adopted by the Board of Trustees to ensure fair and equitable human resource practices and procedures. The policies and regulations are applicable to all employees hired by the District. This includes full-time and part-time (adjunct) faculty, classified staff, supervisors/confidentials and administrators.

Specific guidelines are followed in the screening and interviewing of candidates for all employee groups. Representation on the committees follows a set formula depending upon the classification of the hire, with appointment made by constituent leaders. Collective bargaining agreements specify employee rights to due process, evaluation, transfers, appointment and salary schedule step advancement as well as reclassification procedures for classified staff members.

The District and College supports employment equity programs while understanding the changing legal mandates that are the result of *Connerly vs. State of California*. Human Resource staff provides information regularly to the Board of Trustees and to the College regarding its progress toward employing a diverse work force. However, reporting to the State Chancellor's Office has been delayed while that office develops new guidelines for reporting consistent with the current law. According to Board Policy and Regulations, as required by the changes in the law over the past few years, the District and College use the following guideline: race will not be considered as a factor in any hiring decision unless the District can establish an actual pattern of past discrimination.

The law does permit the District to take all "legally permissible" measures to build a diverse applicant pool. The District Office Human Resource staff has sought to expand recruitment/outreach efforts to reach a diverse community through "Pathways" workshops and the Faculty Diversity Internship Program. Hiring committees at the College include a member from an "underrepresented group" (7.29).

The Board Policy and Administrative Regulations manuals are organized in a standardized classification system for each constituent group. The information is available to all employees, students, and the public online on the District' web site. The employment policies and procedures relating to fairness are stated in the Hiring Manual for Full-time Faculty and in the Administrative Hiring Manual. The policies and regulations provide guidelines to ensure fairness in matters of personnel practices. The standards for advertising, selection and hiring are also outlined in the policies and regulations.

Personnel provisions are governed through the Los Rios District and are adhered to in compliance with collective bargaining agreements and State and Federal regulations. The agreements for all collective bargaining units include written statements regarding fairness and due process. Each group has representatives, procedures, and timelines to follow for resolving disputes at the institutional and district level. The different constituent groups have issues that are usually specific to their own bargaining groups.

Personnel policies and procedures affecting all categories of staff are reviewed periodically prior to implementation. Personnel policies and regulations are available in hard copy on the campus and easily accessible by any staff via the District web pages. (Certificated-P5100/R5100; Classified-P6100/R6100; Management/Confidential-P9100/R9100). Specific policies are noted in a memo sent out on an annual basis as a reminder and point of reference for all staff.

Other resource materials that contain information related to personnel policies are available, e.g. copies of the Education Code, Title V, and AB 1725, in the President's Office and in the library and copies of the Americans with

Disabilities Act in the office of the College Equity Officer and in the library. Members of each bargaining unit have copies of their respective contracts, and copies of all bargaining agreements are located in each administrative office. The Faculty Handbook is given to new faculty at orientation and redistributed to all faculty when it has been revised.

Official confidential personnel records are maintained by the Human Resource Department at the District Office and kept in a secure, locked room. During the 2001-02 school year, the Department implemented KeyFile, an image processing system, allowing all personnel files to be scanned and accessed via technology while providing confidentiality, security, and permanency. During the conversion, staff carefully reviewed files for compliance matters, organizational structure, and accuracy (7.31).

Board Policies 5130 and 6150 and Administrative Regulation 6150 describe how official personnel records shall be kept private and what materials shall be kept in employees' files. The policies and regulations also indicate who can view personnel files and describe the process for viewing them.

Unofficial personnel records are also kept on campus. Most managers maintain a set for his/her staff; the Vice-President of Administrative Services maintains a set for classified staff; the Vice-President of Instruction keeps a set for the teaching faculty; the Vice-President of Student Services keeps files for faculty in counseling services and matriculation; and the President's office keeps one set for the administrators.

## **Self-Evaluation**

### **D. General Personnel Provisions**

The College meets the standards with the exception of the standard regarding the confidentiality of unofficial personnel records and paychecks.

In a survey questionnaire conducted November 2002, for classified, faculty, and managers, respondents noted the difficulty in hiring classified temps and the perceived lack of understanding by district personnel of campus hiring needs.

It is important to Sacramento City College to pursue employment equity objectives within the restrictions of the current law. Statistics indicate that less progress has been made in hiring faculty members than in hiring classified and management staff from underrepresented groups. New classified hires have been 73% female and 39% people of color; and new faculty hires have been 65% female and 21% people of color; and new management hires have been 68% female and 34% people of color (7.22).

Although information on equity in hiring is not being reported to the State Chancellor's Office at this time, the information is presented to the Board and regularly made available to senior management staff (including the College Equity Office). It is not reported to the Equity and Diversity Committee, nor is it readily available to faculty and staff.

The District and College seeks a diverse pool of applicants for all positions. The District developed the Faculty Diversity Internship Program and had its largest applicant group in 2001-02, when 38 individuals participated in the program. The College piloted the Pathways program which presents workshops on the job opportunities and hiring procedures in the District, with special attention to reaching under-represented groups. The District Office of Human Resources broadened this program in 2001-02 to all campuses.

The District, through the participatory governance process, has developed a wide range of personnel policies, regulations, and procedures, which provide a clear set of guidelines for the fair and impartial treatment of faculty and staff. All proposed revisions or additions are brought to the Chancellor's Cabinet, which includes representatives of each constituency group, including students. The Office of the General Counsel maintains the policies and regulations on the District website. Although they are easily accessible on line, staff interviews noted that some offices on campus are still using outdated hard copies of the policies and regulations. Changes in policies are communicated to all faculty and staff via e-mail (7.04).

Interviews with faculty and managers indicated that the policies are clear, available, and, for the most part, systematically revised. However, managers perceived the policies as being equitably administered while faculty and classified supervisors saw their implementation as mixed.

The faculty contract is renegotiated through a collaborative process every three years. Based on interviews with both, managers and faculty agree that the process is fair and effective and that the contract works well. The classified contracts have just recently been ratified; the bargaining process was lengthy for this contract.

The Faculty Handbook is written and revised annually by administrative staff, with consultation from the Academic Senate President. The handbook is distributed to all new faculty at faculty orientation, and revisions are sent to all faculty. The Classified Handbook is outdated. Originally authored by the Classified Senate, it has not been revised or redistributed. A plan has been developed to have this handbook revised by administrative staff with input from the Classified Senate. A new handbook is due to be available July, 2003, with annual updates planned (7.13, 7.14).

The District Office human resources staff believe that the new KeyFile system has made official personnel records more private than before. These files will stay intact on disks. Only one person scans the records and only directors at the District Office have access to the KeyFile system.

At the College level, there are two concerns related to personnel records. The first was expressed in the 1996 Self-Study report. The 1996 Self-Study report expressed concern regarding confidentiality in the distribution of paychecks and pay-stubs. Paychecks and pay-stubs are still not kept in envelopes when distributed by Business Office staff. The process to get payroll distributed is lengthy and requires staff to handle the checks for alphabetizing and distributing. Although the Business Office takes steps to make sure the correct paychecks are distributed to each person by checking identification, the checks and pay-stubs are open and can be viewed by any staff in the Business Office (7.05).

The other concern has to do with unofficial personnel records kept by division deans and the vice-presidents on campus. There is no protocol on how these files are kept or whether they should be allowed; nevertheless, the District Office is aware that they are kept. Unofficial personnel records typically include such items as copies of the job application, performance reviews, and time-sheets/absence reports. In general, managers who do maintain their own set of unofficial records keep these records in a lockable file cabinet that is not accessible by anyone other than the manager or the secretary.

### ***Planning Agenda***

- The College will develop a systematic approach, connected to the planning process, for classified staff hiring.
- The College and District Office will explore modification of the existing recruitment methods for classified staff positions to improve alignment of advertised duties and responsibilities with actual job requirements.
- The College and the District will improve the hiring process of faculty to include better assessment of teaching effectiveness and better training of team members for equity methods and policies.
- The College will review the evaluation processes for management, faculty, and classified staff and develop mechanisms to ensure:
  - timely implementation of reviews;
  - systematic monitoring of the process;
  - the ability of the process to encourage improvement.
- The College will plan to provide for appropriate staff development opportunities for all categories of employees and regularly assess the effectiveness of programs and activities.
- The College and the District will investigate the practices and the appropriateness of locally stored unofficial personnel files and payroll data.

<b>STANDARD SEVEN: FACULTY AND STAFF</b>	
7.01	Accreditation Self Study Faculty/Staff Survey & Results - Spring 2002
7.02	AB 1725
7.03	Hiring Manual for Full-Time Faculty
7.04	LRCCD Board Policies and Regulations (Actual hard copy in 2.09) -URL- <a href="http://www.losrios.edu/legal/GCpolreg.htm">http://www.losrios.edu/legal/GCpolreg.htm</a>
7.05	Accreditation Self-Study Climate Survey & Results - Fall 1996
7.06	Sacramento City College Catalog 2002-2003
7.07	LRCCD Collective Bargaining Contracts
7.08	SCC Unit Plans 2002-03 Volume I & II (Actual document in standard 3.04)
7.09	SCC Flex Day Brochure - Fall 02, SP 03
7.10	California Education Code, Table of Contents - URL: <a href="http://www.leginfo.ca.gov/.html/edc_table_of_contents.html">http://www.leginfo.ca.gov/.html/edc_table_of_contents.html</a>
7.11	LRCCD Administrative Handbook
7.12	Administrative Services Procedures Manual - Third Edition
7.13	SCC Faculty Handbook, 2001-02 & 2002-03
7.14	Classified Handbook - 1998-99
7.15	LRCCD Job Descriptions
7.16	LRCCD Change in Full-Time Equivalents - 1997-98 to 2002-03
7.17	Accreditation Self Study Student Survey Results-Fall 2002
7.18	Americans with Disabilities Act
7.19	Memorandum of Understanding – LRCEA and Shared Governance Committees and Related matters
7.20	Faculty Hiring Statistics - Fall 2001
7.21	Annual Reminder of Rights & Responsibilities - 2001
7.22	LRCCD Staff Diversity Final Expenditure & Performance Report - 2000-01
7.23	Three Year Faculty & Staff Development Plan 2001-04
7.24	LRCCD 3-year Staff Development Grant Application
7.25	District Office Resource Information (White Paper) <a href="http://irweb.losrios.edu/eseach/LosRios/losrios-res-ACCREDITATION.htm">http://irweb.losrios.edu/eseach/LosRios/losrios-res-ACCREDITATION.htm</a>
7.26	Certificated & Classified Mailing List
7.27	LRCCD Advertising 2000-2001
7.28	Total Wellness - Volume VII, Number 4
7.29	LRCCD Flyers: Interest Based Alliance Workshop SP 2002, Pathways to Los Rios-Fall 2001 & Fall 2002, Faculty Diversity Internship Program-SP2002, LRCCD Employee Computer Classes-Fall 2001 & Fall 2002, New Managers Workshop-Fall 2001
7.30	New Faculty Orientation Break-Out Sessions Evaluation & Results - 8-01
7.31	Human Resources Department Personnel Files Maintenance
7.32	District Office Forms: Classified Employment, Reference Check, AA Employment Checklist, Faculty Performance Review, Student Review of Faculty Performance, Counselor Performance Review, Report of Performance, Request to Employ Faculty and Management, Regular Classified Position Transaction Request, Workshop Evaluation
7.33	Noel-Levitz Student Satisfaction Survey Results - Spring 2001
7.34	Administrative Organizational Chart - 2002
7.35	Statistics Concerning Faculty, Staff, & Administration Characteristics
7.36	LRCCD Annual Report, 2001
7.37	Staff Resource Center Publications and Web Site: <a href="http://www.scc.losrios.edu/~stafres/">http://www.scc.losrios.edu/~stafres/</a>
7.38	Staff Development Committee Minutes 02-03

## STANDARD EIGHT: PHYSICAL RESOURCES

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*The institution has sufficient and appropriate physical resources to support its purposes and goals.*

### ***Descriptive Summary***

SCC is the seventh oldest public community college in California with buildings dating back to 1937. Age provides benefits such as architectural beauty but costs such as erosion of infrastructure. The SCC campus consists of approximately 70 acres with 26 buildings and nearly 500,000 ASP (Assignable Square Feet). Some Campus buildings date back to the Works Progress Administration (WPA) era and are multi-level with the exception of the North Gym, the recording studio in the Music building, and the office in T-1. All multi-story buildings are equipped with elevators. Building entrances are ramped and are equipped with electrical doors at key traffic pattern locations in compliance with ADA (American Disability Act) requirements (8.01).

Within the District Strategic Plan, there are no plans to expand the number of colleges; however, the number or use of outreach centers will increase. Sacramento City College (SCC) currently offers classes at three off-campus locations: Davis, Downtown, and West Sacramento. The Downtown Center at 1209 4th Street has three classrooms and a computer lab with thirty stations. In addition to classes taught in the Downtown Center and surrounding State of California office buildings, the Center has administrative responsibility for classes taught in nine local high schools. (McClatchy, St Francis, Kennedy, Luther Burbank, Christian Brothers, Hiram Johnson, Main, West Campus, and River City High School).

Since the last accreditation, SCC has a new outreach center in West Sacramento. The West Sacramento Center is located at 1275 Halyard Drive in West Sacramento and is comprised of three classrooms, a student lounge and study room, office space, and a 32-station Pentium-based computer lab. In addition to classes taught in the West Sacramento Center, the Center has administrative responsibility for classes taught at various locations throughout the West Sacramento community (West Sacramento Senior Center, Margaret McDowell Manor, Lighthouse Golf Course, and Capitol Bowl). Additionally, the Center coordinates Advanced Education classes taught during the day at River City High School.

New facilities are being leased to house an expanded Davis Center. The move to new facilities occurred in January 2003. The Davis Center consolidated its operations at one location in south Davis, at 1909 Galileo Court. This facility has 9,200 square feet and increased parking—going from eight parking slots to 95. Although the Center will continue to use classrooms in Olson Hall on the University of California, Davis (UCD) campus for some of its evening programs, the new center allows for more day classes. The Center has expanded from three classrooms and a computer lab at two locations on B Street to seven classrooms and a computer lab in one location. In addition, there is a student lounge and expanded areas for faculty offices. The SCC/UCD Cooperative Program in English, chemistry, and mathematics at the Davis Center will continue to utilize UCD facilities across the campus from about 7:00 a.m. to 9:00 p.m. The Davis Center is also responsible for classes at Olson Hall on the campus of the University of California, Davis.

The Davis, West Sacramento, and Downtown Outreach programs provide offices staffed by clerical personnel who assist students. Counselors visit the sites regularly to meet with students. Support services, such as making books available for purchase at those sites, exist so students will not have to travel to the main campus. Assessment staff is available at each outreach center twice a year to administer tests.

After twelve years of planning and collaboration, the new Learning Resource Center (LRC) opened on October 8, 1998. This facility offers students and faculty more than 80,000 square feet of the latest in teaching and learning facilities. Special features of the Learning Resource Center are:

- 90-seat interactive instructional Media and Learning Skills and Tutoring Center
- 28-station open access computer lab
- Large and small group study rooms
- 80-seat multimedia presentation room
- Interactive electronic classrooms
- Multimedia production rooms
- Television production studio

- Online public access catalog
- Natural light reading rooms
- Stack space for more than 100,000 volumes
- Online database sources
- Fiber optic infrastructure

Reorganization, renovation, remodeling, additions, and/or relocations have occurred since the last accreditation in the Science, Math, and Engineering Division, the Aeronautics Center, the Art Court Theater, the bookstore, CalWorks, Assessment, the PE and Athletics Division, and the Cafeteria (8.24).

Since the last accreditation report, the College has increased the number of parking spaces by 750 to a total of 2,051 lighted spaces. One new parking lot with more than 100 spaces has been created in the cold storage area near Hughes Stadium. An evening shuttle service is provided from the main campus to adjoining parking lots. Lots were re-stripped to create additional spaces, and staff parking was made available in the student lot adjacent to the Portables

The city of Sacramento will locate a Light Rail Station on 24<sup>th</sup> Street on the East side of Hughes Stadium, to be completed March, 2003.

In 2002, voters approved a District-sponsored bond initiative, Measure A, which will enable the College, in conjunction with the District, to meet its capital needs. Proposition 47, a statewide bond measure for education facilities, recently passed. These new funding sources will enable facilities improvement efforts.

The maintenance and operation of SCC is managed through the District's centralized maintenance organization. Preventive and predictive tasks are administered through this department, which also provides 24-hour emergency services. Repairs and alterations that impact class agendas and campus operations are coordinated with campus maintenance and security to minimize the impact on the education process. The District contracts with an outside agency to conduct facilities audits. SCC Facilities Maintenance conducts facilities audits every two to three years. A planning document, "Scheduled Maintenance Repair and Special Repair Project Plan" (2002-03 SMSR), is compiled jointly by the District and the College. (Copies are located in the office of the VP of Administrative Services.) . Major maintenance and alteration projects that require capital outlay funds are given attention according to a District-wide priority list. Routine building repair and maintenance are performed by the campus custodial and maintenance staffs. Safety and security requirements are given first priority for correction (8.23, 8.24).

Campus infrastructure repairs and replacements are typically executed with funds from either major maintenance or state Scheduled Maintenance and Special Repairs (SMSR) grant resources. Major campus maintenance is handled through a central maintenance organization at the District level. In addition, personnel are located on each campus who are responsible for the operation and maintenance of the heating, ventilating, and air-conditioning systems.

Safety issues at SCC are addressed by the Campus Safety Committee, which meets monthly. One member of that committee also serves on the Los Rios District Safety Committee (8.17).

Moreover, the College incorporates the following measures:

- security staffing is increased during special events;
- SCC has 12 student assistants working for the campus police who patrol the parking lots and the main quad;
- all parking lots are monitored for security and safety purposes;
- two security shuttle vehicles operate from 8:00 AM to 10 PM Monday through Thursday to take students from the east end of A Lot to several designated locations in the student parking lot;
- a personal security escort is available to any student or staff member on campus upon request;
- emergency phones, which are directly connected to the Campus Police dispatcher, are provided in seventeen locations on campus;
- campus lighting has been upgraded, and security lighting is surveyed weekly;
- cellular phones are available to be checked out by faculty or staff from Campus Police when they feel there may be a specific threat to their safety; the Police Chief first meets with the staff member and the Dean or unit supervisor to determine the nature of the situation and provides training regarding ways to respond if there are problems.

Major ventilation upgrading of Lillard Hall took place in the summer of 2001 to remedy safety and health conditions resulting from worn-out fume hoods and poor circulation systems. Chemistry and biological science courses require much more sophisticated ventilation systems than they did when the building was originally constructed (8.11).

The no-smoking policy was adopted in Fall 1990. In the summer of 2001, signs were posted on the entries to all buildings stating, "No smoking within 30 Feet of Building Entrance."

Campus health issues are addressed by the Health Office. Information is disseminated by email, flyers, and personal contact. The College nurses work in conjunction with the local public health departments on follow-up of communicable diseases, organization of blood drives, flu clinics, and visits by the Sacramento County Care-A-Van. The Health Office is open from 7:30 am to 4:30 P.M. Monday through Thursday and evenings from 5:30 P.M. to 7:30 P.M. Campus Police are trained in first aid and CPR and are available when the Health Office is closed.

A Crisis Intervention Plan has been developed by the SCC Counseling Department in conjunction with the Campus Police. The plan outlines the procedure to follow when responding to a crisis on the campus. A crisis counselor is employed 20 hours a week and has provided training for faculty and staff on crisis intervention (8.04).

The District Office, in coordination with the College, has hired a consultant to provide an Engineering Study and a Site Plan on architectural barrier removal. The program is scheduled for completion in February 2008. The College has updated fourteen restrooms around the campus to provide ADA accessibility. Access to the second floors of the North Gym and the Technology buildings has been written into the modernization plans for those buildings

To maintain an environment compatible with the institution's educational mission, all equipment that is associated with utilities distribution--heating, ventilation, air conditioning (HVAC), electrical, lighting, plumbing, communications--is given priority in terms of assignment of maintenance resources and schedules. Since the last self-study, a number of chillers have been replaced, lighting retrofit projects have been completed, and projects undertaken to conserve energy. Communication systems improvements range from additional emergency telephones in parking lots to classroom teaching stations with current technological advancements. In Spring 1992, the College replaced all of its rotary telephones with push-button telephone systems with voicemail capabilities. It also has campus-wide and selective message systems that have improved communication across the campus.

The College's audiovisual equipment is adequate in most areas, and many classrooms are equipped with mounted television sets and booths containing projectors and other equipment. Faculty in classrooms that do not have built-in AV equipment rely on audiovisual equipment that is stored in division offices or closets. Additional equipment is stored in the Learning Resource Center. All classrooms are equipped with overhead projectors and screens. Since the 1996 survey, six new multimedia classrooms have been added, and another thirteen multimedia classrooms will be put in operation by Fall 2003.

The College has one audiovisual technician to maintain more than 1,800 pieces of equipment, assist with productions in the TV studio, and set up and remove audiovisual equipment for events, and maintain inventories. This short staffing often results in periodic delays in fulfilling maintenance requests and/or replacing equipment inventories. The responsibilities of this department, including the complexity of equipment to be maintained, have been increased without a commensurate increase in staffing.

The College works with the District Office to purchase institutional equipment that furthers its educational mission. Infrastructure includes a District-wide Wide Area Network, and fiber-optic cables that have been installed in all closets at SCC for instructional purposes and administrative functions. All classrooms in the Administration of Justice Building, the Music Building, Rodda North, Rodda South (except those in which Math is taught), Auditorium 6, and Lillard Hall 101 have also been wired for the campus cable TV.

In campus laboratories and the technology areas, equipment is maintained and adherence to safety practices is enforced by individual instructors. Signs are posted and safety policies are enforced. Personnel are located on campus who are responsible for the maintenance of equipment used for instructional and administrative purposes. Equipment that cannot be repaired by campus staff is repaired by external vendors. Operations works with various departments to develop safety programs and appropriate self-inspection procedures to enhance safety awareness and compliance. A campus safety officer coordinates with instructional staff and the District Safety officer in conducting audits regarding signage and safe operation in all areas of campus.

The Operations Manager maintains a record of high-value items. These items are labeled with a District-provided identification sticker and engraved with an identification number. The Audiovisual Technician maintains an audiovisual equipment inventory. Once a piece of equipment is delivered to the department or division that will be using it, staff in that area become responsible for it. The asset tags are generated by the District and passed through SCC receiving.

The College increases and updates its instructional equipment (i.e., that used in classrooms or labs) annually. In the vocational technology area, there are serious concerns that equipment has not been upgraded to industry standards. This makes it difficult to provide the training necessary to meet industry standards. Computers are available in separate labs for both student use and instruction. In addition, there is a staff computer lab and an Internet-connected computer for staff use in each division office.

The College works with the District Office to develop standards for workstations and to enter into purchasing contracts to facilitate purchase, management, and maintenance of equipment. The WAN designed in the 1997 master plan has been implemented with fiber connecting all campus buildings, T1 lines to the centers and other colleges, and DS3 lines to the Internet. Separate networks have been defined on campus for the administrative, instructional, resource, and public networks to maintain high performance, access to appropriate resources, and levels of security. Every classroom is wired for an Internet connection (8.32).

Information Technology (IT) resources are managed and maintained by a combination of staff. A campus-wide IT committee, chaired by the Dean of Instruction for Technology, gives guidance to the campus on issues related to acquisition and deployment of technology. The District Office is responsible for wide-area networking and the wiring within the buildings. The Computer Services staff is responsible for the College network, servers, and faculty and staff workstations. The Computer Services staff consists of a Senior IT Specialist, a Network Analyst, two IT Assistant II's and four IT Assistant I's. The computer labs and classrooms are managed by the divisions utilizing Senior Information Technologists.

A goal of the College is the planned replacement and/or modernization of inadequate facilities to support modern educational programs, to enhance student learning and success, and to act as an asset to the community. The College is committed to expanding programs and services to the community through the construction of new buildings and physical resources that reflect the need for quality programs across programs.

At SCC, the Campus Development Committee oversees facilities. Facilities planning depends on quantitative evaluation of the utilization of existing space, the ability to serve students, and on projections of future needs. The goal is to have the construction of facilities follow a rational planning process stemming from the District Strategic Plan and an educational program process with broad participation of constituents. The facilities planning process is used to determine what types of facilities projects should be pursued (new construction or modernization), the size and timing for facilities, and how projects will be funded. The preparation and submission of State project and planning documents is included in the process (8.05).

The College is developing a Master Plan for Student Success that includes facilities planning. A "model" facilities plan will use State formulas, room size/inventory data, flexible calendars, and current scheduling and technology-integrated delivery systems to increase student access and promote optimal utilization of all College facilities. Historically, the College has successfully utilized efficient strategies in an effort to meet facility needs. With the passage of Measure A and Proposition 47, the College, in conjunction with the District, will have new opportunities to enhance physical resources and to meet its capital facilities needs (8.36).

The facility planning process is an integral part of the District's educational planning activities. The principle of participatory governance is emphasized in the Los Rios District Master Plan and in College planning documents. It is critical to facilities planning at SCC. The intent is for educational program planning to occur on a District-wide college-, division-, and department-level.

<i>Faculty/Staff Survey (Standard Eight)</i> Spring 2002 - Valid Percent					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
<b>48. There are opportunities for me to participate in the governance process with regard to college facilities including my work environment.</b>	24.5	54.2	9.7	5.2	6.5
<b>49. The workspace provided to me is satisfactory to do my job.</b>	20.0	52.9	18.1	8.4	.6
<b>50. The equipment provided or that is accessible to me is satisfactory to do my job.</b>	20.1	56.5	14.9	7.8	.6
<b>51. The college has now and/or plans to have physical resources needed to support its strategic goals.</b>	5.3	42.1	15.8	3.9	32.9
<b>52. The college has ongoing governance structures and procedures to address safety issues.</b>	11.0	54.5	7.1	3.2	24.0
<b>53. I have opportunities to participate in governance process with regard to personal and other safety matters.</b>	12.3	53.2	11.0	3.9	19.5

### Self-Evaluation

The College follows the requirements of State laws regarding facilities construction. Projects are now grouped into three categories: 1) Modernization; 2) Special Maintenance Special Repair (SMSR); and 3) Capital Outlay. Each type of project group has specific qualifying parameters for projects, and each one was established to address specific facilities needs. Because of the age of the College, most projects will be modernization projects. The College cannot compete effectively for new facilities using Capital Outlay funds.

The goal of modernization projects is to find buildings most in need of repair and to make renovations of those buildings priorities. The program uses resources from campus for a modernization project. The Vice Presidents of Administration at the campus determine which projects should proceed. A maximum of one project is funded per year per campus. Need prioritization assessment is based on building age, educational program need, and local funds match. The higher the local contribution, the higher the project moves on the list.

The District is required to do a Five-Year Plan For buildings, the LRCCD assesses relationships between space and programs. Capacity Load is a measure of the level of service provided by the college with the formula as Capacity / Load = Assignable Square feet / Weekly Student Contact Hours (WSCH). WSCH is a measure of teaching load and an aggregate number at the college. SCC currently has a C/L ratio over 1.0. If C/L ratio is less than 1.0, the college doesn't have enough capacity (and therefore can justify additional classroom space/buildings). If the Cap/Load ratio is much greater than 1, the college space is not being fully utilized. The lower the C/L ratio, the higher probability that the college will get the building it requested, through Capital Outlay. New buildings are approved based on demonstrated need as indicated by the Cap/Load Ratio. The State then compares the current C/L to the historical/projected load for the school. The growth project comes from the Department of Finance.

Our College is unique compared to the other campuses in the District. SCC is an older "built-out" campus with very old buildings. It has a very low likelihood of obtaining new buildings because the Cap/Load ratio will never be much less than 1.0. Historically, a C/L ratio of 0.7 is required to get a new building approved. The College cannot compete with other campuses on C/L ratio. However, many buildings at SCC are in dire need of modernization. The State realized that even though the College didn't need new buildings, it did need a process for modernizing old buildings. The recent passage of a Local Bond was very important. The approval of local funds increases the probability of our project being selected for modernization. Proposition 47 was passed by the voters in November 2002; SCC will get \$1.5 million for the Technology Building modernization.

From the College standpoint, modernization projects constitute a revolutionary concept. They greatly affect the likelihood of making improvement changes to existing older buildings at SCC. Because of the age of the buildings,

as noted above, the College has a large number of buildings that are greatly in need of repair and upgrading. The College needs much more modernization funds than do the other campuses in our District (8.20).

The College District established a Facilities Condition Index (FCI) is to determine the buildings that should be modernized first. All of the building's physical parameters/deficiencies are ranked according to severity, and the building is assigned a numerical rating. California State Chancellors Office has adopted the LRCCD FCI system and has implemented it statewide for all community college building projects. Each building is listed in a statewide database. A building with a high FCI rating will be given a high priority for modernization projects.

Other community colleges are performing bond issues through ballot initiatives. Our District believes that because of the high FCI ranking, several LRCCD projects will be high on the priority list. Past LRCCD "guesses" have been accurate. It's anticipated that our College has some of the highest FCI rated (severely in need of repair) buildings in the State. Examples: 1) MET Building; 2) Printing and Cosmetology; 3) North Gym.

5% of approved state bond proceeds have been established for building modernization projects. Facilities Planning Proposals (FPP's) have been defined for Technology Building, Fine Arts Building, Cosmetology, and the North Gym.

For new facilities, the College follows State Guidelines and formulas that relate the amount of lab, lecture, library, and office space permissible at the campus. Student enrollment growth projections can be used for justification for new projects (Capital Outlay). The College's Vice President of Administration, in concert with a representative college committee, determines future uses of buildings. The District does not determine what will be in each building at each campus.

No prescribed procedure is yet in place in the State to determine which modernization projects will proceed. Prior to establishment of modernization fund projects, all monies were spent on new projects (growth) while existing facilities that were in poor repair were ignored, especially if the campus had a high cap/load (index of building utilization used by the state) ratio. The California Community College Board of Governors changed the project prioritization and determined that a certain percentage of funds must be budgeted for modernization projects. Modernization projects include a local match of funds from the college.

SCC continues to have a demand for parking spaces which outpaces availability. The weekly student contact hour to parking stall ratio is the lowest in the District. At 615 the faculty/staff/administrative workers (not including adjunct faculty) requirements for parking spaces is not met by the available 540 spaces campus-wide. There are 2,051 parking stalls available for the approximately 17,000 students on the main campus. Additionally, ADA parking numbers, while adequate to meet compliance requirements, are not situated in the appropriate locations. Current overflow parking has been absorbed to some degree by parking on-street and in Land Park across from the campus. Although new parking spaces have been made available, the demand is predicted to outstrip the supply in the foreseeable future.

SCC Facilities Management has developed a Transportation, Access, and Parking (TAP) Plan. \$13.3 million has been recently appropriated through the passage of the Los Rios Bond for the implementation of the TAP. The TAP program is an integrated blueprint for addressing issues of parking, ADA accessibility, circulation patterns, pedestrian walkways, and landscaping for the Light-Rail Station and campus neighborhoods. The TAP will consider the impact of the light rail station, the use of buses and public transportation, access for the disabled, issues of safety and security related to parking, landscaping, traffic patterns, traffic signage, peripheral parking, shuttle services, and the circulation of pedestrians and automobiles on campus. The recommendations of the TAP program have been forwarded to the Campus Council for consideration and action (8.33).

In addition, an option for increasing parking is to develop additional lots on the Union Pacific property adjacent to campus. Purchase of that property is currently being considered. The College has also adopted a proactive position to review the potential purchase of land in all other areas in the immediate vicinity of the College campus.

According to the faculty survey conducted in July 2002, approximately 72% of the respondents either "strongly agreed" or "agreed" that their workspace was satisfactory; 75% either "strongly agreed" or "agreed" that equipment provided was accessible to do their jobs; and 46% "strongly agreed" or "agreed" that "the College has nor and/or plans to have physical resources needed to support its strategic goals." These responses indicate that the faculty

believe the College has a process for obtaining equipment, existing equipment available to do their jobs on campus, and plans to have resources needed to support its goals.

In an attempt to reduce waste stream from the campus, decrease the costs associated with waste management at SCC, and meet the mandate of Assembly Bill 75, Facilities Management has undertaken an aggressive recycling program to reduce through the web, posters, emails and class announcements and a faculty inservice flex training activity. Special recycling waste receptacles are provided throughout the campus. Maintenance staff has received training to implement the Waste Management program. Facilities Management has kept the campus community apprised of the progress toward recycling goals on a monthly basis.

The Campus Police Office is working toward a new communications system with an upgraded radio system and the use of NexTel phones to be fully available at all hours, including when the office personnel are not available. Emergency phones and campus lighting are considered adequate at this time.

SCC has made good progress toward its obligation to meet the needs of students with disabilities. Although many buildings on the campus are one-story, all the multi-story buildings have elevators allowing for access for students with disabilities. Elevator controls are designed to be used by the visually-impaired. All of the entrances to the buildings are accessible for students in wheelchairs. Electric doors have been installed in each campus building. Wheelchair accessible bathrooms are located throughout the campus buildings. Campus parking lots have multiple parking spaces for students with disabilities that are well marked with signs and painted markers.

With a limited budget and constant demands (from industry as well as staff) for newer and more sophisticated equipment, every effort is made to replace equipment as needed. Each department and division maintains priority lists of needed equipment and an inventory of current equipment. Unit Plans also identify the need for more computers as a high priority. A continuing challenge is the attempt of the campus community to meet the variety equipment needs in the face of shrinking budgets, the looming California budget deficit, and anticipated belt-tightening measures.

An institutional process for ordering equipment is in place. Each division and department maintains priority lists so that the most critical equipment can be purchased when funds are available. A relatively new procedure is the inclusion of an Information Technology Planning Sheet in all department Unit Plans to encourage long-range planning for technological equipment needs. Although the College has more and better equipment than it used to, there will always be a need for additional, updated equipment to meet the fast-changing demands of the workplace (8.19).

Support for upgrading equipment and physical resources in some of the vocational departments has been difficult to secure. The need for up-grading physical resources and replacing instructional equipment is urgent. The goal of the SCC vocational training programs in the technology division is to provide students with employable skills in high paying job sectors in one to two years. Additional support for the programs by the Institution is badly needed. The instructional equipment used by students in their lab courses in the technology building (e.g. boilers, Refrigerant-12 chiller, ammonia refrigeration system, various heating, ventilation, air conditioning and refrigeration machinery) is between 36 to 66 years old and needs replacement. The MET department struggles to keep its current equipment operating, and finds it increasingly difficult to retrofit aging systems to meet industry standards. If State Instructional Education Funds (SIEFs) become unavailable, it will be difficult to continue upgrading equipment. Vocational education funds only allow for maintaining equipment at the current level, while industry standards demand instruction on state-of-the-art machines.

The College's physical resource planning and evaluation processes reasonably support institutional goals and are linked to other institutional planning and evaluation efforts, including District planning and utilization. Since the last accreditation, there has been progress in terms of participatory governance in the College's interaction with the District and tying physical resource allocation to meet institutional goals and educational objectives. There is sufficient compliance to meet this standard (8.21, 8.22, 8.34).

It is an economic reality that resources are scarce relative to demand for physical resources. This poses an economic problem that must be addressed at each level of the College and District. The need for resources is evident from requests for instructional equipment in the Unit Plans of single departments to the College's facilities master plan to the District's strategic plan.

The District mapping process identified facilities as "primarily District" because that is where the focus of the greatest number of tasks occurs. This is expected in a multi-college district. The five-year capital outlay plan and facilities master plan are the responsibilities of Facilities Management and the District Office. This, however, is misleading. The College provides input as it outlines priorities or "wish list." The College attempts to support its priorities by listing its needs and supplying supporting data. Furthermore, once a project is obtained, input from the campus is provided to successfully complete the project.

According to interviews, many on campus have expressed concerns and problems with the District's Facilities Maintenance which excludes the College from decisions that it should be making. The campus sentiment is that there is a lack of participation in establishing the final priorities in terms of maintenance projects or new buildings. The problem is not only too few resources but also limited opportunity to effectively influence decisions on the allocation of existing resources.

Each year the District completes a space inventory report to determine eligibility for State Capital Outlay funding. In addition, the report assists the District in measuring utilization of existing space compared to State standards. Each campus in the District completes this report, which delineates additional facilities that are needed to optimally meet educational requirements. With the passage of two bond measures, Measure A and Proposition 47, the District should be able to meet its facilities needs for the foreseeable future.

The results of the facility planning process are the long-range Capital Constructions Plan, the State Five-Year Construction Plan, and various projects, that when funded, will go into subsequent construction.

The system works well and the District has secured funding for construction and modernization programs. There are, however, areas of facilities planning that need further development; these include site master planning at each College; clarification of educational programs as it relates to facilities needs; and staffing for planning and managing construction activities

## **Planning Agenda**

- Prepare a Master Plan for Student Success that is driven by educational programs and services. The Master Plan will contain implications for human resources, information technology needs, facilities, and budget which are driven by programmatic and service needs.
- Address the need for increased parking for the SCC campus. Integrate the Transportation, Access, and Parking Plan into the Master Plan for Student Success.
- Develop a College-wide prioritized listing of needs based upon programs and services and their functional relationship to facilities.
- Develop and publish a process to update room designation according to utilization category.
- Make clear to College constituencies the utilization, computation, and implications of the Capacity/Load Ratio for existing and new building construction.
- Determine a "best practices" model for building modernization to set a benchmark for room sizes based upon different subject area needs, utilization, and Cap/Load ratios.
- Obtain copies and review all physical condition reports for SCC facilities and determine which projects to address with funds from SMSR, Modernization, or Bond.
- Pursue a plan to evaluate additional property options for the College.
- Develop a College-wide listing of needs that are program-based to replace outdated instructional equipment for departments requiring specific equipment to meet current and future industrial standards.

<b>STANDARD EIGHT: PHYSICAL RESOURCES</b>	
8.01	Americans With Disabilities Act
8.02	Partnership for Excellence (PFE) Assessment - Academic Year 1999-2000
8.03	Blood Borne Pathogen Program (document is housed in Operations-Bob Martinelli)
8.04	Campus Police Operating Procedures (document is housed in Operations-Bob Martinelli)
8.05	Campus Development History Files: FY 01-02 & 02-03
8.06	Chemical Hygiene Plan (document is housed in Operations-Bob Martinelli)
8.07	Closed Work Order Files (document is housed in Operations-Bob Martinelli)
8.08	Emergency Procedures Manual
8.09	LRCCD 5-Year Construction Plan
8.10	Hazardous Materials Information (document is housed in Operations-Bob Martinelli)
8.11	Indoor Air Quality Program (document is housed in Operations-Bob Martinelli)
8.12	Injury Illness Prevention Program
8.13	LRCCD Collective Bargaining Contracts
8.14	LRCCD Board Policies and Regulations (Actual hard copy in 2.09) -URL- <a href="http://www.losrios.edu/legal/GCpolreg.htm">http://www.losrios.edu/legal/GCpolreg.htm</a>
8.15	Material Safety Data Sheets and Program (document is housed in Operations-Bob Martinelli)
8.16	Open Work Order Files (document is housed in Operations-Bob Martinelli)
8.17	Safety Committee History Files: FY 01-02 & 02-03
8.18	LRCCD Annual Report, 2002
8.19	SCC Unit Plans 2002-03 Volume I & II (Actual document in standard 3.04)
8.20	Modernization Projects and Timelines
8.21	Accreditation Self Study Faculty/Staff Survey Spring 2002
8.22	Accreditation Self Study Student Survey Results-Fall 2002
8.23	Scheduled Maintenance Repair Projects/2000-2001 & 5-Year Scheduled Maintenance Plan 2000-2005
8.24	ADA Facilities Upgrades since 1998
8.25	District Mapping Survey Results
8.26	Technology Building Modernization - 2003-2004
8.27	Noel-Levitz Student Satisfaction Survey Results - Spring 2001
8.28	Master Plan for Student Success-Facilities Component
8.29	Annual Crime Reports - 1999, 2000, 2001. 2002
8.30	Long-Term Facilities Plan - 2000-2010
8.31	District Office Resource Information (White Paper) <a href="http://irweb.losrios.edu/eseach/LosRios/losrios-res-ACCREDITATION.htm">http://irweb.losrios.edu/eseach/LosRios/losrios-res-ACCREDITATION.htm</a>
8.32	SCC Information Technology Plan
8.33	Transportation Access and Parking (TAP) Plan
8.34	Accreditation Self-Study Climate Survey & Results - Fall 1996
8.35	Emergency Procedures Flip Chart
8.36	SCC 5- Year Plan Master Plan

## STANDARD NINE: FINANCIAL RESOURCES

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*The College has adequate financial resources to achieve, maintain, and enhance its programs and services. The level of financial resources provide a reasonable expectation of financial viability and institutional improvement. The College manages its financial affairs with integrity, consistent with its educational objectives.*

### **A. Financial Planning**

#### **Descriptive Summary**

The College's budget allocation processes use institutional goals as a basis for distributing financial resources (9.02, 9.22). Allocations are based upon requests from department Unit Plans (9.23). These Unit Plans include department budget requests for goals that require financial resources (9.16). The College's Unit Plans use College and department goals.

Annual and long-range financial planning reflects realistic assessments of resource availability and expenditure requirements. The District and College prepare long-range budgets in the X - Y - Z format ("X" minimum, "Z" maximum) so that resource allocations reflect the level of funding in any given fiscal year (9.04, 9.22). Beginning with the most conservative X budget, the College can make changes throughout the year as the financial picture becomes more clear. If resources increase, allocations can increase accordingly.

The annual budget development process enables departments to evaluate their needs and prioritize budget requests each year. The College Budget Committee uses each department's budget priorities in its criteria to develop its annual budget recommendations (9.02).

Annual and long-range capital plans support educational objectives and relate to the plan for physical facilities. The District's Five Year Construction Plan includes a comprehensive list of the College's construction projects (9.14). The projects are designed to help the College accommodate expected enrollment growth and to replace or remodel inadequate facilities.

Institutional guidelines and processes for financial planning and budget development are clearly defined and followed. The Budget Committee Handbook and the Administrative Services Procedures Manual describe in detail the College's annual budget development process (9.02, 9.03). To supplement the written documentation, the Budget Committee conducts an annual budget development workshop for College staff. A majority of the College's discretionary revenue is distributed annually through participatory governance.

Administrators, faculty, and support staff have appropriate opportunities to participate in the development of financial plans and budgets. The campus Budget Committee, whose membership includes representation from each constituency, recommends allocation of all College Discretionary Funds and a portion of specific categorical funds (9.02). College divisions participate in the annual budget development process by submitting requests for base augmentation, equipment purchases, and expenditures against institutional repair accounts. Any staff member may submit budget requests to their department spokespersons.

#### **Self-Evaluation**

Financial planning processes support College goals and are linked to College planning efforts (9.20, 9.16). The College's Unit Plans detail the financial resource needs of individual departments and link budget requests to department plans (9.16). However, survey results suggest that respondents did not see a clear link between unit plans and the budget planning process (9.01).

#### **57. The allocation of financial resources at SCC is tied to the unit plans of department's/unit's.**

<b>Agree</b>	<b>Disagree</b>	<b>Don't Know</b>
<b>42.7%</b>	<b>19.1%</b>	<b>36.3%</b>

Similarly, survey results indicate the need for improved communication regarding measures that are used to allocate financial resources outside of the scope of the College's participatory governance budget development process (9.01).

**58. Processes for financial planning and resource allocation are clearly defined.**

<b>Agree</b>	<b>Disagree</b>	<b>Don't Know</b>
<b>28.7%</b>	<b>43.3%</b>	<b>26.8%</b>

The College's annual and long-range financial planning reflects realistic assessments of resource availability and expenditure requirements. The X-Y-Z formula of budget development has enabled the College to maintain financial stability and help meet its planning objectives for the future (9.04, 9.20). Budgeted expenditures for the College have been proportionate to the level of financial resources it actually receives (9.20). As a result, the College budget regularly boasts a year-end carryover of block grant funds, the primary source of operating revenue (9.20). These carryover funds are re-budgeted to the appropriate divisions and placed in reserve accounts for future planning needs (9.20).

According to interviews, the Budget Committee applies College resources according to institutional priorities (9.20) and provides important communication through its recommendations regarding budget priorities as they relate to College goals and educational planning (9.25).

The College's annual and long-range capital plans support educational objectives and relate to the plan for physical facilities. The District and College have carefully planned for capital facilities based on growth projections and analysis of the condition of existing facilities (9.14). As a result of these planning efforts, capital facilities funding can be augmented by a local bond issue and enable the District to qualify for additional state capital outlay funding (9.13). Combined, these sources of capital outlay funding will help the College address many long-term facilities needs.

The College's guidelines and processes for most, but not all, financial planning and budget development are clearly defined. The Budget Development process is well documented for financial resource allocations recommended through participatory governance (9.02, 9.03, 9.25). Most of the College's financial planning is performed at the department level and is not subject to campus-wide deliberation. According to interviews, budget development focuses on the need to fund existing programs in order to ensure the integrity of individualized department programs.

According to the survey, those interviewed feel that administrators, faculty, and support staff have appropriate opportunities to participate in the development of financial plans and budgets (9.02, 9.03, 9.16).

**54. My department's/unit's interests are fairly represented in decision making regarding use of financial resources.**

<b>Agree</b>	<b>Disagree</b>	<b>Don't Know</b>
<b>52.2%</b>	<b>30%</b>	<b>16%</b>

Nevertheless, the effectiveness of staff participation in budget development is questionable due to limitations on the level of discretion that is present in the overall College budget (9.20).

***B. Financial Management***

**Descriptive Summary**

The financial management system creates appropriate control mechanisms and provides dependable and timely information for sound financial decision-making. The Peoplesoft Financials system performs automated budget checking for all expenditures to ensure that funds are available in advance of purchases (9.13). The system automatically verifies three-way matching of accounts payable before payments are disbursed. The College's financial controls also include extensive staff review of administrative documents used for budgets, purchasing, personnel, and payroll. Staff have access to real-time budget inquiry and transactions detail via Internet and receive bimonthly hard copy reports containing financial information.

Financial documents, including the budget and independent audits, reflect appropriate allocation and use of financial resources to support institutional programs and services. Institutional responses to external audit findings are comprehensive and timely. Base funding and equipment purchases for all College divisions are allocated through the budget development process, which uses institutional goals and unit plans as the primary criteria for

recommending allocations. The College's annual independent audits have been free of exceptions. Recommendations made by the College's auditors regarding internal controls are routinely incorporated into the College's business practices (9.07, 9.13).

The College practices effective oversight of finances, including management of financial aid, externally-funded programs, contractual relationships, auxiliary organizations for foundations, and institutional investments. Budgeted expenditures are reviewed by College and District staff for compliance with institutional and program requirements prior to authorization (9.13). Budget revisions are subject to similar review prior to authorization.

Auxiliary activities and fund raising efforts that support the programs and services of the College are consistent with the mission and goals of the College and are conducted with integrity (9.21). The College Bookstore and vending auxiliary services donate proceeds to help fund student-centered and extracurricular activities (9.03). Fund-raising efforts, donations, and bequeaths have contributed a majority of the College funding for scholarships (9.19). The College's cafeteria is managed by Fine Host Services under contract with the District Office. Consequently, there are no cafeteria proceeds to supplement the College's auxiliary fund.

Contractual agreements with external entities are governed by institutional policies and contain appropriate provisions to maintain the integrity of the institution. All long-term financial and contractual commitments are reviewed and authorized at the District level (9.13).

Financial management is regularly evaluated and the results are used to improve the financial management system. The annual District audit is the primary tool used to evaluate financial management. The findings and recommendations of external auditors provide the foundation for improving financial management systems (9.13).

**Self-Evaluation**

The College's financial management system creates appropriate control mechanisms and provides dependable and timely information for sound decision-making. The Peoplesoft financial system incorporates many of the College's internal controls related to budget and expenditures. The Peoplesoft system has vastly improved the accessibility of financial information (9.13, 9.23). Oversight of available funds has been enhanced with real-time access to Peoplesoft financial data via the Internet, which allows College staff to better monitor and manage its budgets (9.26).

The College's financial documents, including budget and independent audit, reflect appropriate allocation and use of financial resources to support College programs and services (9.04, 9.07, 9.12, 9.20). However, survey results suggest that communication related to the College's allocations of resources and financial accountability need improvement.

**56. Resource allocation and financial management are handled with integrity at SCC.**

<b>Agree</b>	<b>Disagree</b>	<b>Don't Know</b>
<b>46.5%</b>	<b>22.3%</b>	<b>29.9%</b>

The College's control over some important administrative procedures were replaced by centralized controls in the Peoplesoft Financial and Human Resources systems. Several of the College's budget, procurement, and payroll business processes have been modified to adapt to the setup of the Peoplesoft system. The system setup was primarily developed by District Office staff and, according to interviews, do not adequately make allowances for some of the unique budget and financial management practices historically employed by the College (9.03, 9.23).

The College practices effective oversight of finances, including management of financial aid, externally-funded programs, contractual relationships, auxiliary organizations or foundations, and College investments. The College's authorized signer's list for various administrative procedures, including purchase requisitions, personnel authorizations, contracts, and payroll timesheets, provides good control of College commitments and establishes accountability for expenditures (9.07, 9.13, 9.10).

The College's auxiliary activities and fund-raising efforts support the programs and services of the College, are consistent with the mission and goals of the College, and are conducted with integrity. College auxiliary activities provide an important financial supplement to instructionally-related activities such as athletics, fine arts, and multicultural events (9.02, 9.03, 9.20). Many instructionally-related expenditures funded by the College's auxiliary services and fund-raising activities would not otherwise be possible using general fund revenue (9.07, 9.20, 9.21).

Fund-raising efforts by the College have raised significant amounts of money for scholarships to students and contributions to the SCC Foundation Capital Campaign (9.07, 9.19).

The College's financial management is regularly evaluated by external and internal audits and is used to improve the financial management system (9.07, 9.09). The College regularly applies the auditor's recommendations to improve internal controls, thus preserving the integrity of financial management. As a result, external audits have been free of findings or exceptions for several years (9.07).

### ***C. Financial Stability***

#### **Descriptive Summary**

Future obligations are clearly identified and plans exist for payment (9.21). The College establishes its annual budget in the X-Y-Z format of appropriations based upon progressively increasing revenue projections (9.04). Monies from non-continuing funding sources are only allocated to one-time-only expenditures to avoid budget shortfalls with fixed costs (9.13).

The College has policies for appropriate risk management. Risk management services are administered at the District level. The District utilizes self-insurance funding (9.13, 9.22).

Cash flow arrangements or reserves are sufficient to maintain stability. Financial reserves of three to five percent of the general fund are maintained at the District level to help address financial emergencies (9.04). The District annually issues tax and revenue anticipation notes (TRANS) to assist in meeting its cash flow obligations (9.13).

The College has a plan for responding to financial emergencies or unforeseen occurrences. The College maintains a modest reserve as a supplement to District reserves for meeting financial emergencies (9.20, 9.22).

The Governor's 2003-04 Budget Proposal from January 10, 2003, outlines funding reductions for California's Community Colleges. The District estimates that mid-year reductions of \$9.1 million for 2002-03; and reductions of \$21.8 million for 2003-04 are included in the Governor's proposal (9.24).

#### **Self-Evaluation**

The College's future obligations are clearly identified and plans exist for payment. The College has historically used conservative formulas when budgeting for continuing and non-continuing costs. The College avoids using one-time-only revenue to fund continuing costs (9.02, 9.04, 9.20). This budgeting approach has enabled the College to maintain financial stability and to continue funding of programs and services that are important to its educational objectives. College-wide and/or departmental year-end budget residuals are common (9.20). Budget deficits have been very rare and have not negatively impacted any programs that are a priority to the College (9.20).

The College's policies for risk management, significant monetary reserves, and plans for financial emergencies are administered by the District (9.04, 9.21). The College's financial stability will be tested by anticipated funding reductions that were detailed in the Governor's 2003-04 Budget Proposal of January 10, 2003.

**Planning Agenda**

- Increase faculty and staff awareness of the role of Unit Plans and the Budget Committee in the budget process.
- Identify and publicize discretionary funds.
- Establish lines of communication between the College and the District in order to increase flexibility and local decision-making in the financial management process.

<b>STANDARD NINE: FINANCIAL RESOURCES</b>	
9.01	Accreditation Self Study Faculty/Staff Survey & Results Spring 2002
9.02	SCC Budget Committee Handbook
9.03	Administrative Services Procedures Manual - Third Edition
9.04	LRCCD Proposed Budget 2001-02 & 2002-03
9.05	Accreditation Self-Study Climate Survey & Results - Fall 1996
9.06	2003-04 Budget Forms
9.07	Audit Report of LRCCD Budget
9.08	California Education Code, Table of Contents - URL: <a href="http://www.leginfo.ca.gov/.html/edc_table_of_contents.html">http://www.leginfo.ca.gov/.html/edc_table_of_contents.html</a>
9.09	LRCCD Peoplesoft Financial Users Group Minutes
9.10	LRCCD Authorized Signer List
9.11	California Community Colleges Budget and Accounting Manual -Table of Contents –URL: <a href="http://www.cccco.edu/divisions/cffp/fiscal/standards/budget_and_accounting_page.htm">http://www.cccco.edu/divisions/cffp/fiscal/standards/budget_and_accounting_page.htm</a>
9.12	SCC Organizational Center Budget - 2002-2003
9.13	District Office Resource Information (White Paper) <a href="http://irweb.losrios.edu/eseach/LosRios/losrios-res-ACCREDITATION.htm">http://irweb.losrios.edu/eseach/LosRios/losrios-res-ACCREDITATION.htm</a>
9.14	LRCCD Five Year Construction Plan
9.15	Noel-Levitz Student Satisfaction Survey Results - Spring 2001
9.16	SCC Unit Plans 2002-03 Volume I & II (Actual document in standard 3.04)
9.17	LRCCD Annual Report, 2001
9.18	Accreditation Self Study Student Survey Results-Fall 2002
9.19	LRCCD Foundation Annual Report and Honor Roll of Donors-2001
9.20	College Discretionary Fund and Categorical Programs - 2001-2002 Budget
9.21	LRCCD Board Policies and Regulations (Actual hard copy in 2.09) -URL- <a href="http://www.losrios.edu/legal/GCpolreg.htm">http://www.losrios.edu/legal/GCpolreg.htm</a>
9.22	Interview 10/11/02 - Lloyd Rodgers, SCC Vice President of Administrative Services
9.23	Interview 10/11/02 - Mary Turner, Dean II Science and Allied Health, SCC
9.24	LRCCD Board Meeting Agenda, January 15, 2003
9.25	Budget Committee Minutes
9.26	LRCCD Peoplesoft Financial Information System-URL: <a href="http://psreports.losrios.edu">http://psreports.losrios.edu</a>
9.27	Student Loan Default Rate

## STANDARD TEN: GOVERNANCE AND ADMINISTRATION

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*The institution has a governing board responsible for the quality and integrity of the institution. The institution has an administrative staff of appropriate size to enable the institution to achieve its goals and is organized to provide appropriate administrative services. Governance structures and systems ensure appropriate roles for the board, administration, faculty, staff, and students, and facilitate effective communication among the institution's constituencies.*

### **A. Governing Board**

#### **Descriptive Summary**

The elected governing board of the Los Rios Community College District is an independent policy-making board that reflects the public interest. The Board consists of seven members elected from their sub-districts and one student trustee elected by the students district-wide. Board members serve staggered four-year terms so that three members are up for election followed by four other members two years later (10.01).

The governing board ensures that the educational programs are of high quality and oversees the financial health and integrity of the institution. The Board confirms that institutional practices are consistent with the District and College mission statements and policies. The Board, the Chancellor, and the College Presidents participate in an annual planning meeting. The College Presidents, Academic Senate representatives, Classified Senates representatives, and Los Rios College Federation of Teachers (LRCFT) representatives provide reports to the board at each meeting (10.17, 10.19).

The Board has established broad institutional policies which reflect the public interest and appropriately delegates responsibility to implement these policies. The Board delegates duties to the Chancellor and, through him, to other district and college administrators, groups and committees (10.19).

The Board selects and evaluates the Chancellor and appoints the College Presidents and District Vice Chancellors upon recommendation of the Chancellor. The Chancellor participates in the review of final candidates for high-level college administrative positions who are also approved by the Board.

The governing board acts in a manner consistent with district policies that direct the operation of the Board. New members are provided an orientation that includes an introduction to the policies and procedures of the District.

The District governing board is informed about and involved in the accreditation process of each of the three colleges and the Folsom Center currently seeking initial accreditation. The Board has received frequent updates on the process; members and district staff have participated in interviews to confirm the relationship of the governing board with the College; and the Board reviews and approves the self-studies.

#### **Self-Evaluation**

The Los Rios Board of Trustees is actively involved in setting policy and strategic direction of the District. In 1997 and again in 2001, all members of the Board participated in the development of the District strategic plan and approved those plans. The Board monitors the District's progress on the implementation of the mission and strategic plan several times each year. The Board is actively involved in overseeing the educational quality and financial health of the organization by periodically reviewing curriculum changes and financial information. Over the past five years, the Board has directed the review and revision of nearly all of the District's policies.

Each year the Board develops, in consort with the Chancellor, its goals for the coming year and prepares a report on its accomplishments of the previous year. The Board reviews the performance of the Chancellor three times annually, including a formal evaluation with input from various constituent groups in October. The Chancellor and Board also annually review the performance of the District's Executive Staff (College Presidents and District Vice Chancellors), and the Board participates in the review of final candidates for these high-level positions. Although the Board annually reviews its performance in achieving its stated goals, there is not currently a policy clearly articulating the Board evaluation process. The Board has been actively involved in the accreditation process, receiving frequent reports and participating in the development, review and approval of the Self Studies.

## **B. Institutional Administration and Governance**

### **Descriptive Summary**

The College's chief executive officer is the College President. The President, who has been in the position since 1987, has provided effective leadership in establishing both long and short-term college goals, plans and priorities. Where appropriate, the College's goals specifically support and relate to the Chancellor's goals and the District strategic plan (10.08, 10.16, 10.17).

The College President effectively and efficiently manages resources and implements priorities concerning budget and expenditures. The President regularly attends Board meetings and ensures the implementation of statutes, regulations and board policies through communication with appropriate administrators and staff members. The Executive Staff minutes, Board agendas and minutes, and legal updates are routinely distributed to all College administrators and constituency group leaders (10.14, 10.19, 10.20, 10.37).

The administration is organized and staffed to reflect the College's purposes, size, and complexity. The three major administrative areas are Instruction, Student Services, and Administration. The Vice President of Instruction, the Vice President of Student Services, and the Vice President of Administration, all report directly to the President. The Vice Presidents and the Dean of Planning, Research, and Institutional Effectiveness comprise the President's Cabinet. In addition, these individuals also participate in the Executive Council. The Vice Presidents oversee deans and supervisors who are responsible for a division or unit. The College's administrators work closely together to provide effective and efficient leadership which promotes an effective teaching and learning environment (10.32).

Administrative officers are qualified to perform responsibilities through their training and experience and are evaluated systematically and regularly. An extensive and thorough process is utilized to recruit and select administrators. This procedure involves not only the College staff but also the District Chancellor. In addition, administrators are evaluated routinely through a well-defined process assessing their performance. This process utilizes a self-evaluation of the administrator's identified goals and input from members of the College community. Administrators participate in professional development activities such as conferences, workshops and seminars (10.01, 10.44).

Administration has a substantive and clearly defined role in institutional governance as documented in the College's *Guide to Participatory Decision-Making*. All campus standing committees, with the exception of the Curriculum Committee, have tri-chairs from management, faculty, and classified staff, with additional management representatives on the committees. The Curriculum Committee has a faculty and administrative co-chair, a classified staff liaison, and a prescribed membership from the institutional divisions and constituency groups (10.26, 10.40, 10.42).

The Faculty has a significant and clearly defined role in institutional governance. The institution has written policy that identifies appropriate institutional support for faculty participation in governance and delineates the participation of faculty on appropriate planning and policy issues. Faculty have substantial voice in matters of educational programs, faculty personnel, and other institutional policies which relate to their areas of responsibility and expertise. Policy regarding the role of Department Chairs has been strengthened and moved out of regulation and into the faculty collective bargaining agreement. In most cases the role of Department Chair is supported with reassigned time. The faculty hiring manual has been revised and clearly outlines the faculty role in the hiring process for new faculty (10.26, 10.41, 10.43).

Faculty participate in governance through the Academic Senate, the Los Rios College Federation of Teachers (LRCFT), campus committees, the newly formed Department Chairs Council, and the Executive Council. The Academic Senate represents the faculty in academic and professional matters, both with regard to policy development and implementation. The LRCFT represents the faculty in matters involving compensation and working conditions. Both the Academic Senate and the LRCFT are represented on the Chancellor's Cabinet and members are allotted time to address the governing board at monthly board meetings. Academic Senate and LRCFT leadership are also supported with reassigned time (10.22, 10.41, 10.42).

Because curriculum development and modification are under the purview of faculty, the composition of the Curriculum Committee is predominantly faculty, and the committee has a prescribed membership to ensure fair representation from all academic areas (10.22, 10.41, 10.42).

The Executive Council is the primary participatory decision-making body for the College. Its composition includes one representative from Academic Senate, Classified Senate, Associated Student Government, Managers Council, the President, the three Vice Presidents and the Process Coordinator (the Dean of Planning, Research and Institutional Effectiveness). All recommendations from standing committees, constituent groups, or Campus Issues forms are submitted to the Executive Council for review. Executive Council then advises the President on College-wide policy and procedure decisions after receiving input from constituent groups, operating units, standing committees and individuals.

The College clearly states and publicizes the role of staff in institutional governance. Classified staff are represented by three recognized bargaining units, Los Rios Classified Employees Association (LRCEA), Service Employees International Union, Local 790 (SEIU), and Los Rios Supervisors Association (LRSA) and participate in governance through the Classified Senate. A classified staff member serves as one of the tri-chairs for each of the College's standing committees with the exception of the Curriculum Committee, which has a Classified Liaison. There are additional classified staff representatives on the standing committees (10.04, 10.12, 10.26, 10.41).

The College clearly states and publicizes the role of students in institutional governance. A student trustee is a voting member of the District's Board of Trustees and the College has its own Associated Student Government organization. Student membership is promoted for each of the standing committees. Student representation is strongly encouraged for faculty hiring committees and students are included in the hiring process for staff and administrators (10.01, 10.15, 10.26, 10.43).

### **Self-evaluation**

Under the President's leadership, the College has strengthened the participatory governance structure, undertaken major facilities projects, and effectively handled student growth. The President is a strong advocate for the College's goals and priorities at the District level, especially those relating to facility modernization and improvement. Although the President has developed a long-range facilities plan for the College, his success in addressing facilities needs is limited by the availability of resources.

Although the District and the College have a well-defined evaluation process for managers delineated in regulations, the process has not always been consistently followed in all College areas. With recent changes in administrative personnel, there is a concerted effort to ensure that the appropriate evaluation procedures are followed. Although there is constituency input into the evaluation of the District Chancellor, the input is only from a limited representation from each constituency group, and there is currently no mechanism for College constituency groups to provide input into the evaluation of the College President.

The College has a well-defined participatory governance structure which supports inclusion of management, faculty, classified staff and students. The participatory governance structure and procedures are outlined in the *Guide to Participatory Decision-Making at Sacramento City College*. The process is overseen by the Executive Council, chaired by the College President, and includes the leaders from each of the constituency groups, the College's Vice Presidents, and the Dean of Planning, Research and Institutional Effectiveness, who serves as the Process Coordinator. The Executive Council makes recommendations to the President on college-wide issues and concerns. A review of the *Guide to Participatory Governance*, although recently revised, suggests that it does not always accurately reflect some of the current college processes and procedures.

The Spring 2002 SCC Self-Study Survey results indicate that the majority of the respondents agree that they are provided the opportunity to participate in College governance and policy-making that relate to their areas of responsibility and expertise. In addition, most individuals agree that their senate or representative council also has sufficient opportunity to provide input into College decisions. Unfortunately, many faculty and staff choose not to participate, which creates more work for those who do. While discussions with faculty at other colleges indicate that the College has a higher percentage of participation relative to many other colleges, the faculty believe that even higher rates will improve how the College functions. The LFCFT has addressed this issue by including participation as a criterion on faculty evaluation forms. In addition, the Academic Senate has recently examined the issue and is preparing a list of strategies for motivating more faculty to become involved in college governance.

Student participation in College committees is inconsistent. Many students are not aware of the opportunity, and those who do know about the governance structure do not always want to participate due to their other school, work, and family obligations.

The College has recently undertaken a revision of the planning and resource allocation process. The focus of the revision is to more closely align and link the planning and budgeting process and ensure that all constituency groups are provided an opportunity for input. The College requires Unit Plans from the College's operating units and instructional departments. These Unit Plans are used to identify both short and long-range goals as well as needs for staffing, equipment, facilities and other operational support items. The anticipated outcome of this revision is a synthesized planning and budgeting process that reaches across divisions and programs to address the mission of the institution. This revision has not been without its challenges, and there is still concern in the campus community about the value of the Unit Plans and the effectiveness of the planning process.

A majority of the staff responding to the Accreditation Staff Survey believes that the College administration provides effective and efficient leadership and management which support the College's mission. Of those responding to the survey, 12% are administrators, 32% are classified staff, and 56% are faculty. (The survey was distributed to 26 administrators, 425 faculty, and 261 classified staff. These numbers do not include counselors, librarians and non-generating WSCH coordinators.)

Approximately two years ago, the administrative position responsible for both planning and technology was redefined. The President established a separate administrative position to oversee technology on the campus. The Information Technology Dean has centralized the short- and long-range planning for both computer and instructional technology. The roles, responsibilities, interface of the Technology Dean and the Information Technology Standing Committee, and reporting structure for technology decisions still need to be clarified.

The revision of the faculty hiring process, including an updated hiring manual, has resulted in significant improvement in faculty's role in the hiring process. The inclusion of the Department Chair's role in the Collective Bargaining Agreement is seen as strengthening the role of the chair in department matters. The implementation of an informal dispute resolution process by LRCFT has resulted in most faculty contract disputes being solved at the campus level. The process focuses on communication and trust, using the LRCFT contract and an Interest-Based Approach (IBA). All major faculty leaders have been IBA-trained.

Focus groups, including Academic Senate, Classified Senate, Department Chairs, and Campus Standing Committee Tri-Chairs, were asked to evaluate the participatory governance process at the College. Individuals provided insight on the strengths and weaknesses of the process and recommendations for possible changes.

Each faculty focus group expressed concerns that membership in the Executive Council is not reflective of the constituencies but is rather management top heavy. Based on interviews, it was suggested that a faculty member assume the Process Coordinator position to provide balance in constituency representation. Concerns were expressed that the *Guide to Participatory Decision-Making* may not necessarily reflect the actual practice of the Executive Council and, therefore, needs to be updated.

Faculty leadership expressed concern that frequently little time is provided to consult with other faculty before responding to a campus issue. This is particularly evident when important decisions are made during the summer and other times when most faculty are not available.

Classified staff are represented by a senate and have a recognized role in the campus participatory governance process. Although Classified staff feel that their role in campus policy making has been strengthened and more defined in the last several years, the role and participation of staff varies by department or area.

A significant number of Classified staff participate in standing committees as committee members and as tri-chairs. Interviews revealed that Classified staff are now looked upon by much of the College community as partners. They are listened to and play a part in decision-making. There is, however, no consistent policy within the College for release/reassigned time for staff to participate in participatory governance processes. There is a lack of participation from some areas because some managers and/or supervisors do not allow and even discourage staff from participating.

The student body is represented by the Associated Student Government (ASG). In Fall 2002, 1,000 students voted in the ASG election. Students are encouraged to join the ASG and are encouraged by ASG officers, ASG board members, faculty and staff to represent students on campus standing committees.

A survey of student views of campus issues was conducted in Fall 2002, in which 282 students responded. Of those students surveyed, 3.2% said that they were members of the ASG; 4.6% had voted in the last election for ASG officers; 10.3% knew that the Los Rios Board of Trustees includes a Student Trustee; 13.8% knew that students could participate on campus-wide standing committees; and 13.1% said that they would like to participate on standing committees.

The current ASG president, as student representative on the Executive Council, expressed a positive view of his participation on the Council and other standing committees and ad hoc committees on which he has served. Most of the ASG board members also participate on standing committees and express a similar positive view of their roles on the committees. The ASG president relates that it is difficult to find students willing and able to be regular participating members of standing committees because of school and work obligations and the reluctance to be the only student on a committee of faculty and staff members.

Results from the student survey and from the opinions expressed by the ASG president suggest there is a need for better communication with the students about the ASG and about the opportunities for students to participate in campus affairs and on standing committees. The ASG is exploring new ways to contact and inform students about these opportunities.

### **C. Multi-College Districts and/or Systems**

#### **Descriptive Summary**

The District's Chief Executive Officer, the Chancellor, provides effective leadership to define goals, develop plans, and establish priorities for the District. The Chancellor provides leadership for the development and implementation of the District's strategic direction, core values, mission and vision.

The Chancellor has the ultimate responsibility for the management of human, financial, and facility resources and ensures the implementation of statutes, regulations, and board policies. He ensures that the District is in compliance with state and federal regulations and laws.

The District has a statement clearly delineating the operational responsibilities and functions of the District and those of the colleges. The District Office provides services that support the mission and function of the College and works with the College to effectively communicate information in a timely and efficient manner.

The District has effective processes for the establishment and review of policy, planning and financial management that include input from all the colleges, constituent groups and the community. There are District-wide planning processes for finance and technology, and a District Budget Committee, with representation from all constituent and collective bargaining groups (10.01).

#### **Self-Evaluation**

The Los Rios Chancellor has been with the District since 1996. During this time, he has provided leadership in the development of two strategic plans, in 1997 and again in 2001. These plans have established priorities for the District and influenced the College's planning. According to the results of the May 2002 "District Mapping" Survey, the District's strategic planning process is generally considered to be an adequate process. However, 15.6% of the College respondents indicated that the process does not work well and focus group interviews indicated some concern that District staff are not receptive to input on all issues. The Chancellor and District Office staff work with the College leadership to continue the tradition of conservative financial management. Financial health is a core value of the district shared by all employees (10.21).

The creation, implementation and maintenance of policies and regulations is a process overseen by the Board of Trustees and implemented by the Chancellor with input from all constituent groups through the Chancellor's Cabinet. The recently created District-wide Budget Committee is a good example of input provided by constituent groups that was implemented by the Board and Chancellor. The District Office and colleges have a clear understanding of the responsibilities and roles of each unit and utilize an interest-based approach in dealing with disagreements. The District Office staff function in support of the mission of the colleges and clearly understand their responsibility for supporting the instructional process and student success. Some examples of this support include grants, fundraising, public information, student transfer and research. However, based on student enrollments and infrastructure needs, facilities and equipment are not equitably allocated among the campuses.

Sacramento City College, as the oldest campus in the district, has greater and more urgent facilities and infrastructure needs.

The Chancellor uses multiple methods of communication with District staff; his open door policy and willingness to communicate are well known throughout the organization. Board agendas, Board minutes, and the Chancellor's Cabinet minutes are examples of the written means of communication with the campus community. Nevertheless, recent College survey results indicate that over one-third of the respondents feel that the communication and exchange of information between the District and the College do not take place in a timely and efficient manner. In contrast, the College community feels that campus-wide access to College information has improved through the utilization of *eNews* and Public Folders within the e-mail system to post communication and documents.

The District has introduced a mapping process which is intended to identify whether specified functions are primarily College, primarily District, or the joint efforts of both. The determination is based on responses to surveys administered District-wide to faculty, staff and managers, who were asked to categorize functions based on where the greatest number of tasks takes place. This approach works for obvious functions like educational programs, but it is misleading for functions that are less clearly defined. For example, Governance and Administration and Facilities have both been identified as primarily District functions; however, closer analysis reveals that both are clearly joint functions.

Moreover, the mapping process utilizes community college terms as they are conceptualized on a national level, whereas "governance" typically refers to the Board of Trustees. Yet, since 1988, California community colleges have operated under the guidelines of AB1725, which mandates a participatory governance model that is college-based. Thus, the mapping process is structured in a manner that ignores participatory governance, producing results that do not represent the mandated model for this state.

Identifying Facilities as primarily a District function is equally flawed. The number of tasks that the District is responsible for may exceed the number that the colleges are responsible for, but those tasks tend to be mundane, such as assigning District staff to fix problems in College buildings. Facilities and their maintenance are central to the working of the colleges because they support the educational programs housed at those colleges. The most critical tasks related to them are, therefore, tied to educational programs and take place at the colleges. Like Governance and Administration, Facilities is a joint function.

The District and the College will be faced with many challenges and opportunities in the future. As the College moves through the next several years, SCC must find a way to balance the efforts to create an identity for the District while maintaining the deeply held value of local college autonomy. Together, the College is committed to its identified core values of student success, access, teaching and learning innovation, community and economic development, and organizational effectiveness.

Faculty/Staff Survey (Standard Ten) Spring 2002 - Valid Percent					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
60. The Los Rios Board of Trustees makes responsible decisions and takes responsible actions that support and promote the missions and functions of SCC.	6.0	48.3	5.3	2.0	38.4
61. I have an opportunity to participate in college governance and policy-making that relates to my areas of responsibility and expertise.	16.1	60.6	9.0	3.9	10.3
62. My senate or representative council has sufficient opportunities to provide input into college decisions.	9.2	57.2	11.2	2.0	20.4
63. The college administration provides effective and efficient leadership and management, which support the college's mission.	14.3	54.5	9.7	7.1	14.3
64. The District administration provides effective leadership to define goals, develop plans, and establish priorities for the institution.	6.5	44.8	18.8	3.9	26.0
65. The District and the college have established and utilize effective methods of communication and exchange information in a timely and efficient manner.	5.8	42.2	27.3	9.7	14.9
66. The Los Rios District Office staff provides services that support the missions and functions of the college.	9.2	51.3	12.5	7.2	19.7

Student Survey (Standard Ten) Fall 2002 - Valid Percent			
	Yes	No	I did not know this org. existed
16. Are you a member of the Associated Student Government (ASG)?	3.2	70.9	25.9
	Yes	No	NA
17. Did you vote in the last election for Student Government officers?	4.7	80.8	14.5
	Yes	No	Not Certain
18. Did you know that the Los Rios Board of Trustees includes a Student Trustee?	10.4	78.6	11.0
19. Did you know that students could participate on campus-wide Standing Committees, such as the Budget Committee or the Campus Safety Committee?	14.0	72.4	13.6
20. Would you like to participate on a Standing Committee?	13.4	5.1	27.5

## **Planning Agenda**

- Codify the Los Rios Board of Trustees' annual evaluation process by revising District policy to reflect current practice.
- Increase campus accessibility to District information.
- Ensure that the evaluation process for the Chancellor and the College President includes representation from key constituency groups.
- Revise the district mapping process to include the College participatory governance and a ranking of the importance of College and District functions within facilities planning.
- Develop a district process that utilizes full participation of the college in facilities planning.
- Develop mechanisms to increase faculty and classified staff participation in the early stages of planning and development of college activities.
- Develop strategies to make additional improvements in the College and District participatory governance processes.
- Communicate the status of the revisions in the planning and resource allocation process to the College community prior to finalization.
- Promote student awareness and encourage student participation in the Associated Student Government organization, campus standing and hiring committees, and student clubs.
- Review the role of the College in District-wide planning, programmatic, and operational processes and recommend appropriate revisions to support the collaborative decision-making environment while preserving the uniqueness of the College.

<b>STANDARD TEN: GOVERNANCE AND ADMINISTRATION</b>	
10.01	LRCCD Board Policies and Regulations (Actual hard copy in 2.09) -URL- <a href="http://www.losrios.edu/legal/GCpolreg.htm">http://www.losrios.edu/legal/GCpolreg.htm</a>
10.02	California Education Code, Table of Contents - URL: <a href="http://www.leginfo.ca.gov/.html/edc_table_of_contents.html">http://www.leginfo.ca.gov/.html/edc_table_of_contents.html</a>
10.03	LRCCD Mission Statement
10.04	Classified Senate Constitution & Bylaws
10.05	A Report to our College Community for 1998-99
10.06	A Report to our College Community for 1999-2000
10.07	Inside City - Spring 2002
10.08	SCC FactBook 2002-03 - URL: <a href="http://scc-sql-rsearch.scc.losrios.edu/factbook/">http://scc-sql-rsearch.scc.losrios.edu/factbook/</a>
10.09	Participatory Decision-Making Guide and support documents
10.10	Accreditation Self Study Faculty/Staff Survey & Results - SP 2002
10.11	SCC Faculty Handbook, 2001-02 & 2002-03
10.12	Classified Handbook - 1998-99
10.13	Academic Senate Minutes
10.14	College President - Job Description
10.15	Student Guide
10.16	Goals for 2002-03; Achievements Related to 2001-02 Goals; Academic Year 2001-02 in Review
10.17	LRCCD Strategic Plan
10.18	Five Planning Themes
10.19	LRCCD Board Agenda/Minutes
10.20	LRCCD Quarterly Legal Updates - URL: <a href="http://www.losrios.edu/legal/gc-quarterly.htm">http://www.losrios.edu/legal/gc-quarterly.htm</a>
10.21	Mapping the District Summary Findings
10.22	Academic Senate Constitution & Bylaws
10.23	Campus Issues Status Report 2001-02
10.24	Chancellor's Cabinet Minutes
10.25	Accreditation Self-Study Climate Survey & Results - Fall 1996
10.26	Guide to Participatory Decision Making 2002 - (Revised)
10.27	District Office Resource Information (White Paper) <a href="http://irweb.losrios.edu/eseach/LosRios/losrios-res-ACCREDITATION.htm">http://irweb.losrios.edu/eseach/LosRios/losrios-res-ACCREDITATION.htm</a>
10.28	Participatory Governance Survey Results - Fall 2001
10.29	SCC Unit Plans 2002-03 Volume I & II (Actual document in standard 3.04)
10.30	SCC Unit Plans 2001-02
10.31	Noel-Levitz Student Satisfaction Survey Results - Spring 2001
10.32	SCC Administrative Organizational Chart - 2002
10.33	LRCCD Organization & Functions in Multi Campus/Multi College Systems or districts (including the names of the persons holding each position)
10.34	LRCCD Annual Report, 2001
10.35	Accreditation Self Study Student Survey Results-Fall 2002
10.36	AB1725
10.37	Executive Council Minutes
10.38	Chancellor's Executive Staff Meeting (Minutes)
10.39	LRCCD Management Evaluation Staff Opinion Survey
10.40	PRIE Planning Book 2001-2002
10.41	LRCCD Collective Bargaining Contracts
10.42	Standing Committee Membership, 2002-2003

10.43	Hiring Manual for Full-Time Faculty
10.44	Administrator Evaluation Form
10.45	Management Evaluation Staff Opinion Survey

## PLANNING SUMMARY

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With broad input from all of the College constituency groups, SCC has identified 51 specific Planning Agenda Items to focus on over the next several years. These items will be rolled into the regular planning processes of the College and monitored by the Planning, Research, and Institutional Effectiveness Committee, as is their charge.

There are five major themes among the Planning Agenda Items: (1) Planning Strategies, (2) Fiscal Resources, (3) Physical Resources, (4) Governance, and (5) Programs and Services for Students. These themes identify the greatest opportunities for growth and development in terms of vision, processes, communication, and implementation for the College in the near future in order to more effectively deliver programs and services to students. This summary acknowledges current accomplishments and future directions for continued improvement. The Planning Agenda items listed here reflect a partial listing of items. There are additional Planning Agenda items that will be addressed by the College but which may not be included under these summary themes.

### Primary Self-Study Planning Themes

#### Planning Strategies

The College has made significant progress in developing a systematic approach to planning which recognizes the need to integrate the many different aspects of planning that include programs and services, human resources, information technology, facilities, and resource allocation. Many of these processes have been recently implemented or are currently under development. The College needs to continue the implementation of its integrated planning system and to keep the College community involved and informed throughout the process.

- By Fall 2004, the Planning, Research, and Institutional Effectiveness Office will complete and implement the operational design of the College strategic plan, including the prioritization steps in the Planning and Resource Allocation process, as outlined in the *SCC Plan for Student Success* (Standard 3).
- To ensure educational programs are aligned with the College mission and have adequate resources, annually, the College will monitor student enrollment research and adapt programs and courses to meet the emerging educational needs of its students and, through its newly-integrated planning processes, will identify, prioritize, and evaluate the sufficiency of the financial and human resources that support its educational programs and services (Standard 4).
- Prepare a Master Plan for Student Success that is driven by educational programs and services. The Master Plan will contain implications for human resources, information technology needs, facilities, and budget, driven by programmatic and service needs (Standard 8).
- Increase faculty and staff awareness of the role of Unit Plans and the Budget Committee in the budget process (Standard 9).
- Develop a District process that utilizes full participation of the College in facilities planning (Standard 10).
- Develop mechanisms to increase faculty and classified staff participation in the early stages of planning and development of College activities (Standard 10).

#### Fiscal Resources

The College has a significant need for resources in order to remain current in technology and instructional equipment. The College has recently shifted to a single point of resource allocation within its Budget Committee for all unrestricted funds. This allows the College to refine its prioritization and resource allocation process and to develop new strategies for meeting the challenge of a declining state budget.

- By Fall 2004, the Planning, Research, and Institutional Effectiveness Office will complete and implement the operational design of the College strategic plan, including the prioritization steps in the Planning and Resource Allocation process, as outlined in the *SCC Plan for Student Success* (Standard 3).
- To support the integration of instructional technology and students' acquisition of technology competencies, by 2003-04, the Instructional Services and Information Technology Offices will develop a process and an implementation plan to meet the College's varied educational technology needs, including faculty computers and software, computer lab replacements and software upgrades, new technology-enhanced instructional facilities, such as multimedia rooms and computer labs, and curriculum management systems that result in "user-friendly" forms and proposal processes, and enhanced access to course outlines. (Standard 4).

- By 2005, the College will develop stable, adequate, and continuing operating budget resources, including sinking funds, to systematically provide for growth and maintenance of library materials and services, computer and network systems and software, and tutoring services and computer labs (Standard 6).
- By academic year 2003-04, staff responsible for providing information and learning resources will work with appropriate constituency groups to set base annual replacement rates and allocation processes.(Standard 6).
- The College will develop a systematic approach, connected to the planning process, for classified staff hiring (Standard 7).
- Develop a college-wide listing of needs based upon programs to address the need to replace outdated instructional equipment for departments requiring specific equipment to meet current and future industrial standards (Standard 8).
- Increase faculty and staff awareness of the role of Unit Plans and the Budget Committee in the budget process (Standard 9).

### **Physical Resources**

The College has significant challenges in terms of optimizing the use of existing space, modernizing old, WPA-era buildings, and acquiring space for parking and new building construction. With the passage of a local bond, the College now has some resources to apply to meeting this challenge; however, the College needs to develop a broader understanding in the College community about the formulas which drive state funding. The College also needs to develop a more effective planning and prioritization process at the College and with the District concerning facilities.

- To improve student learning environments and opportunities, by 2004-05, the Office of Instruction in conjunction with the Office of Administrative Services, will conduct inventories of instructional space and usage in order to provide sufficient physical and technological space for educational programs at all service locations, and identify strategies to increase the number of degrees and certificates conferred through the development of new programs, the expansion of existing programs, the development of a degree audit system, and the enhancement of educational program materials available to students (Standard 4).
- Prepare a Master Plan for Student Success that is driven by educational programs and services. The Master Plan will contain implications for human resources, information technology needs, facilities, and budget, which are driven by programmatic and service needs (Standard 8).
- Address the issue of the need for increased parking for the SCC campus. Integrate the Transportation, Access, and Parking Plan into the Master Plan for Student Success (Standard 8).
- Make clear to College-wide constituencies the utilization, computation, and implications of the Capacity/Load Ratio for existing and new building construction (Standard 8).
- Determine a "best practices" model for building modernization to set a benchmark for room sizes based upon different subject area needs, utilization, and Cap/Load ratios (Standard 8).
- Obtain copies and review all physical condition reports for SCC facilities and determine which projects to address with funds from SMSR, Modernization, or Bond (Standard 8).
- Pursue a plan to evaluate additional property for campus options (Standard 8).

### **Governance**

The College has made significant progress in defining and implementing its Participatory Decision-Making process. There is better communication about governance activities and issues and a broader understanding and use of standing committees, constituent groups, and the Campus Issues process. There is a continual need for refinement, clarification, and improvement as issues, climate, and leadership change and evolve. In particular, there is a need to ensure that there is a climate that provides open communication and ample opportunities for input before any new process is implemented or any decision is made. In addition, there is a need to clarify governance issues between the College and the District.

- In the next planning cycle, the District and the College will initiate reciprocal communications to ensure that there is understanding throughout the District concerning the fit between District and College institutional plans (Standard 3).
- Increase student participation in the participatory governance process (Standard 5).
- Establish lines of communication between the College and the District to increase flexibility and local decision-making in the financial management process (Standard 9).
- Revise the District mapping process to include College participatory governance and a ranking by importance of College and District functions within facilities planning (Standard 10).

- Develop a District process that utilizes full participation of the College in facilities planning (Standard 10).
- Develop strategies to make additional improvements in the College and District participatory governance processes (Standard 10).
- Communicate the status of the revisions in the planning and resource allocation process to the College community prior to finalization (Standard 10).
- Promote student awareness and encourage student participation in the Associated Student Government organization, campus standing and hiring committees, and student clubs (Standard 10).
- Re-evaluate the roles of the District and the Colleges in planning and programmatic and operational decisions to preserve the uniqueness of each College (Standard 10).

### **Programs and Services for Students**

The College has developed high quality programs and services to provide students with multiple avenues for successful completion of their educational goals. Program Review provides a systematic evaluation process to ensure continued quality. The College is now ready to increase the alignment of programs and services with a clear College mission and vision, to conduct focused needs assessments as the basis of program design, and to conduct more rigorous evaluation of outcomes through key performance indicators and student learning outcomes assessment.

- During 2003-2004, the Planning, Research, and Institutional Effectiveness standing committee will lead the College in clarifying its mission statement so that it (1) clearly identifies the students the college intends to serve (e.g., transfer and vocational), (2) is measurable, and (3) is the driving force behind the planning goals and objectives, and the evaluation process. (Standard 1)
- During 2003-2004, the Planning, Research, and Institutional Effectiveness Office, in conjunction with members of the Executive Council, Deans Council, Department Chairs Council, and the PRIE Committee, will identify indicators for institutional effectiveness and make this data available to the college community. The College will also implement a feedback and evaluation process as indicated in the *SCC Plan for Student Success* that would include measuring the effectiveness of the unit-specific Key Performance Indicators and a system for reviewing of the effectiveness and utility of the processes. (Standard 3)
- *Ensure the quality of instruction, academic rigor, and consistency of awarded credit:* Beginning in 2003, the Curriculum Committee will work with faculty to evaluate the establishment of an information competency graduation requirement and/or courses, identify and re-evaluate general education courses in oral communication and critical thinking, and review all courses to ascertain consistency in the application of criteria for credit hours and distance education courses. (Standard 4)
- *Ensure educational programs are structured to support student achievement and program-based learning outcomes:* Beginning in 2003-04, the college's Planning, Research and Institutional Effectiveness office will develop strategies to increase frequency and consistency of publication of student performance data, and will develop survey methodologies to identify opportunities for educational programs to improve outcomes-based assessment and student acquisition of academic and technical competencies and overall achievement, particularly for non-traditional students. (Standard 4)
- Conduct a needs assessment of the community and student population to provide input into designing appropriate, comprehensive, reliable, and accessible services to students. (Standard 5)

## ACCREDITATION SELF-STUDY GLOSSARY OF TERMS

A&R	Admissions and Records Office
AACRAO	American Association of Collegiate Registrars & Admissions Officers
AB1725	State legislation affecting California Community Colleges
ADA	Americans with Disabilities Act
ARC	American River College
ASG	Associated Student Government
ASSIST	Program to research articulation between SCC and UC/CSU
AV	Audio Visual
Beacon	Tutoring program
Blue Book	Guide to Participatory Decision-Making
CalWORKS	State Funded Welfare to Work program for families with dependent children
Cap Load	Capacity load refers to formula to determine space utilization
CDC	Child Development Center
CDF	College Discretionary Funds
COA	Commission on Athletics
CONNECT	Online access to career information
CRC	Cosumnes River College
CSU	California State University
CSUS	California State University, Sacramento
DCC	Department Chairs Council
DO	District Office
DRC	Disability Resource Center
DSPS	Disabled Student Programs & Services
EAP	Early Assistance Program
ECE	Early Childhood Education
EEP	Educational Enrichment Program (not restricted to general fund regulations)
EOPS	Extended Opportunity Programs & Services
ESL	English as a Second Language (program)
Executive Council	Oversite committee for College Participatory Decision-Making process
Express	Student Newspaper
FA	Financial Aid
Fact Book	PRIE annual publication (web based)
Flex Days	Staff Development – 9 days/yr. Preceding fall and spring semesters
FM	District Facilities Management
FTE	Full-time equivalent
HELP	Higher Education Learning Program
HVAC	Heating, Ventilation and Air Conditioning
IA	Instructional Aide
IGETC	Intersegmental General Education Transfer Curriculum
IR	Institutional Research
IT	Information Technology
ITV	Interactive TV Broadcast format
KPI	Key Performance Indicator
LRC	Learning Resource Center Building/Library
LRCCD	Los Rios Community College District
LRCEA	Collective Bargaining unit for classified staff (white collar)
LRCFT	Collective Bargaining unit for faculty
LRSA	Los Rios Supervisor Association
MESA	Math, Engineering, Science Achievement (program)
MET	Mechanical Electrical Technology
Outreach Centers	SCC Downtown, West Sacramento, and SCC Davis Centers
PFE	Partnership for Excellence funds

PIO	Public Information Officer
President's Cabinet	Vice President of Instruction, Vice President of Student Services, Vice President of Administrative Services, Dean of Planning, Research & Institutional Effectiveness, President
PRIE Committee	Planning, Research & Institutional Effectiveness Committee
PRIE	Planning, Research & Institutional Effectiveness Office
PUENTE	Counseling/mentoring project for Mexican American/Latino students
SCC	Sacramento City College
SEIU	Collective Bargaining Union for Classified Employees (Blue collar)
SIEF	State Instructional Equipment Funds
SMSR	Special Maintenance Special Repair
SRC	Staff Resource Center
Standing Committee	There are 12 standing committees that are part of Sacramento City Colleges' Participatory Decision-Making process
TAP	Transportation, Access, and Parking
Tri-Chair	Each standing committee has a chair for each constituency, (faculty, classified staff, and managers)
TTIP	Telecommunication Technology Infrastructure Program
UC	University of California
UCD	University of California, Davis
UI	Unemployment insurance
VTEA	Vocational and Technical Education Act
WASC	Western Association of Schools and Colleges
Workability III	Program to provide job placement for students with disabilities
WPA	Works Progress Administration (1930-1940 era construction)
WSCH	Weekly Student Contact Hours