Sacramento City College

Midterm Report

Submitted by:

Sacramento City College
3835 Freeport Boulevard
Sacramento, Ca. 95822

To:

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

October 2012

Certification of the Midterm Report

Date: June 13, 2012

This Midterm Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

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

Dr. Brice Harris, Chancellor. Los Rios Community College District
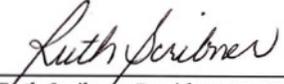
Ruth Scribner, President, LRCCD Board of Trustees
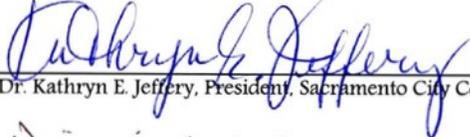
Dr. Kathryn E. Jeffery, President, Sacramento City College
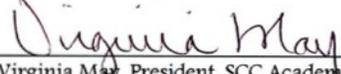
Virginia May, President, SCC Academic Senate

Sharon Terry, President, SCC Classified Senate
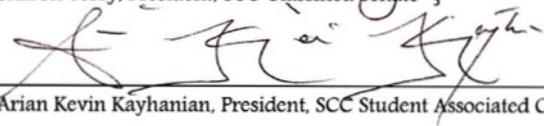
Arian Kevin Kayhanian, President, SCC Student Associated Council
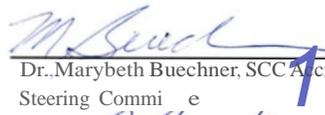
Dr. Marybeth Buechner, SCC Accreditation Liaison Officer; Manager Tri-chair. Midtenn Report Steering Committee
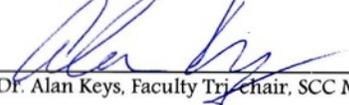
Dr. Alan Keys, Faculty Tri-chair, SCC Midterm Report Steering Committee

Augustine Chavez, Classified Tri-chair. SCC Midtenn Report Steering Committee

Karen Kunimura. Editor. SCC Midtenn Repor1

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Statement of Report Preparation:

Sacramento City College has been working on the recommendations and planning agenda items from our last accreditation since the team visit. The Dean of Planning, Research and Institutional Effectiveness (PRIE), maintained records of progress on the recommendations and planning agenda items, updated each semester, since the College received the report of the visiting team from ACCJC in 2009. These records are included as Appendix 4.

In Fall 2011, a Midterm Report Steering Committee was formed with the approval of the College Executive Council. The Steering Committee consisted of chairs and writers from each of the employee constituencies; a faculty member served as the overall editor of the report. The steering committee members were appointed by the chairs of each constituency group.

Accreditation Midterm Report Tri-chairs:

- Alan Keys (Professor, Psychology Department)
- Augustine Chavez (Supervisor, Computer Services)
- Marybeth Buechner (Dean, PRIE Office)

Accreditation Midterm Report Writers

- Deborah Bryant (Professor, Mathematics Department)
- Ann Love (Public Services Assistant, College Advancement Office)
- Julia Jolly (Associate VP, Instruction)

Accreditation Midterm Report Editor

- Karen Kunimura (Professor, Kinesiology, Health & Athletics Department)

Steering Committee members interviewed campus managers, faculty members, and classified staff and reviewed evidentiary documents in order to gather information for the report. Updates on the progress of the Midterm Report were provided to the constituency groups (e.g. Attachment 1: SCC Academic Senate minutes. See minutes from November 15, 2011; Attachment 2: Department Chairs Council minutes. See minutes from November 17, 2011; Attachment 3: Executive Council minutes. See minutes from November 21, 2011). The writing team used that information, in combination with the progress notes that had been compiled by the PRIE Dean, to construct a narrative which served as the first draft of the report.

In February 2012, the first draft was posted on the InsideSCC website and sent to the leaders of each constituency group for discussion at the constituency representative groups. Forums were held so that the college community could provide additional feedback. Forums were held on

Wednesday, February 29 from 4:00-5:00 p.m. and Thursday, March 1 from noon-1:00 p.m. An email was sent to the entire college with information on how to find the draft report and how to provide feedback through the constituency leaders. Updates on the progress of the report were provided to the Academic Senate, Classified Senate, Student Associated Council, and Senior Leadership team (e.g. Attachment 1: Academic Senate minutes. See minutes from February 21, 2012). Attachment 4: Senior Leadership Team minutes. See minutes from February 13, 2011; Attachment 5: Classified Senate minutes. See minutes from February16, 2012;

During March and April 2012, additional drafts of the report were produced and distributed by email and posted on the InsideSCC website. These drafts incorporated the feedback from the constituency groups, the open forums, and email calls for input and interviews. During this time, the Steering Committee also worked to gather evidence to support the report. (e.g. Attachment 1 Academic Senate minutes. See minutes from April 17, 2012 and Attachment 6: Joint Deans Council Minutes. See minutes from March 28, 2012). Open forums were held on Tuesday April 10, 5pm-6pm, Thursday April 12, Noon-1pm, and Friday April 13, 2-3pm.

In May 2012, a final draft of the report was completed and reviewed by the Steering Committee, the College President, and the Co-Chairs of the District Accreditation Coordinating Committee. The final draft of the report was presented to the LRCCD Board of Trustees in June 2012. (Attachment 7: LRCCD Board of Trustees minutes June 2012).

District coordination of the Midterm Reports from the four (4) Los Rios Community College District Colleges was led by the District Accreditation Coordinating Committee, co-chaired by Susan Lorimer, Vice Chancellor of Education & Technology, and Professor Kim Harrell. Other members of the committee include the Accreditation Liaison Officer (ALO), College Midterm Report Faculty Chairs, a Classified Senate representative. The group met in October and December 2011 and May 2012 to review the Midterm Report submission process, identify any needed district support, and establish a common timeline for the reports and their presentation for the LRCCD Board of Trustees. Information was also provided to assist the colleges with the responses to recommendations that had district-wide implications.

Response to Team Recommendations

The review of the college by the 2009 visiting team stated "The review of the college by the 2009 visiting team indicated that the college adhered to all eligibility requirements, standards and policies of the Accrediting Commission for Community and Junior Colleges." Sacramento City College has met, and continues to meet, the Eligibility Requirements, Accreditation Standards, and Commission Policies.

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

Description
The college has met the team recommendation and fully meets the standards related to SLOs. Since the 2009 accreditation visit, Sacramento City College has built on the strong foundation previously established for the assessment of Student Learning Outcomes at the course, program, and institutional level and the use of that assessment for continuous improvement. This has included work to ensure that SLO assessment regularly occurs across instructional departments, student service units, and course sections. Significant progress has been made in the documentation of assessment findings and the use of findings by departments and units across the college to improve student learning. The foundation for this progress was laid in Spring 2010 with the adoption of the second revision of "SCC's SLO Assessment Strategy" by the Academic Senate. This document specified both SCC's cycle of assessment and several best practices that enabled the college to achieve success in its response to this recommendation. (See http://media.scc.losrios.edu/slo/SLOAssessmentStrategy2010Rev.pdf) Key excerpts from the strategy include:

Cycle of SLO Assessment
- Department faculty and student services staff will develop an SLO assessment plan that includes a cycle of consistent (i.e. regular & ongoing) assessment of their courses, programs and student services interventions. The plan will indicate which SLOs will be focused on each year for SLO reporting purposes.

Course/Program and Student Service Unit/Division Level
- Assess course, student service interventions, and program SLOs on an ongoing basis

- Assess multiple sections of courses or sessions of Student Service activities, when possible; review and summarize results from these multiple assessments to provide a broad and inclusive examination of the course or service SLOs
- Involve multiple faculty and staff to increase collaboration and dialogue
- Document SLO assessment plans, dialogue and results in unit plans, program review, and meeting minutes
- Engage in departmental review and discussion of assessment results
- Implement changes in response to assessment results
- Share SLO assessment plans, results, and follow-up with SCC community

Course SLOs

Beginning in 2010, improvements to the course SLO assessment reporting processes were undertaken to (1) ensure that courses are assessed consistently across sections and (2) document that the resulting findings are used by the departments to improve student learning. During that time, the college provided additional resources to assist in the strengthening of SLO assessment and in the revision of the SLO reporting process. For example, in addition to the SLO Coordinator, a faculty SLO Analyst was appointed for the 2010-2011 and 2011-2012 academic years, at 20% reassigned time, to lead the new SLO assessment implementation activities.

During the 2010-2011 academic year, the SLO coordinator, SLO analyst, and SLO subcommittee of the Academic Senate worked in tandem with department chairs on the implementation of a newly revised SLO reporting process. This process includes the use of updated tools for the planning and reporting of assessment methods, assessment results, and changes based on these results. The templates for the Department SLO Assessment Multi-Year Plan and Course SLO Reporting were revised in Summer 2010. (See the SLO assessment and faculty research resource site at the link http://web.scc.losrios.edu/slo/sloassessmentplan)

In Summer 2010, templates for SLO plans and reports were revised. In Fall 2010, a convocation activity for the entire college kicked off the updated SLO implementation activities. One of the major components of this effort was the completion by each department of the Department SLO Assessment Multi-Year Plan indicating when SLO reports would be generated for each course offered by the department over a six (6) year period. Examples of the resulting Multi-year SLO reporting plans are attached (Attachment 8: Examples of SLO Multi-year plans); additional plans can be found at the following link: http://www.scc.losrios.edu/slo/multi-year-plans-division/.

The revised course SLO assessment reporting form was also implemented in Fall 2010 to enhance the consistency of reports and streamline the reporting process. SCC's SLO assessment strategy and this revised reporting process emphasized using assessments from multiple sections of courses where possible in order to enhance the consistency of and broaden SLO assessment at the course level with the ultimate goal of utilizing the results to improve student learning.

Beginning in Spring 2011, SLO annual reports using the new forms were filed college-wide as indicated in the SLO multi-year reporting plans. The reports demonstrated that course SLO's were widely assessed across instructional areas, and the results of SLO assessment are used at the department level to improve student learning. As of May 1, 2012, approximately 300 course SLO assessment reports have been submitted. All submitted course SLO assessment reports can be found at the following link: http://www.scc.losrios.edu/slo/course-slo-reports-division/ (Sample reports can be found in Attachment 9).

From 2009 to the present, numerous staff development activities were undertaken to assist faculty with this work. Many of these workshops are archived on SCC's SLO website (http://web.scc.losrios.edu/slo/slopresentations). During college Convocation flex days, as well as during the semester, departments meet to work on SLOs (e.g. Attachment 10: Examples of department meeting minutes/agenda). These meetings are reflected in the convocation programs and flex workshop booklets; an example is provided below. (Convocation programs can be found at the following link: http://www.scc.losrios.edu/src/convocation/

From the Spring 2011 Flex day Workshop Booklet:	
Title: Presenter(s): Time: Location: College Goal(s): Day/Date:	Department Specific Workshop: SLO Assessments for Mathematics and Statistics Rick Woodmansee 2:00pm – 4:00pm RHS172 Revise or develop new courses, programs and services based on assessment of emerging community needs and college resources. Thursday, January 13, 2011
Participants will review summaries of Mathematics and Statistics SLO assessments from Fall 2010 and will work together to create assessments for use in Spring 2011. Participants are encouraged to bring drafts of SLO assessments for review by their colleagues, but this is not required. You can expect to leave the workshop with an SLO assessment that will be ready (or nearly ready) for use during Spring 2011. In addition to preparing SLO assessments, participants will discuss plans for sharing SLO assessments among sections of the same course and plans for follow up after SLO assessments have been given.	

The curriculum review process continues to review course SLOs and their alignment with the assessment methods specified in the official course outline of record. An SLO subcommittee of the curriculum committee conducts this evaluation as part of the "Technical Review" component of the curriculum process. In addition, the full curriculum committee has the opportunity to review these elements, as well.

Program SLOs
Course Student Learning Outcomes are aligned with instructional program (degree/certificate) Student Learning Outcomes. Instructional Program Student Learning Outcomes (called ProLOs at SCC) have been defined for over 97% of degrees and certificates. Programs also mapped courses to their program outcomes. Forms and guidelines for completing a ProLO matrix showing the alignment of courses with degree or certificate outcomes have been available since the 2008-2009 academic year. (See the SCC SLO website http://web.scc.losrios.edu/slo/). For several years, all new degrees and certificates and any degrees or certificates which are reviewed as part of regular program review have been required to submit this matrix (Attachment 11: Examples of Program Learning Outcome Matrices).

Following the definition of ProLOs and their mapping to courses, the college moved forward with processes for reporting the assessment of ProLOs and changes planned in response to that assessment. The Program Review template was revised to include ProLO assessment. During 2011-2012, the SLO subcommittee presented a variety of models for Program Learning Outcome assessment to instructional department chairs for their review. A college-wide survey on the ProLO assessment models was conducted to determine next steps for the college's ProLO assessment effort in Spring 2012 (Attachment 12: Fall 2011 ProLO Survey Results). The implementation of a revised approach to ProLO assessment, based on this evaluation of the models, has begun. In Spring 2012, a new Program SLO Assessment Reporting form was developed. The form, instructions, and recommendations for a revised approach were distributed to all departments that will be conducting Program Review in Fall 2012. (Attachment 13: 2012 Draft ProLO Assessment Reporting Form and Instructions). Analyses of ProLO assessments using this revised approach are reported via program reviews.

The College is currently exploring additional ways to use SLO assessment results to support College initiatives. For example, in Spring 2012, preliminary SLO-linked assessments were conducted for the Learning Community that is part of SCC's Basic Skills Initiative (Attachment 14: Math Student Learning Outcomes in the Basic Skills Initiative Learning Community). In addition, a variety of tutoring services across the college are piloting methods to evaluate the impact of tutoring on improvement of student skills within a semester (Attachment 15: Draft Guidelines for Gathering and Analyzing Data Related to Tutoring Services).

Student Services assess SLOs at both the overall Student Services Division level and at the level of individual Student Services units. Michael Poindexter, Vice President of Student Services (VPSS), holds monthly meetings with all Student Services Area Representatives. During most meetings throughout this three year period, at least one Student Services Area Representative reported about their SLO, assessment method used, assessment results, and improvements made in the teaching/learning process. These reporting out sessions proved to be an excellent forum for broadly sharing SLO progress within Student Services.

Student Services report the results of their SLO assessments and the changes to be made based on those results as part of a triennial Program Review Process. One hundred percent of Student Services Units have completed at least one full assessment cycle and have been reporting their specific SLO(s), assessment measure(s), assessment results, and changes made to improve the learning process. The following link shows 2009 Student Services Program Reviews http://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/f1646a02-7a6f-4461-82ef-7e9de1f90dec/ACCJC%20Annual%20Report%20SLO%20Update%202009.xls.

Institutional SLOs
At SCC, Institutional Student Learning Outcomes are defined as the combination of General Education SLOs (called GELOs at SCC) and the overall Student Services Division SLOs (Attachment 16: SCC General Education Learning Outcomes, and Attachment 17: Student Services Division Learning Outcomes). Additional information about SCC GELO and SCC's General Student Services SLOs can be accessed via the following web sites: http://web.scc.losrios.edu/slo/GELOs and http://web.scc.losrios.edu/slo/studentserviceslos

Substantial progress has been made in the assessment of student learning in these institutional areas. Departments across the college have completed a mapping of General Education courses to GE Learning Outcomes and analyses of GE outcome assessment are underway. In Fall 2011, a course-based GELO assessment process was implemented. The SLO subcommittee evaluated a sample of course assessment reports that aligned with SCC's GELOs to include in a GELO pilot and a preliminary report was produced and shared college-wide (Attachment 18: SCC GELO Assessment Flex workshop Spring 2012). (See the analysis section below for more information).

The College is actively assessing overall Student Services Division SLOs. Student Services SLO assessments are reported as part of their triennial Program Review. Student Services units incorporated SLO assessment into their Program Review beginning in 2009. Student Services units are currently engaged in the Program Review process for 2012. The 2012 Students Services Program Review will cover all Student Services Units and their full assessment cycle process on at least one SLO, measured during 2009 – 2011. The analyses of the SLO reports from these Program Reviews will be used to assess the overall Student Services SLOs. The information will become part of the college-wide discussion of institutional SLOs beginning in Fall 2012.

SLOs and College planning processes:
Links between SLO assessment and planning for continuous improvement, both operational and strategic, have been strengthened. Sacramento City College incorporated the analysis of SLO data into the Unit Plan process and the Program Review process beginning in Spring 2010. All SCC departments develop and file annual unit plans each year. Once every 6 years, each

instructional department conducts an extensive program review. Student service departments conduct program review every 3 years.

Links to planning and continuous improvement at the department level were facilitated by a revision of the way in which unit plan accomplishments are reported. Each year, all college units report on the achievement of their unit plan objectives. Beginning in 2010, these "Unit Plan Accomplishment Reports" included information on whether SLO assessment data was used in the development or accomplishment of each unit plan objective (Attachment 19: Examples of Unit Plan Accomplishment Objectives).

Program reviews for both instructional and student service programs include SLO assessment analyses. Student service departments incorporated SLO assessment fully into their program review in 2009. (See http://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/bcfbfce8-765b-43b4-a27d-224486a3137f/GE%20SLO%20Assessment%20Notes%202009%20to%202013 and the attached summary of preliminary results from the 2012-2015 Student Services Program Review). Instructional Program Review has included SLO assessment results since 2010 and is currently been expanded (Attachment 20: Examples of Program Reviews, and Attachment 13: 2012 Draft ProLO Assessment Reporting Form and Instructions). Links from SLO assessment to strategic planning are also in place. For example, SLO updates are a regular part of planning in Student Services (Attachment 21: VPSS Staff Meeting Minutes) and the Institutional Effectiveness Reports that inform the work of the College Strategic Planning Committee include an SLO report (Attachment 22: SLO Report, part of the SCC Institutional Effectiveness Reports, also available at the following link: http://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/44f02c92-da4f-4428-bc8f-d43f03cb3321/8-%20Student%20Learning%20Outcomes%20Report%202014.pdf)

Analysis
Sacramento City College faculty, staff, and administrators have participated actively in the systematic development and implementation of SLO assessments at the course, program, general education, and degree level.   Substantial progress has been made on the analysis and reporting of SLO assessment results at the course and institutional levels. The college is currently in the process of enhancing SLO assessment reporting at the program level. For example, the reporting of SLO assessment in instructional Program Review has been strengthened by training department chairs in various ProLo assessment methods and incorporating new tools for the reporting of these assessment efforts in the Program Review templates.

Dialogue has been college wide. A variety of forums and cross-constituency workgroups have been employed to share information, obtain input from departments, and guide the college-wide effort to ensure consistency of assessment while valuing the perspectives of individual departments. The college's SLO coordinator and SLO analyst regularly present progress and plans regarding SLO assessment across the college, most regularly to the Academic Senate and Department Chairs Council (DCC). A representative from the SLO subcommittee of the Academic Senate also

presents SLO updates to the Student Services area representatives (Attachment 21, VPSS Staff Meeting Minutes).

Comprehensive SLO assessment reports exist and are completed and updated on a regular basis. Course SLO assessment reports are filed based on departmental SLO multi-year plans (available at the following link: http://www.scc.losrios.edu/slo/multi-year-plans-division/). A total of approximately 300 course reports have been submitted as of May 1, 2012; these reports are available to the college community online (http://www.scc.losrios.edu/slo/course-slo-reports-division/). An analysis of the course SLO assessment reports as of the beginning of Fall 2011 indicated a wide range of methods were used to assess SLOs across the college (see figure below). This data is part of the information considered by the College Strategic Planning Committee (Attachment 22: SCC SLO Report, part of the Institutional Effectiveness Reports).

SLO Assessment Method used 2010-2011
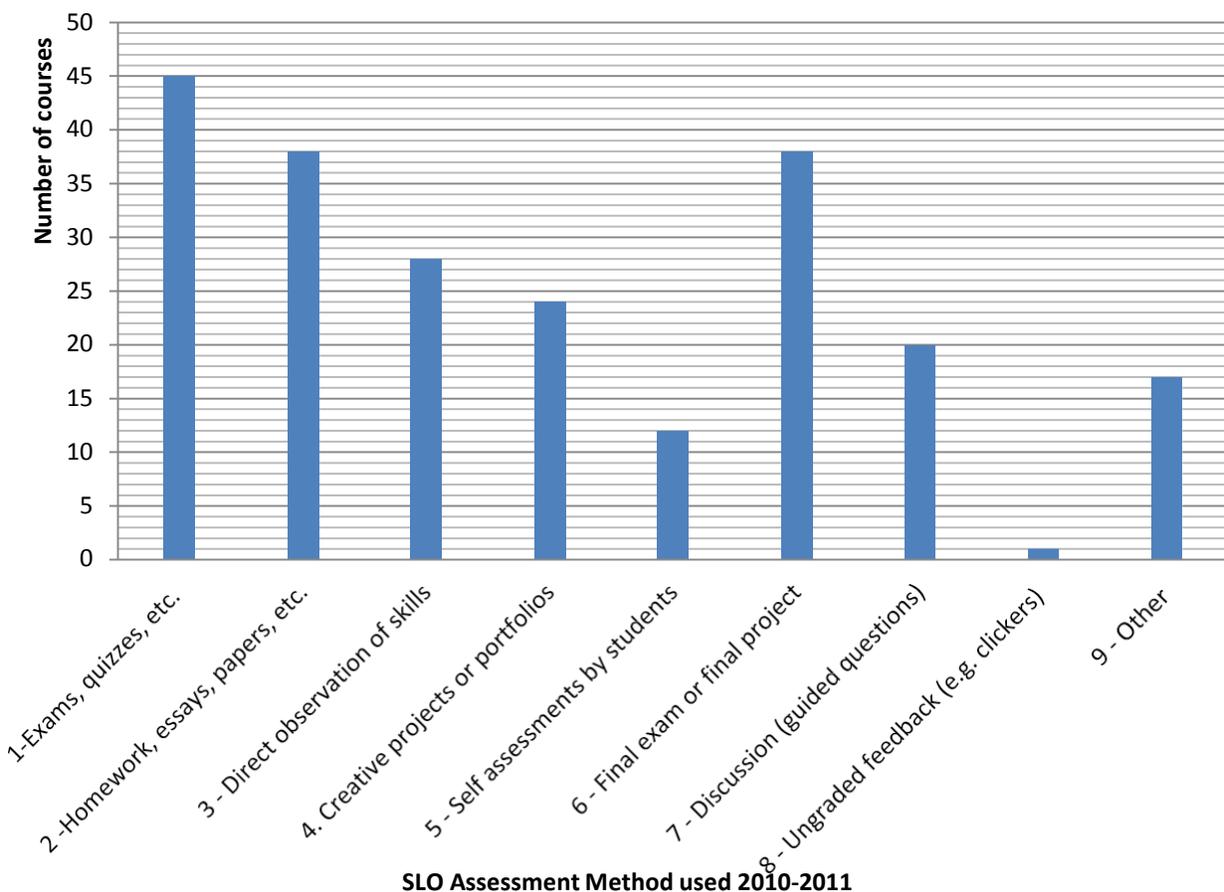
The figure above shows a summary of the SLO assessment methods used in 2010-2011 (the analysis includes 87 courses for which SLO assessment reports were filed by Summer 2011). A wide range of methods were used to assess SLOs across the college. The most commonly used assessment methods were: exams and quizzes occurring throughout the course; final exams and projects; and homework, essays, papers, reports and other assignments. More information can be found in the SLO Report that is part of the Institutional Effectiveness Reports (Attachment 22: SCC SLO Report. The Institutional Effectiveness Reports can also be found at the following link:

).

Based on departmental dialogue about the results of course SLO assessment and the identification of gaps in student learning, faculty reported a variety of planned changes to their courses. Changes in teaching methods in response to the assessment of SLOs were reported for over half of the courses for which SLO assessment reports were collected in 2010-2011.

Change planned in response to SLO assessment 2010-2011
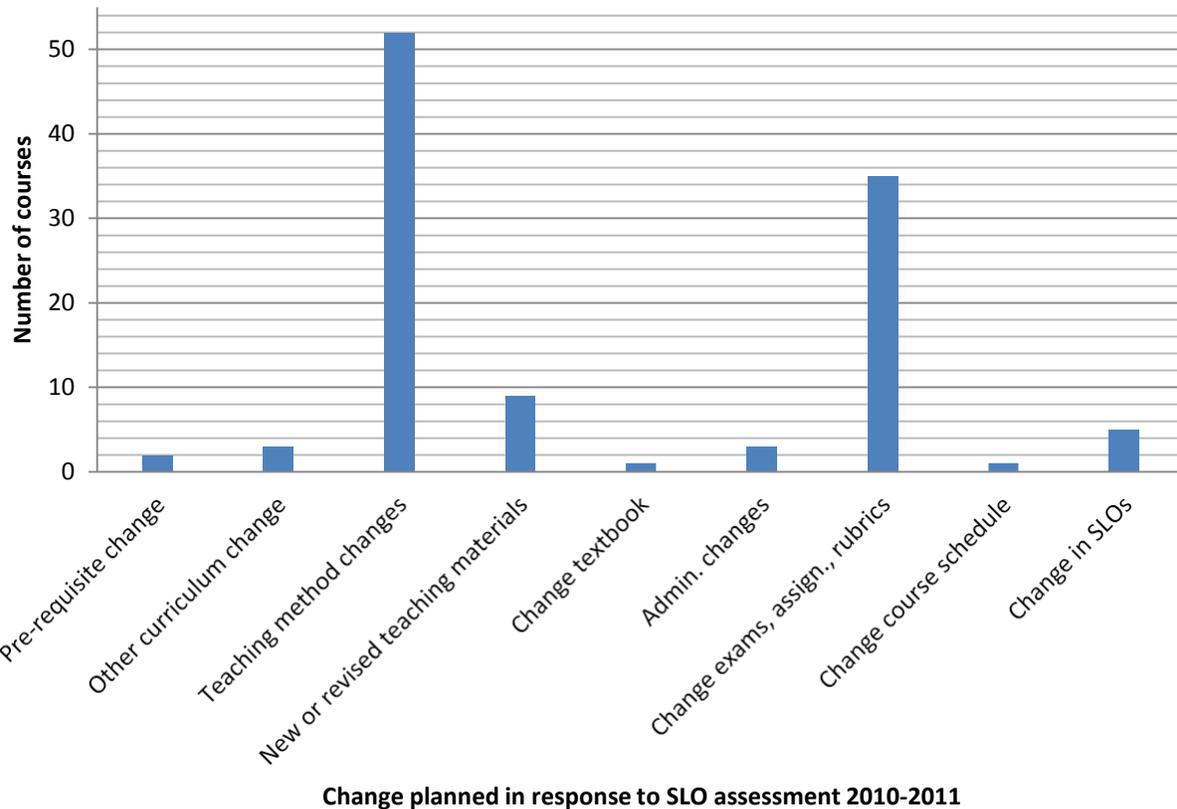
The figure above shows a summary of the changes planned in response to SLO assessment in the 87 courses for which SLO assessment reports were filed between Fall 2010 and Summer 2011. More information can be found in the SCC SLO Report that is part of the SCC Institutional Effectiveness Reports (Attachment 22: SCC SLO Report, part of the Institutional Effectiveness Reports). Plans to modify teaching methods and changes in exams or assignments were commonly reported.

Initially, in 2010, items from the SCC results of the Community College Survey of Student Engagement (CCSSE) were used to assess GELOs. The overall results indicate that the self-assessed level of achievement of SCC students varies across the GELO areas (see table below).

GELO	Percent of items with 50% or more of respondents indicating achievement of the outcome.
Communication	67% (4 of 6 items)
Quantitative Reasoning	100% (1 of 1 item)
Depth & Breadth of Understanding	100% (1 of 1 item)
Cultural Competency	25% (1 of 4 items)
Information Competency	67% (2 of 3 items)
Critical Thinking	88% (7 of 8 items)
Life Skills & Personal Development	26% (7 of 27 items)

An evaluation of use of the CCSSE for GELO assessment showed that it provided only incomplete information. Thus, in Fall 2011, the college moved to a course-based approach for GELO assessment. The SLO subcommittee developed a GELO-Course mapping process as the first-step in this process (Attachment 23: Mapping of courses to GELOs). The SLO subcommittee then evaluated a sample of course assessment reports that aligned with SCC's GELOs and a preliminary report was produced. Comprehensive SLO assessment reports for General Education SLOs (GELOs) are now underway; these analyses will be completed and updated on a regular basis.

The results of the course-embedded, GELO assessment pilot project that was conducted by the SLO subcommittee during Spring and Fall 2011 have recently been compiled, analyzed, and presented to various groups across the college for discussion. (Attachment 18: SCC GELO Assessment Flex workshop Spring 2012). This project was designed to strengthen widespread institutional dialogue about the results of GELO assessment and the identification of gaps. It utilized data from a sample of existing course reports completed in either Spring or Fall, 2011. The sample included results from 40 distinct course-level SLO assessments derived from 12 courses from several disciplines. The results from the existing SLO assessments were first aligned with the college's GELO categories based on the congruency of the course SLO with the GELOs. Several course SLOs aligned with multiple GELOs. Next, the SLO subcommittee developed and utilized a rubric to evaluate the level of success achieved on each of the aligned course SLOs. This evaluation was averaged across multiple raters to calculate an overall determination of low, moderate, or high success for each outcome. Due to the limited sample size of aligned course SLOs for most of the GELOs, only two GELOs were included in the pilot results; Depth and Breadth of Understanding and Critical Thinking. For both of these GELOs, the results indicated that an overwhelming majority of students (~80%) achieved at least a "moderate" level of success (see figure below).

Comparison of Depth & Breadth and Critical Thinking – Ratings of Success
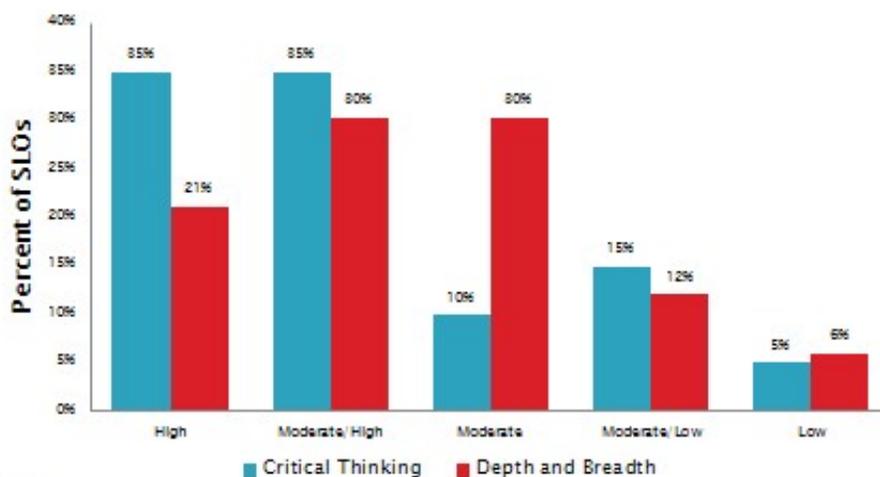
Although the sample size was limited, further inspection indicated that SLOs encompassing *both* "Critical Thinking" and "Depth and Breadth of Understanding" had a somewhat unique influence on the pattern of results. Limiting the analysis to these SLOs only, resulted in more of a bimodal distribution as compared to the analysis that included SLOs unique to each GELO. In other words, the "moderate" data disappeared and was almost evenly split between the high and low success levels. These results may provide very preliminary support for the importance of knowledge fluency and context when providing analytical learning opportunities for students. The analyses of GE SLOs were discussed at meetings of the Academic Senate and Department Chairs Council (e.g. Attachment 2: Department Chairs Council minutes. See minutes from February 16, 2012).

Analyses of Student Services SLOs, also part of the Institutional SLOs of the college, demonstrate the foundational knowledge that each Area Representative has related to SLO assessment. Student Services conducts Program Review every three years and is currently completing the preliminary draft of the 2012-2015 Student Services Program Reviews. In an interview, the Student Services SLO Coordinator noted that most student services units used a pre- and post-test model to assess short term changes in student learning. Data analysis of student learning ranged from using percent changes to statistical analyses of significant differences. Conclusions drawn from assessment data included the following:

- Self-efficacy and self-regulated learning variables were identified as key indicators to use when assessing students' learning.
- Students' educational planning development increased following interventions.

- Students demonstrated increased understanding of the matriculation process and e-services.

Continuous improvements in methods for assessing student learning were consistently expressed. Two types of changes in SLOs were identified by several units. One change was based upon achieving greater clarity about what desired student learning the unit wanted assessed. This led to revising the SLOs. The other change came from identifying more effective intervention methods and making changes. An example of an intervention method change included explaining and "modeling" the desired learned behavior rather than only using explanation. (Attachment 24: Student Services Program Review 2012: Assessing Student Services Division's Program Learning Outcomes)

The use of SLO assessment results from all levels are now incorporated into the planning process. The Unit Plan Accomplishment Reports for 2010-2011 included information on whether SLO assessment data had been used in the development or the measurement of the objectives for each unit. For approximately 13% of all unit plan objectives, SLO assessment data was used to develop or evaluate the objective (Attachment 22: SCC SLO Report). All 2010-2011 College Goals were linked to unit objectives related to SLO assessment, demonstrating decision-making that includes dialogue on the results of assessment and is directed toward improving student learning.

Percent of objectives linked to SLO assessment for each College Goal
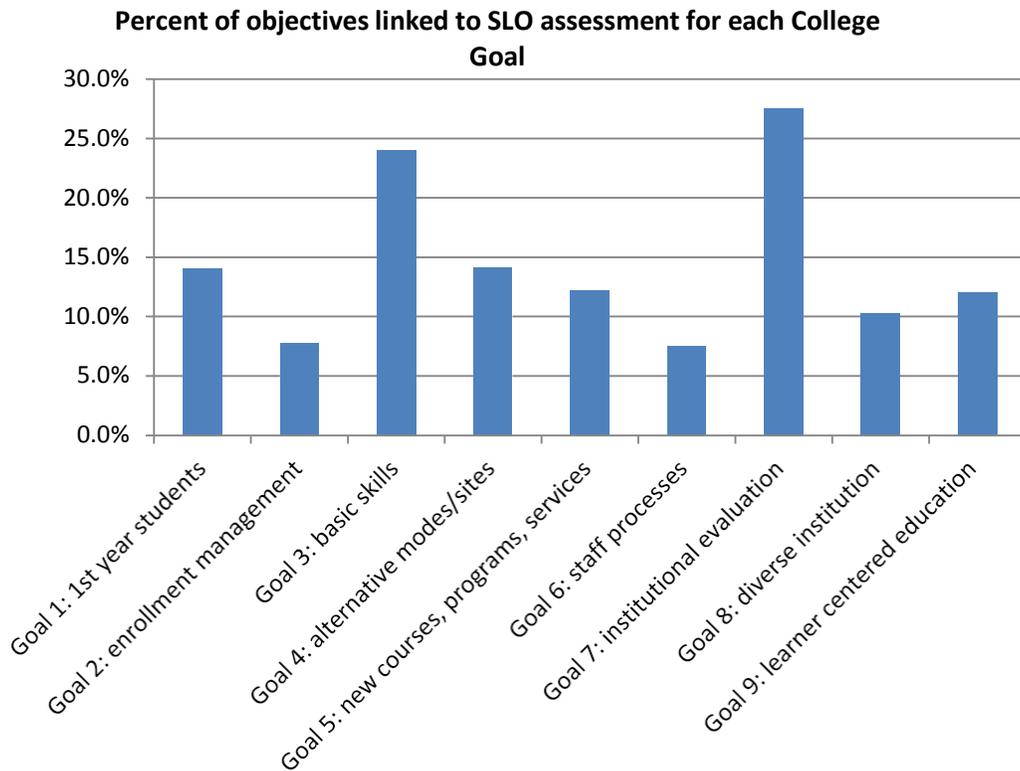
The college is currently implementing a more systematic process for conducting and reporting instructional ProLO assessments. Starting in Spring 2011, the SLO subcommittee facilitated dialogue on instructional ProLO assessment with the Academic Senate, Department Chairs Council, and other groups (an example is shown in Attachment 1: Academic Senate minutes. See minutes from March 29, 2012). From this dialogue, a number of different approaches to ProLO assessment were proposed and presented back to these groups for their feedback. In addition, a survey was conducted in Fall 2011 to determine which approaches or set of approaches would be preferable for the college to adopt. In general, the survey results indicate strong support for both a "course-embedded" approach and the flexibility for departments to select the approach that was most appropriate for their needs (Attachment 12: SCC ProLO Survey Results). Based on the results of survey and college dialogue, the SLO coordinator and SLO analyst are formally working with departments currently undergoing program review to implement college-wide ProLO assessment. The ProLO assessment planning and implementation component will now be a consistent part of instructional Program Reviews.

The achievement of unit plan objectives includes a consideration of SLO assessment data. College Goals include strategies and objectives related to the assessment of student learning and achievement. Program Review includes analysis of SLO implementation. The annual Institutional Effectiveness Reports that are part of the College strategic planning process include an SLO report. Discussion at the College Strategic Planning Committee (CSPC) allows decision-making to include dialogue on the results of assessment and be directed toward aligning institution-wide practices to support and improve student learning. The overall set of data used for college planning, including the Institutional Effectiveness Reports, can be found at the following link: http://www.scc.losrios.edu/prie/.

Students are made aware of the goals and purposes of courses and programs in which they are enrolled. Program SLOs and General Education SLOs are stated in the college catalog. Course SLOs are included in syllabi (Attachment 25: Examples of class syllabi). The Faculty Handbook notes that SLOs are to be included in course syllabi; it states "the syllabus is the complete listing of course requirements, expectations, and outcomes, along with the schedule for the course." The faculty handbook can be found at the following link http://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/645bb766-ba4d-4a10-87e4-b9791cdccebd/Faculty_Handbook_2014-2015.pdf.

Plan

The college has met the team recommendation and fully meets the standards related to SLOs. The college will work to ensure that the academic community is fully engaged in the SLO assessment process, using the results to implement changes supporting student learning. SLO assessment reports will continue to be completed and updated on a regular basis. The curriculum review process and Curriculum Handbook will be updated to reflect changes in SLO assessment expectations. The SLO Coordinator and SLO analyst will work with the Vice President of Instruction (VPI) to broaden the dialogue around Program SLO assessment data and the depth of reporting on Program SLO results in Program Review. They will also ensure that analysis of, and dialogue about, the results of Institutional SLO (GE SLO + General Student Services SLOs) assessment will be expanded and updated on a regular basis. The PRIE Dean will continue to support the integration of SLO assessment into college planning. Future planning for Student Services SLOs includes longitudinal student learning analysis. This would involve Student Services units partnering together and using multiple measures across time for documenting student learning progress. A recently created tool, the internet based Student Education Plan located within the PeopleSoft data management system, offers numerous potentials for facilitating this unit partnership and continuity of student learning.

Recommendation 2 Facilities planning process

(Standard I.A.4; I.B.1; I.B.3; I.B.4; III.A.6; III.B.2.b; III.C.2; III.D.1.a; III.D.1.d; and IV.B.3.g)

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

Description

The college has met the team recommendation. During Spring 2010 and Fall 2010, the Campus Development Committee addressed the accreditation recommendation regarding an evaluation of the planning process for capital projects (Attachment 26: Campus Development Committee minutes. See minutes from April 16, 2010, October 15, 2010, November 19, 2010, December 10, 2010). As a result, the dissemination of information related to capital construction planning has been increased. The College and District have developed a number of decision support tools associated with long-range capital planning. Changes have been made to relevant documents and process including the Facilities Master Plan (2010), the Facilities Resource Plan (2011), the Resource Management and Capital Outlay Program Plan (2011), and annual updates to the Five-Year Construction Plan. A variety of communication elements have been modified, including the Facilities Master Plan Brief (2010) and the Quarterly Metric Assessments from the Vice President of Administrative Services (VPA). For example, the figure below is from the VPA second quarter briefing. This chart is designed to update and inform college groups of the

timeline and major action items associated with capital construction projects.

Modernization Schedule Update
As of 31 Dec 2011

Building	Start Construction	Occupy	Semester Start	Type II $K	Comment
Davis Center Phase I	Jun-10	Jan-12	Spring 2012	512	Open
Performing Arts Center	Jun-10	Mar-12	Spring 2012	951	Completion slipped to 28 Feb
Hughes Stadium	Mar-11	Sep-12	Fall 2012	None	Phased Construction
Student Services Bldg	Mar-13	Nov-14	Spring 2015	515	Design: Sep 2011
Lusk Center Phase I	Jun-13	Feb-14	Spring 2014	284	Design: Dec 11; LAC 11 Only
Rodda Hall North/3rd Floor	Feb-14	Jul-14	Fall 2014	120	Design: Sep 12; Math/AJ/Other
Mohr Hall	Sep-14	Mar-16	Summer 2016	738	Design: Sep 12
Lillard Hall	Jun-16	Dec-17	Spring 2018	1,356	Design: Sep 14
Mohr Hall II, New Bldg	Jun-17	Feb-19	Summer 2019	684	Design: Sep 15
TAP, B, C, G & H Lots, Drop Offs, PAC/J-Lot	May-12	Jul-12	Fall 2012	None	Design: Jun 11; Integrate Funding; PAC, G and East
Davis Center Phase II/III	Jun-15	Dec-16	Spring 2017/2019	TBD	Design: Aug 13; FPP worked
West Sac Ctr, Phase II/III	Jun-16	Dec-17	Spring 2018/2020	TBD	Design: Aug 14

In Fall 2010, the Facilities Resource Plan (FRP) was updated with extensive campus involvement through the Campus Development Committee. Information about planned projects was disseminated throughout the college community. The Facilities Resource Plan and Financial Resource Plan can be found at the following links:
http://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/96b155c0-07fa-446a-8114-d12b0eb02351/Facility_Resource_Plan.pdf .

http://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/c06d83ee-3a83-467f-b2b5-3076e944d2d3/Financial_Resource_Plan.pdf.

The Facilities Master Plan was modified to include projects associated with Measure M, which was passed in 2008. (Projects related to Measure A, which was passed in 2002, were documented in the original Facilities Master Plan in 2004). The Facility Master Plan and Resource Management and Capital Outlay Program Plan are posted to the web page InsideSCC for college community review and reference (http://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/f5a08542-033f-47aa-acc3-f3fa80eb08aa/Facilities%20MP%202010_Update%202014.pdf). Information on facilities planning was provided to the college community through a presentation at the Fall 2010 Convocation. Facilities updates were provided to the Senior Leadership Team and the College Executive Council (Attachment 4: SLT minutes. See minutes from October 10, 2011, October 11, 2010; Attachment 3: Executive Council minutes. See minutes from November 5, 2010).

During Spring and Fall of 2011, the SCC Facilities Resource Plan was modified to include more information about capital projects. The focus of this resource plan had been on campus-level facility projects and how they were integrated into the unit planning system. Information was added to ensure greater communication about capital construction projects. A chart showing the planned schedule for capital projects and the timeline for the design of each project was added to the VPA quarterly metric briefing. Campus managers are briefed on this schedule and the metric briefs are posted on InsideSCC.
(http://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/83491a7b-8d9f-4e60-9018-c919476517bf/2011-12%20Metrics%20-%201st%20Quarter.pdf)

The Campus Development Committee (CDC) is given monthly updates on construction projects to keep the campus community apprised of the College's construction program. For example, the following is an excerpt from the CDC meeting minutes of September 17, 2010:

> II. ON-GOING
>> Waste Diversion – Karen Chewning reported that the current waste diversion continues to be around 40%. The 2009 report to CIWMB reflected a diversion less than what is expected. There were recommendations to do signage again and resend the email on waste.
>> Construction Update – Greg Hayman reported that the Fine Arts building is primarily complete with a few items to be corrected. The Auditorium is on schedule, as is the Davis Center.
>> Transportation, Access, Parking (TAP) – Greg Hayman reported that the current plans are the East Road upgrades and drop-off zones at "G" Lot and "H" Lot.
>
> III. OLD BUSINESS
>> Facilities Master Plan – There has been a change to the line-up of buildings previously noted on the Facilities Master Plan. Due to the lack of state funding, Mohr Hall and Lillard Hall have been moved out a couple of years and the Admin. of Justice/Student Services re-build has moved forward. This will be a complete tear-down and rebuild of this building, to include the addition 4000sf and a second story. A power-point presentation was presented by Bob Martinelli on this item and there was much discussion.

Campus Development Committee minutes for the 2010-2011 academic year can be found at the following link: http://www.scc.losrios.edu/prie/institutional-effectiveness/governance/participatory-governance/standing-committees/campus-development/2013-14-campus-development-committee-agenda-minutes/.

During capital project development the Director of Operations, in conjunction with District Facilities Management, conducts numerous meeting with the end-users of proposed new facilities. These meetings normally include the Facilities Management Project Manager, the Division Dean, Department Chairs, appropriate faculty members, classified staff, and other administrative personnel. Those parties identified as invested in a project have the opportunity to

participate in design and plan development. Examples of this process can be seen in meetings related to the remodel of Hughes Stadium:

The July 8, 2009 meeting addressed the schematic plan layout of soccer, track and field events. The attendees of that meeting included:

- Julia Jolly – SCC Associate VP / Instruction
- Mitch Campbell – Dean of PEHA
- Joe Bardon – Facilities Planner - Los Rios Community College District
- Greg Hayman – Director of Operations Sac City College Operations
- Dannie Walker – Interim Head Football Coach
- Tim Kiernan – SCC Athletic Coordinator
- Rob Dewar – Head Coach Men's Track and Field
- Paul Carmazzi – SCC Athletic Coordinator
- Marisa Avendano – Head Coach - Cross Country / Coach - Women's track
- Jay Beals – Principal Beals Alliance
- Chris Sullivan – Beals Alliance
- Chris Chisam – Beals Alliance
- Dave Younger – Lionakis
- Owen Letcher - Lionakis
- Arnold Federizo – Lionakis

The June 6, 2010 meeting addressed the proposed construction phasing plan and construction schedule and track and field related questions. Attendees at that meeting included:

- Bob Martinelli - SCC Vice President Administrative Services
- Julia Jolly – SCC Associate VP / Instruction
- Mitch Campbell (MC) - Dean of Athletic Department
- Paul Caramazzi – SCC Athletic Coordinator
- Greg Hayman, SCC Operations
- Chris Chisam (CC) – Beals Alliance
- Kevin Fellows (KF) – Beals Alliance
- Harold Yamauchi (HY) – Harry Yee and Associates
- Dave Younger (DY) – Lionakis
- Owen Letcher (OL) - Lionakis
- Arnold Federizo – Lionakis

Another example comes from the recent work on remodeling the Fine Arts (FA) building and the Performing Arts Center (PAC). The Dean of Humanities and Fine Arts (HFA) noted that he was involved in the process used to select the architectural firm for the projects. Key faculty and staff were involved in the meetings with the architect from the beginning of the design process. At benchmark points, the entire HFA division was provided with copies of the plans and a chance to provide feedback. The HFA Dean noted that once construction started, proactive faculty and staff were able to meet with, and provide feedback to, Facilities Management staff and building contractors. He also noted the work on the FA building and the PAC has shown us that, in some cases, more detailed information about instructional technology and equipment

needs may be required from college faculty and staff.

<u>Analysis</u>

Facilities planning at both the main and outreach campuses currently reflects a coordinated approach between the district and the college based on an integrated set of planning processes. Capital projects are covered by a host of district regulations and processes and are described in the Resource and Capital Outlay Plan (http://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/f5a08542-033f-47aa-acc3-f3fa80eb08aa/Facilities MP 2010_Update 2014.pdf). Planning for a capital project begins with the development of the District's Long Range Capital Needs Plan (LRCNP), which reflects a collaboratively developed long-term vision for facilities growth, modernization, and renovation throughout the District based on enrollment forecasts and facility assessments. The LRCNP is dependent on quantitative evaluation of existing space, the ability to serve students, and carefully documented projections of future needs. The Five-Year Construction Plan, which is developed as a shared responsibility between the College and the District, represents the prioritization of new construction, modernization, renovation, and maintenance projects. The SCC Facilities Master Plan reflects the planned construction projects outlined in the Los Rios Long Range Capital Needs Plan and the Five-Year Construction Plan. The 2010 FMP and an accompanying communication brief can be found at the following link: http://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/f5a08542-033f-47aa-acc3-f3fa80eb08aa/Facilities%20MP%202010_Update%202014.pdf.

SCC has increased communication about capital construction projects. The 2010 Facilities Master Plan reflected the vision and planned utilization of facilities on the main campus and at the education centers to meet the overall educational master plan goals and objectives. The FMP is updated periodically, most notably following passage of a facilities bond measure (local) that provides the basis for amending the planned future projects. The Facilities Resource Plan is available for the campus community online (http://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/96b155c0-07fa-446a-8114-d12b0eb02351/Facility_Resource_Plan.pdf).

Information on facilities planning is provided to the college community through a variety of venues including presentations at convocations, updates at meetings of Senior Leadership Team (e.g. Attachment 34, Summer 2012 SLT Retreat Agenda), the College Executive Council, Academic Senate, and Classified Senate. Metrics related to capital construction projects are embedded in the quarterly metric briefs provided to the college community (http://www.scc.losrios.edu/administrativeservices/planning/outcome-metrics/).

When a building is scheduled for modernization, programs and services normally scheduled in that facility must be relocated to alternate spaces to maintain continuity of the programs to the maximum extent possible. This space is normally referred to as "swing space" (e.g. Attachment 27: Facility Management Resource Allocation Plan and Attachment 28: Financial Management

Resource Allocation Plan). This relocation is accomplished in either on-campus temporary space or off campus in appropriate facilities that are normally rented/leased for the duration of the project (e.g. the lease of theater space to support Theater Arts and other classes and programs during the period when the SCC Performing Arts Center was being remodeled). These lease costs are budgeted as part of the college's annual budget plan under the heading of 'swing space' in the above-the-line allocation portion of the college budget plan. In preparation for relocation, meetings are held with the displaced program managers and faculty/staff to determine the most suitable temporary space and what modifications need to be made to ensure program continuity. Once the relocation plan is determined, the Operations Department sets up the necessary construction and or re-purposing projects needed to appropriately modify these spaces. A schedule is built to account for the 'move plan', any needed temporary storage, and relocation of IT services to the new spaces. Costs associated with this relocation and temporary operating program are also budgeted in the 'swing space' allocation of the annual college budget plan. There is no district or bond funding that supports this aspect of the modernization program. All costs are borne by the college.

New or remodeled spaces are supplied with furniture, fixtures, and equipment (FF&E). State bond funding guidelines do not permit expenditure of bond funds for furniture, fixtures, and equipment (FF&E) in a given building. However, it is permitted to utilize local bond funding for this type of expenditure. All of the LRCCD and SCC projects are either fully funded from local bond funds or are funded through a mix of local and state bond funding. To the extent that local bond funding is available, the district provides an FF&E allocation of funds for the project. The budgeted amount is determined by formula as part of the project development and varies by type of building and instructional programs or services that are to be contained in the building. To the extent possible, the college supplements this funding by 10% up to a maximum of $50,000. Once the building is under construction and well ahead of planned occupancy, the VPA provides a memorandum to the area dean/manager stipulating the amount of funding available and the expectations and responsibilities for developing the FF&E list. Typically, there are a series of meetings with campus representatives to define the needed FF&E purchases and detail estimated costs for furniture, Instructional Technology (IT) and Audio-Visual (AV) components, operational requirements, and instructional needs. If necessary, the listing is prioritized to align with the available funding. As the building approaches completion, FF&E purchases are coordinated through the VPA office along a timeline designed to get the FF&E in place in time for the occupancy schedule. Over time, this process has continuously improved as we have learned from our experiences.

The college has used feedback and experience to improve the planning processes for capital construction projects. For example, interviews with the Deans of the Davis and West Sacramento Centers provide examples of how lessons learned from the development of the West Sacramento Center were used to improve processes related to the development of the Davis Center. Planning

for the new Davis Center building benefited from the West Sacramento Center's experience with many items including staffing requirements, door and lock issues, furniture options, and general security planning.

Plan

The college has met the team recommendation. Under the leadership of the Vice President of Administrative Services, the Facilities Master Plan and Facilities Resource Plan, which include information on future projects' designs, the flow of the project, bids and awards, and construction, will be updated on a regular basis. The faculty, staff, and management impacted by building projects will continue to be involved from the beginning of the project. If there is a need to modify the project or to resolve technical issues during the planning or construction processes, the impacted members of the college community will be involved in discussions of the proposed changes. Timelines are being adjusted to account for external constraints such as changes in the timing of State bond funding. The College will use information from recent capital projects (for example, the new Davis Center or the Performing Arts Center remodel) to improve the process for future work.

Recommendation 3 Website

(Standard II.A.6.c, III.C)

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

Description

The college has met the team recommendation. The Sacramento City College web presence has two major components: (1) The SCC homepage, an external website that is the "first face" encountered by the community (http://www.scc.losrios.edu/) and (2) The InsideSCC website designed for internal use mainly by college faculty and staff (http://www.scc.losrios.edu/InsideSCC). There are connections between the two components; for example, the SCC homepage has "quick links" to some webpages on the InsideSCC website. The accuracy of information and effectiveness of navigation in both sites is of high priority to the institution.

Maintaining and updating the SCC homepage, which is most used by students and the public audiences, is under the leadership of the Public Information Office (PIO). The SCC homepage has been modified to ensure its accuracy and effectiveness. For example, in 2011 a new "411 for

success" website for new students was developed in order to increase the effectiveness of the main SCC website in reaching student audiences (http://www.saccity-online.org/sccfirstyear/). The website has also been revised in order to address the problem of the duplication of documents (i.e. differing versions of a document existing at different locations).

In Spring 2010, based on the recommendation from the ACCJC visiting team, the InsideSCC website was modified so that documents open with one click and repeated authentication is not necessary. That same semester, the college began dialogue about additional improvements to both the SCC homepage and the InsideSCC website that extend beyond the response to the accreditation recommendation. Of particular interest at these discussions are improving ease of navigation within this complex website and reviewing how areas of the website are maintained. The College President called together an initial planning meeting for this effort in February 2012. The Dean of Information Technology is leading the InsideSCC website revision process beginning with an analysis of the structure of the site (Attachment 29: InsideSCC Analysis). The Public Information Office is leading the work on the SCC homepage.

The college created a Facebook page, which is updated multiple times each day with time sensitive information, event, or other critical information for students. The link to this page has been added to the college website homepage. Additionally, the college's Marketing Taskforce began working on improving the homepage and the entire college website in Spring 2012. In Fall 2012, focus groups, surveys, and other research methods will be implemented to learn exactly what areas of the website need to be improved or changed, and what areas are already working well for users. The college homepage, the part of its website that is utilized by students and public audiences, has been modified so that it effectively opens documents and informational materials with one click. It provides accurate and effective information for students and public audiences. The development of a "411 for Success" website for students is an example of efforts to provide accurate and effective information to new students (http://www.saccity-online.org/sccfirstyear/).

The InsideSCC website has also been improved. Documents now open with one click (i.e. re-authentication is no longer required). Additional forms are available online, and staff no longer have to go to an administrators' office for those forms. The Staff Resource Center has hosted workshops where staff receive training on the use of Ingeniux, the college's web design tool.
This training is continuous and is provided at least four times per school year, as part of each flex program and during each semester. For example, see the excerpt below from the college online newsletter, City Chronicles, February 26, 2010:

  "**Ingeniux Training:** Have you been meaning to set up a Web page for your division? Don't know where to start? Attend the next Ingeniux meeting! Thursday, March 4, from 2:00 p.m. to 3:30 p.m., in TEC103. Pre-registration is required for this workshop. E-mail

stafres@scc.losrios.edu to register today!"

Improvements beyond those associated with the recommendation are in progress for the SCC homepage and the InsideSCC website. In Spring 2012, the College President called together a cross-college meeting aimed at further revising the websites. As a result of that meeting, additional improvements to the InsideSCC website are being undertaken under the leadership of the Dean of Information Technology. The SCC homepage improvements will be led by the PIO. Of particular interest at these discussions are improving ease of navigation within these websites and reviewing how areas of the websites are maintained.

Plan
The college has met the team recommendation. While the work to respond to the recommendation has been completed, further improvements to the SCC homepage and the InsideSCC website are planned. Beginning in Spring 2012, the Dean of Information Technology has been designated to lead college work in developing additional improvements to the InsideSCC website, particularly with respect to the structure of the website and the lines of responsibility for maintenance and updating to specific webpages. The level of design continuity between departments will be addressed in this process. As the improvement of the college websites is ongoing, the Information Technology Dean and Public Information Officer will research new areas of possible development, seek input from staff and students, and evaluate the effectiveness of the websites.

Recommendation 4 Assessment portability

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

Description
The college has met the team recommendation. The Los Rios Community College District (LRCCD) is comprised of four colleges, American River College, Cosumnes River College, Folsom Lake College, and Sacramento City College. Over the years, each college developed its own curriculum for reading, writing, mathematics, and ESL, as well as its own assessment processes for placing students in the appropriate courses. Both assessment instruments and placement processes varied by college. As a result, students attending more than one college, or attending a different college than where they were initially assessed, often had to be reassessed before enrolling in reading, writing, mathematics or ESL courses. This was confusing to students and costly in terms of student time and college assessment resources. The LRCCD Board of Trustees expressed concern and supported a move to District-wide assessment portability.

Beginning in 2006, the District Academic Senate and its committees in collaboration with the District's Office of Education and Technology agreed to address curriculum alignment and assessment portability issues to create a more effective and integrated placement process. As detailed in the August 2009 *LRCCD Status Report on Assessment Portability* (Attachment 30: District Academic Senate minutes. See minutes from September 6, 2012), the District formed an Assessment Portability Task Force to oversee reading, writing, mathematics, and ESL curriculum alignment; review and select appropriate assessment instruments; and collaboratively develop a District placement portability process. In 2008, the first step to align curriculum course outlines through alignment of student learning outcomes was completed. Then, in April 2010, discipline representatives from all four colleges signed memoranda of understanding (MOUs) for accepting placements made at other colleges (Attachment 31: Memoranda of Understanding on assessment portability). The agreements stipulated honoring the placements during a two-year

pilot period while research was conducted to assess the success of students who transferred their placements to another district college. Next, the District contributed resources in Spring 2011 to purchase new assessment instruments at two of the colleges to replace instruments considered unacceptable by the other colleges. Then, in Fall 2011 with the new instruments and placement processes in place, students were able for the first time to port their placements to any district college regardless of where they were assessed and what assessment instrument was used. During this same time, discipline faculty agreed to a district-wide two year recency limit for all placements. The recency limit will become effective in Summer 2012.

Analysis

Sacramento City College faculty, staff, and administrators have actively participated with their colleagues across the District in the implementation of reciprocity of student placement assessments across all four colleges. The faculty have aligned SCC's reading, writing, mathematics, and ESL curriculum with curriculum from the other three district colleges. In order to align with the other LRCCD colleges, SCC has adopted the COMPASS assessment instrument for ESL assessment and is currently implementing that instrument for Reading assessment. Beginning Fall 2011, the Assessment Office staff implemented procedures to accept placements ported from other district colleges and to provide appropriate documentation for students wishing to port SCC placements to another college. As agreed to in the discipline MOUs, the District has a research plan in place to track the number of placements ported across the colleges and then assess how ported students' success rates compare to native students' success rates.

The college is also aware the state is exploring recommendation and implementation of a common community college placement assessment instrument state wide and is carefully following the discussion.

<u>**Plan**</u>

The college has met the team recommendation. Sacramento City College will participate in the District's assessment portability research plan and collaborate with the other LRCCD colleges to use the results of that research to determine and implement any needed improvements to the assessment portability process. The District Research Offices will assist in determining the effects of assessment portability on student success.

The college will collaborate with the other District colleges to explore adoption of a common state-wide community college placement assessment instrument if such an instrument is developed as recommended by the Student Success Task Force.

Response to Self-identified Issues

(In the Planning Agenda section of the 2009 self-study, the institution reported on areas needing improvement. The following is a brief description of the progress made on these self-identified issues.)

Effective communication and governance - Planning Agenda Items 1, 11, and 12 in the 2009 Self-study (Standards I.A.3, I.B.6, III.A.6, III.B.2.b, III.D.2.b, IV.A.1, IV.A.2, IV.A.5, V.B.3.f)

- **Planning Agenda Item – Effective communication:** By Spring 2010, the College President and the Public Information Officer will convene a taskforce to evaluate and report on the effectiveness of the numerous paths of communication, training, and dissemination of information used to promote broad-based understanding and engagement in such College processes as planning and governance. This report will be reviewed for feedback through the constituency process outlined in the Blue Book with implementation of approved methods by Spring 2011.

- **Planning Agenda Item - Staff participation in governance.** Beginning Fall 2009, the College President will work with the Classified Senate to gather information on institutional practices related to staff participation in College governance processes and will report their findings to the Executive Council no later than May 2010. Executive Council will recommend appropriate action.

- **Planning Agenda Item – Effectiveness of governance structures.** Beginning in 2009-2010, the PRIE Dean will standardize the process for obtaining feedback on the effectiveness of the College governance structures and broaden the dissemination of results to the campus community.

Description/Analysis

Three related planning agenda items, initially numbered items 1, 11, and 12 in the 2009 SCC accreditation Self-Study, were addressed by a combined approach.

Since the 2009 Accreditation Team visit to Sacramento City College, a number of processes have been reviewed, modified and added with the intent of strengthening communication with all constituent groups. Examples of the college's focused intent are evidenced by the surveys distributed to college personnel following convocations each semester as well as the development of a survey designed to gather input on the effectiveness of the college's communication efforts. Data collected from all surveys is shared with the college community as a whole. Additionally, during regular meetings of the President's Cabinet, Executive Council and Senior Leadership Team, as well as during the annual retreats planned for the President's Cabinet and the SCC Leadership Team, agenda topics have included discussion of strategies needed to address areas for growth in this area.

During Fall 2009 the Executive Council engaged in a discussion of the college communication and participation in governance items defined in the 2009 Self Study planning agenda. It became clear that these planning agenda items were interlinked. It was decided to approach the connected issues through a college-wide survey of communication and decision-making.

In Fall 2009, a draft of a pilot survey on the effectiveness of college communication and governance at SCC was developed and presented at Executive Council, President's Cabinet, Academic Senate, and Classified Senate. During Spring 2010, the survey was piloted with participation by constituency leaders and councils, and the results of the pilot survey were provided to the College President and Executive Council. (Results of this pilot survey can be found at the following link: http://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/5edd8ddf-aa53-42ae-9062-3c859793fbdf/FSS_GovEffect2010.pdf). (Attachment 32: Notes on a draft process for gathering feedback on governance effectiveness at SCC, December 2009)

Following the pilot survey, a taskforce was established and met during Spring 2010. The task force determined that both qualitative methods (focus groups) and quantitative methods (survey research) would be used to gather information to evaluate the effectiveness of communication and gather feedback on the effectiveness of college governance structures and information on staff participation in governance.

In Fall 2010, the PIO and PRIE Dean conducted focus groups on the effectiveness of college communication and governance for each constituency group (faculty, classified staff, managers, and students). The results of the focus groups were used to understand the underlying issues and to develop a survey that gathered information related to communication and governance. A survey of the effectiveness of college communication and governance structures was administered in Spring 2011 (Attachment 33: Effectiveness of Decision-Making at Sacramento

City College: Governance Structures and Communication Survey, March 2011). The survey asked about engagement with college decision-making and about the effectiveness of (1) college communication, (2) administrative structure and processes, and (3) participatory decision-making processes.   Over 160 SCC employees responded to the survey including 105 faculty, 42 classified staff, and 10 administrators. The report found that college employees were generally knowledgeable and engaged with college decision-making and felt that college communication was fairly effective. However, the survey suggested that college employees were not generally knowledgeable about the effectiveness of the constituency leadership groups or college standing committees. The results of the survey are summarized below:

> Most college employees feel knowledgeable about, and engaged with, decision-making at the college. However, about a third of employees report low levels of engagement on the survey items related to decision-making at the college. Classified staff indicated somewhat lower levels of engagement with college decision-making compared to other employee constituency groups.

> Overall, SCC employees feel knowledgeable about college communication and rate college communication as fairly effective. Details of the survey results show that information about the respondents' divisions is apparently more effectively communicated than is information about the broader college. Email is the most common means of learning about the college; meetings are also a common communication venue.

> Overall, college employees understand the administrative structure of the college. However, agreement about the degree to which administrative processes work effectively varies widely across the college. The administration of the respondents' own division was rated more highly than the administration of areas outside of their own division.

> When asked about the effectiveness of the constituency leadership groups or college standing committees, each employee group was generally knowledgeable about its own constituency leadership group. However, college employees were less likely to be knowledgeable about the leadership of other constituencies other than their own group or of shared governance committees of which they were not members.

The direct link to the communication and governance survey is: http://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/cb6f9baa-b9d9-416a-a349-cba91d1f7bf6/CommDec%20Survey%20analysis%202014%20Summary.docx. A range of surveys conducted by the college can be found at the following link: http://www.scc.losrios.edu/prie/research/college-planning-and-data-reports/scc-survey-reports/)

The results of the survey of communication and governance were presented in person or sent by email to the constituency leadership groups, the College Strategic Planning Committee, the Standing Committee Tri-chairs, and the College President. The data from the survey have

become part of the Institutional Effectiveness Reports used by the College Strategic Planning Committee and the PRIE Committee. The Institutional Effectiveness Reports, as well as other college data, can be found at the following link: http://www.scc.losrios.edu/prie/institutional-effectiveness/institutional-effectiveness-reports-2/). Several participatory governance groups, including the Academic Senate, the Matriculation Committee, and the PRIE Committee, included the results of the survey in meetings throughout
2011-2012 academic year.

These meetings continued the work begun in the College's discussions of involvement in participatory decision-making and college communication and put the results of those discussions into action.

The results of the survey and other college dialogue have helped SCC to note that a number of communication and planning challenges have resulted from the uncertain budget climate in the state of California, which has sometimes greatly reduced the amount of time available to make decisions. From time to time, the decision-making process occurs between semesters or during the summer, making it difficult to adequately confer with all constituent groups. However, SCC continues to develop ways to be engage constituency representatives in critical decision-making activities.

Groups across the college have been implementing ways to improve knowledge of, and engagement with, participatory decision-making at the college. For example, in Fall 2011, the College President hosted two critical meetings related to engagement with shared decision-making and communication at the college. (1) A meeting of the standing committee tri-chairs was used to move toward an increased understanding of the standing committees and to increase the alignment and integration of their work. (2) A meeting of individuals from across the college who are involved in staff development activities was used to broaden communication between areas of the college and to increase the alignment and integration of staff development activities. Additionally, in Spring 2012, both the Senior Leadership Team and the Academic Senate initiated monthly reports from standing committee chairs as a regular part of their meetings. Recently, the Academic Senate has been working on ways to support the effective communication that has been a part of shared decision-making at the college. In May 2012, the Academic Senate approved a white paper that reinforced the commitment of the Academic Senate and administration to continue to communicate and to work collaboratively in participatory decision-making at the college. During Summer 12, the effectiveness of communication and participatory decision-making was a major topic in the 2 day Senior Leadership Team Retreat (Attachment 34).

<u>**Plan**</u>

Over the next year, the Executive Council, which includes the leadership of the college constituency groups, will review the participatory decision-making processes of the College and revise the "SCC Guide to Participatory Decision Making" (aka the Blue Book) to reflect new approaches.

The PRIE Office will work with the standing committee tri-chairs and the leadership of college constituency groups to continue to promote understanding of and engagement in college governance and participatory decision-making.

The PRIE Office and other college groups will use survey methodology periodically to gather information about the effectiveness of communication and governance across the college and to disseminate that information to the college community. The college-wide survey of the effectiveness of communication and governance is tentatively scheduled to be conducted again in 2013.

Student Learning Outcomes - Planning Agenda Item #2 in the 2009 Self-study
(Standards I.B.1, II.A.1.c, II.A.2.a, and II.A.2.f)

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

Description/Analysis and Plan = *SEE RESPONSE TO RECOMMENDATION 1*

Training on the use of data - Planning Agenda Items 3 and 4 in the 2009 Self-study (Standards 3 and 4, I.B.5 and II.A.1.b)

- **Planning Agenda Item 3 – Training on institutional quality data:** By Fall 2010, the Planning Research and Institutional Effectiveness Office will work with the PRIE Committee to provide ongoing training to the College community in working with data to assess institutional quality and student success that will affect change.

- **Planning Agenda Item 4 – Training on survey data.** Continuing through Spring 2012, the Instructional and Student Services Leadership and the PRIE Dean will conduct workshops through Spring 2012 focusing on the use of data such as the Community College Survey of Student Engagement and Noel-Levitz Student Satisfaction Survey in

program review, and Student Learning Outcomes assessment and planning.

Description/Analysis

Two related planning agenda items, initially numbered items 3 and 4 in the 2009 SCC accreditation Self-Study, were addressed by a combined approach.

The use of institutional quality data has been increased at the college, and training in the use of this data to affect change has been emphasized. Since 2009, the PRIE office has increased its interactions with a variety of college groups, providing targeted data reports for Student Equity Committee, faculty involved in Learning Communities, the Basic Skills Initiative Advisory Group, departments planning to add pre-requisites to courses, and others.   Whenever data is provided for a college group, training on the interpretation of that data is also provided. Examples of the data provided by the PRIE Office can be found at the following website: http://www.scc.losrios.edu/prie/. Upon request, the PRIE office provides training on data use for assessment validation, unit planning, survey development, and program review as needed by individuals and groups.

Beginning Spring 2010, the PRIE Dean, the PRIE Committee, and others have presented Flex workshops related to the use of data in various settings. These workshops covered student success data, SLO data, student demographics, pre-requisite validation, and the use of Survey Monkey. Examples of workshops provided by PRIE are shown below:

Student Course Success @ SCC: Institutional Effectiveness Reports, the College Strategic Planning Committee, 10:30am – 12:00pm, LRC121, Thursday, August 19, 2010
How well are SCC students doing in their courses? The news is mixed**.** The results suggest that while some groups of students do well, many could be doing better.   Information from the State Chancellor's Office allows us to look at our students in the context of community college students from across the state. Our success rates in some areas of study are well below state averages for course success; in other areas of study, our student success rate is higher than the state average. Local data lets us compare the course success rates of different groups of students within SCC. Success and retention rates by ethnic and age group will be reviewed. Join members of the College Strategic Planning Committee for both a look at student course success information across the college in a broader context and a broad discussion of how it informs our conversations about what we want to do in the future. What does this information, and other data, mean for our review of the College Goals?

Got Data? Monkey Business: Designing and Implementing Surveys with Survey Monkey
Anne Danenberg and Rose Fassett, 2:30pm – 4:00pm, LRC141, Thursday, August 19, 2010
Why Data:
- Data are the key to continuous improvement
- Data helps you focus on your goals
- Data patterns reveal strengths and weaknesses
- Data provides feedback and direction

Why Attend This Beginner's Workshop:
- This workshop will demonstrate the simplicity and utility of Survey Monkey to design, distribute, collect, and analyze surveys.
- Learn how to create a quick and easy survey.
- Learn a new way to record and analyze paper surveys.
- Learn to use your computer lab as a data-gathering center.
- Whether you're a do-it-yourselfer or someone who wants the PRIE office to administer your survey, this is a great way to see the possibilities for surveys of attitudes, satisfaction, SLOs, PLOs, etc.

Beginning in 2010, the PRIE Committee took on a substantial role in the dissemination of data to the college and the training of college groups on the use of institutional quality data. The committee included a review of institutional quality data as a regular part of its work and provides input to the PRIE Office on how to make the data more user friendly and effective for planning. The PRIE committee also reviews the Institutional Effectiveness Reports, discusses the data, and chooses specific data for college-wide discussions. The PRIE Committee charge states:

The PRIE Committee acts to assist the College Strategic Planning Committee (CSPC) and PRIE Office in the tactical implementation of College Strategic Planning. This includes:

- Communicate with the college community about key planning questions, how college data is used to support college goals and outcome measures, and information related to suggestions for process improvements.
- Provide support for college-wide dialogue concerning key findings from the data analysis, planning questions, and the implementation of college plans. In order to provide this support, the PRIE committee will review qualitative and quantitative data relevant to the College Strategic Planning Process.
- Provide feedback to the PRIE Office as that office identifies planning data, conducts the initial assessment and interpretation of the data, and compiles the data for use by the CSPC.
- Review and make recommendations regarding the college research agenda including support of the grant writing function.
- Assure the continuity of the accreditation process from the self-study and team findings into the planning process.
- Complete other tasks for the CSPC as requested.

Each PRIE Committee member acts as a liaison from the committee to various college areas. In the first year of this effort, the PRIE Committee led college-wide discussions of data on the

success of first-time freshmen at SCC. Venues for discussion included the Academic Senate, Classified Senate, Senior Leadership Team, Student Government, and Basic Skills Committee. This year the focus is on data related to the progress of students toward their educational goals. For example, the minutes of the PRIE committee from March 2, 2012 state:

> "Committee members present reiterated the groups that they planned to present/discuss the programs and pathways information to during the course of the spring semester. (Other groups will be contacted by PRIE committee members who were absent at this meeting)
> - Maria – Psychology Department, Curriculum Committee
> - Mel – AT Division, Department Chairs, Statewide CTE advisory group
> - Cary – BSI, Tutoring Labs, MSE Division
> - MB– Senior Leadership Team, LRC Committee, Executive Council.
> - Sarah – BUS and CIS departments
> - Anne D. – Matriculation Committee, Student Equity Committee
> - Shantra – L&L Division, West Sacramento Center
> - Amanda – SAC and CAE (student clubs council), President's Cabinet
> - Adrian – Academic Senate, Staff Equity Committee, Sociology Dept."

The full set of PRIE Committee minutes and agendas can be found at the following link: http://www.scc.losrios.edu/prie/planning/college-strategic-planning-committee-cspc/cspc-meeting-agendas-minutes-2/ .

Training on the use of survey data focused on two main themes over the past two years: (1) the use of data from the Community College Survey of Student Engagement (CCSSE) and (2) the design and use of surveys by individual department to gather targeted data. The CCSSE has now been administered three (3) times at the College, in 2008, 2010, and 2012. In Summer 2010, CCSSE data was used to begin assessing GE SLOs, and the results became part of the SLO Report that is part of the Institutional Effectiveness Reports used by the College Strategic Planning Committee (The Institutional Effectiveness Reports as well as other college data can be found at the following link: http://www.scc.losrios.edu/prie/institutional-effectiveness/institutional-effectiveness-reports-2/ .) In Fall 2010, the PRIE Office offered a workshop on the use of CCSSE data for faculty whose classes had participated in the survey. CCSSE data was also presented and discussed at the Department Chairs Council (Attachment 2: Department Chairs Council minutes. See minutes from November 18, 2010.) and the Senior Leadership Team meetings. During the Spring 2011, the SLO subcommittee discussed the use of CCSSE data as indictors of General Education Learning Outcomes at the college.

As of Fall 2011, the focus of training on survey data shifted to the use of in-house surveys by departments for planning purposes. Examples of groups developing surveys with the help of the PRIE Office include the Photography Department, English Department, Cosmetology Department, ESL Department, Summer Success Academy, student government, and faculty involved in the West Sacramento Learning Community.

Plan

The PRIE Office will continue to provide ongoing training in the use and interpretation of data, both through workshops and through individual on-demand assistance. During Summer 2011, the PRIE Dean held individual conversations with all college deans and supervisors about planning and the use of data in the planning process. The results of these discussions will be used to shape future training in the use of data for planning.

Each fall the PRIE Committee will review a wide range of data about the College and choose a focus for college-wide discussion in the spring. The VPSS and VPI will facilitate discussions about data related to student enrollment and success and work with areas in the use of that information for continuous improvement.

Matriculation redesign - Planning Agenda Item 5 in the 2009 Self-study
Standards II.B.1 and II.B.3.c

- **Planning Agenda Item -** Beginning Fall 2009, Student Services Leadership in conjunction with the Matriculation Committee will reconfigure matriculation processes based on recent program reviews. This redesign will focus on (1) fostering high levels of student engagement and (2) ensuring that more first-time students are aware of and access matriculation services (i.e., orientation, assessment, and counseling/advising services) prior to registration. A matriculation tracking system will be developed in order to identify and monitor the various pathways new students take through front door matriculation activities.

Description/Analysis

During the 2009-2010 academic year, the matriculation system at SCC was revised under the direction of Vice-President of Student Services, Michael Poindexter. A priority of the revision was that students be engaged at every stage in the matriculation process. The revisions include the following:

- New students are contacted by phone once they submit an application for admission and are then scheduled for an appointment to attend orientation and assessment. They are also scheduled for a New Student Counseling Workshop, which provides them with necessary registration and other critical success strategies to get them started on the right path.
- The newly designed matriculation process is intentionally prescriptive, not self-initiated, to ensure all students participate and receive the high touch front door services that produce results that breed success.
- All front door services are tracked using an Access Database until resources for the

matriculation tracking system can be redirected to this task.

Currently, Student Services has programs which address issues that are part of the matriculation redesign. For example: The "Students Obtaining Success" (SOS) program campaigns for student success several times per year by providing information to students. Student Services has implemented an "early alert" program for students at risk of not succeeding academically based on the student tracking program used by the college (Attachment 35: SARS-ALRT Training). Attention has been given to the equity of access to courses through the Priority Registration process.

During Spring 2011, an Orientation taskforce was formed to address a redesign of orientation activities and explore the implementation of mandatory orientation. The report of the Orientation taskforce was presented to the Matriculation Committee at their February meeting (Attachment 36: Matriculation Committee minutes). These minutes and other minutes from the Matriculation Committee are also available at the following link http://www.scc.losrios.edu/prie/institutional-effectiveness/governance/participatory-governance/standing-committees/matriculation/2013-14-matriculation-committee-agendas-minutes/. The taskforce recommendations include:

- Requiring mandatory orientation for first-time students
- Further developing the ongoing "411" site as the source of information for new students
- Increasing faculty involvement in orientation
- Encouraging professional development for staff through national professional organizations
- Requiring mandatory Human Career Development classes in the first year for new students,
- Increasing resources for implementation of mandatory orientation and other components

The campus Matriculation Committee is currently revising the college Matriculation Plan. All components of the matriculation process are being reviewed and will be revised as needed.

Plan:
The Matriculation Committee will work with Student Services leadership to complete Matriculation Plan revisions during Summer and Fall 2012. The recommendations of the Orientation taskforce will be included in this implementation. Student Services offices and the PRIE Office will work to develop data to assess the impacts of the changes.

The work of the Orientation Taskforce, supplemented by results from the 2012 CCSSE (Community College Survey of Student Engagement), will be included in the Matriculation Report that is part of the Institutional Effectiveness Reports produced by the PRIE Office (The Institutional Effectiveness Reports as well as other college data can be found at the following link: http://www.scc.losrios.edu/prie/institutional-effectiveness/institutional-effectiveness-reports-2/).

Evaluation of Student Services structures - Planning Agenda Item 6 in the 2009 Self-study (Standard II.B.4)

- **Planning Agenda Item -** During 2009-2010, Student Services Leadership will complete a comprehensive evaluation of the administrative and reporting structures within its service areas with the goal of identifying further administrative and departmental realignments that will lead to improved service to students and strengthen interpersonal and organizational relationships.

Description/Analysis

The Student Services College Service Area has strived for continuous quality improvement by reorganizing departments and reassigning staff over the last few years as positions were vacated through attrition. During Fall 2009 and Spring 2010, ad hoc planning teams were created to address the planning agenda item. The Associate Vice President of Student Services worked closely with staff – one-on-one and in small groups – to facilitate the changes. In addition, the Student Services Deans included this effort in their meetings (e.g. Attachment 37: Student Services Deans meeting minutes). The organizational chart for Student Services was reviewed and the rearrangement of unit reporting responsibilities for Instructional Deans, AVPSS, and VPSS was discussed at various Student Services meetings (e.g Attachment 37: Student Services meeting minutes).

During Fall 2011 and Spring 2012 realignments of Student Services administrative and departmental structure were undertaken. The organizational chart for student services was modified in response to input from across the Student Services area. This area discussion included information from student services retreats, program reviews, individual department meetings, area representative meetings, student focus groups, and quarterly achievement reports. A district planning decision to slightly reduce the number of managers across the district was also part of the conversation. Positions have been renamed to address the function of the services provided to students in that area. Areas of interest which represent new concentrations for student services to provide a more unified focus are reflected in titles of deans and the departments which report to them. The changes focused on how services will be provided to students in the future and as departments move into the new student services building in 2014. One Student Services dean position at SCC, which had been staffed as an interim position through March 2012 after the previous dean resigned, was eliminated. The attached organization chart (Attachment 38: Student Services Organizational Chart Spring 2012) reflects how the Student Services College Service Area will strive to be more efficient and effective in meeting the needs of students who are seeking to enter the college, utilize support services and work toward meeting their educational goals (certificates, degrees, transfer or work).

<u>Plan</u>

The Vice President of Student Services and the Associate VPSS will fully implement the new organizational structure and reporting responsibilities for Student Services and evaluate the effectiveness of that structure.

Library funding: Planning Agenda Item 7 in the 2009 Self-study (Standard II.C.1.a)

- **Planning Agenda Item -** By Spring 2010, the Learning Resources Center (LRC) Dean and librarians will work with the District to analyze library funding to ensure a common, consistent, and equitable base of ongoing funding for learning and research materials in libraries throughout the District.

Description/Analysis:

During Spring 2010 and Fall 2010, discussions related to this item were ongoing at the District level. A team of faculty and managers are working on a uniform funding plan for district libraries. At SCC, this work has been incorporated into the College Planning System by inclusion in the Library Materials Program Plan. The following is an excerpt from the Program Plan documents for the Library Book and Media Collection for 2012-2013 year:

> "A team of librarians and area managers across the district continues its work on a district-wide uniform materials funding plan that envisions sufficient and stable materials funding distributed on an equitable basis to all colleges in the district, for the benefit of all students in the district. The uniform formula uses an FTES-based allocation formula that allows libraries to provide sufficient materials in appropriate formats at a steady pace to a growing and changing student population. Fulfillment of the district plan will give students at all campuses equitable access to adequate, accurate, and current library materials. It will also help to overcome historic budget fluctuations and allow for effective planning and consistent updating of collections. Adoption of a district formula will also address this SCC accreditation self-study recommendation:
> *By Spring 2010, the LRC Dean and librarians will work with the District to analyze library funding to ensure a common, consistent and equitable base of ongoing funding for learning and research materials in libraries throughout the District."*

The complete program plan can be found at the following link:
http://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/9a6441a0-f598-4f5b-a731-2c4516994911/2015-16%20Book%20and%20Media%20Collection%20Program%20Plan.docx

The Learning Resource Dean, two of the College librarians, the College President, the Vice President for Instruction, and the Vice President of Administrative Services met to review the recommendations in the District-wide Uniform Materials Funding Proposal in December 2011.

<u>Plan:</u>

The Vice Chancellor of Education & Technology, Los Rios Community College District, will place the District-wide Uniform Library Materials Proposal on the Chancellor's Executive Staff Agenda in the near future for discussion. Recommendations from the Chancellor's Executive Staff will be implemented at SCC by the Learning Resource Dean and College Librarians under the guidance of the College President and Vice Presidents.

Evaluation of learning support areas - Planning Agenda Item 8 in the 2009 Self-study (Standard II.C.2)

- **Planning Agenda Item -** Beginning Fall 2009, the PRIE Dean worked with learning support services areas staff and respective area deans to standardize the process of evaluating the services the labs provide and communicating the results of the evaluations.

<u>Description/Analysis</u>
In Fall 2009, a survey toolkit for evaluation of learning support areas was developed. Academic support labs can choose items from the toolkit and add their own in order to develop surveys that measure the effectiveness of their work. The Tutoring Center piloted the survey toolkit in Spring 2010, and the ESL lab piloted the survey toolkit in Fall 2010. (Attachment 40: Academic Support Services Student Survey Toolkit).

The ESL pilot results were available in Spring 2011. Other implementation of the survey toolkit planned for Fall 2010 and Spring 2011 did not occur. A new approach was developed. In Fall 2011 and Spring 2012, the VPI and VPSS worked with individuals involved in offering tutoring at the college to define the tutoring programs available to students and improve the consolidated Tutoring Program Plan. Led by the VPI, information has been gathered on how the tutoring areas gather and use data in three areas: (1) usage of tutoring services (2) perceptions of the effectiveness of those services and (3) direct measures of the outcomes of tutoring.   In Spring 2012, the tutoring group developed plans to implement a pilot of a core set of data to be gathered by all areas that provide tutoring. (Attachment 41: Tutoring Workgroup Meeting Minutes, March 23, 2012; Attachment 15: Draft Guidelines for Gathering and Analyzing Data Related to Tutoring Services)

<u>Plan</u>
The VPI and VPSS will continue to work to align tutoring services available across the College. The tutoring workgroup will continue to meet. Beginning Fall 2012, tutoring coordinators will establish student surveys for Fall 2012 incorporating standard data sets. The PRIE Dean will work with a Math faculty member to increase the number of faculty from across the college who

are assessing direct measures of outcomes.

Review of hiring interview process - Planning Agenda Item 9 in the 2009 Self-study (Standard III.A.1.a)

- **Planning Agenda Item -**By Fall 2010, the College Equity Officer will convene a taskforce with representation from the constituency groups to work with District Human Resources to explore options for increasing the breadth of information obtained during the interview process, while working within the framework of District hiring processes. The results of this analysis will be reported to the College.

Description/Analysis

The taskforce was convened in Spring 2010. It is a subcommittee of the Staff Equity & Diversity Committee, with all constituency groups represented. A proposal was developed for a pilot project that would allow faculty hiring committees to include a "live" teaching demo in front of students as part of the hiring process. The process was vetted by Human Resources at the district and by SCC President Jeffrey, who approved the pilot for Spring 2011. The proposal was presented to the Academic Senate on September 7, 2010. A draft of a revised process was designed. A survey instrument for assessing the effectiveness of the revised process has been designed.

During Spring 2011, hiring committees piloted the new process. The survey indicated that the information provided by the pilot process was valuable. The SCC Academic Senate reviewed the results of the survey as did the Staff Equity & Diversity Committee (Attachment 42: Documents related to the new hiring process).

Plan

The Academic Senate has approved the continuation of the pilot to include a "live" teaching demonstration in the faculty hiring interview process for Spring 2012.

Facilities planning - Planning Agenda Item10 in the 2009 Self-study (Standard III.B.2.b)

- **Planning Agenda Item -** By Spring 2010, the Director of Operations, in conjunction with the Campus Development Committee, will conduct an evaluation of the facilities planning process from the start of a project to its conclusion with special focus on the on-going communication between all parties in the process, including end-users. The result of this evaluation will inform future major facilities projects.

Description/Analysis and Plan: SEE ACCREDITATION RECOMMENDATION 2

Process for President's evaluation - Planning agenda item 13 in the 2009 Self-study (Standard IV.B.1.j)

- **Planning Agenda Item -** Beginning 2009-2010, the Senior Leadership Team Chair and Classified Senate President will explore interest in developing a formal district-wide process in which classified and administrative staff members participate in an evaluation of a College President. The results of their exploration should be reported to the campus and district by Fall 2010.

Description/Analysis

In Fall 2010, District Policy 9000, Management and Confidential Personnel, Section 2.3 was revised to address this issue. The policy now states that "The Chancellor shall accept input on the College President's performance from any College or District Constituency." The Chancellor let it be known that he will accept input related to the evaluation of College Presidents at any time from all employees.

In Spring 2010, additional conversations regarding implementation of the process for gathering input on the President's evaluation occurred at the District. At that time, it did not appear that it would move forward quickly at the District level. However, in Fall 2011, the District Accreditation Coordinating Committee began discussions on how implementation could move forward more rapidly across the District. Faculty currently have input on the College President's evaluation via a survey and, as a result of District Accreditation Coordinating Committee discussions and work by the District Academic Senate, a similar survey for gathering classified staff and managers input was suggested. However, not all LRCCD Colleges were interested in using a common survey as at least one college had a college-specific process in place that was working well. Each college was encouraged to develop its own survey to collect information from classified staff, and managers for the evaluation of the College President. A common District survey will continue to be used for faculty input as it has been for several years. (Attachment 43: Faculty participation in the President's Evaluation)

Plan:

Sacramento City College will work to develop a survey specific to the college to gather input for the President's evaluation from classified staff and managers.

Evaluation of district committees - Planning agenda item 14 in the 2009 Self-study (Standard IV.B.3.g)

- **Planning Agenda Item -** During 2009-2010, College constituency leaders will work

through the district governance processes to create a formal process by which the District governance committees are regularly evaluated and the results are communicated to the College community.

Description/Analysis

During Spring 2010, preliminary conversations began at the District Academic Senate. In Summer 2011, additional discussions occurred at the District Academic Senate (DAS) retreat in the context of the need for increased communication between district committees and the DAS. During Summer and Fall 2011, the District formed a leadership taskforce to address this issue. The group is working to identify areas where faculty could benefit from senate training or handbooks.

District Chairs are selected on a rotation basis based on the alpha order of the colleges. A representative from the college is asked to serve as the chair. If the representative is unable to serve, the rotation is revised by agreement of all colleges and this change is submitted to the District Academic Senate for approval.

Beginning in Spring 2012, the Vice Chancellor of Education & Technology established a faculty co-chair position for the District Education Technology Committee. A faculty member on the Education Technology Committee makes reports to the District Academic Senate. This will be a regular standing agenda item along with the District Curriculum Coordinating Committee report and the District Matriculation report. (Attachment 30: District Academic Senate minutes. See minutes from December 16, 2011, February 7, 2012, March 20, 2012, and May 1, 2012)

Plan

The structure of District Committees is under revision and will be further revised in the next academic year as needed. The initial focus will be on the two District Committees that currently report directly to the District Academic Senate – the District Curriculum Coordinating Committee and the District Matriculation Committee. (Attachment 44: LRCCD Regulations R-3412, 1.2 District Curriculum Coordinating Committee and R-3412, 1.3 District Matriculation Committee.) Chairs of both of these committees attend District Senate meetings and submit reports. The District Matriculation Committee is currently working on revisions of Board of Trustees regulation language to better define the charge of the committee as well as the responsibilities of the Chair and other members. Local Curriculum Committees and Matriculation Committees receive reports from the District Committees. Recently, the SCC Senate President asked Senators about having standing committees' reports on the agenda on a regular basis or as needed.

In order to increase understanding of the functioning of district committees and improve overall leadership development across the district, District Academic Senate is developing a LRCCD Leadership Institute, which will be piloted in the 2012-13 academic year. (Attachment 30: District Academic Senate minutes. See minutes from August 26, 2011, February 7, 2012, March

20, 2012, April 17, 2012, and May 1, 2012).

Appendix 1: Timeline for Accreditation Midterm Report

Sacramento City College has been working on the recommendations and planning agenda items from our last accreditation since the team visit. The Dean of Planning, Research and Institutional Effectiveness (PRIE), maintained records of progress on the recommendations and planning agenda items, updated each semester, since the College received the report of the visiting team from ACCJC in 2009. These records are included as Appendix 4. The timetable for work on the Midterm Report in the 2011-12 academic year is described below.

Fall 2011:
- The Midterm Report Steering Committee was formed.
- The Steering Committee members interviewed campus managers, faculty members, and classified staff.
- The Steering Committee reviewed evidentiary documents.
- Updates on the progress of the Midterm Report were provided to the constituency groups.
- The writing team constructed the first draft of the report.

Spring 2012
- The first draft was posted and sent to the leaders of each constituency group.
- Forums were held so that the college community could provide additional feedback.
- Updates on the progress of the report were provided.
- During March and April 20102, additional drafts of the report were produced and distributed
- The steering committee also worked to gather evidence for the report.
- Open forums were held in April.
- In May 2012, a final draft of the report was completed and reviewed by the steering committee, the College President, and the Chair of the District Accreditation Coordinating Committee.
- The final draft of the report was presented to the LRCCD Board of Trustees in June 2012.

District coordination of the Midterm Reports from the four (4) Los Rios Community College District Colleges was led by the District Accreditation Coordinating Committee, co-chaired by Susan Lorimer, Vice Chancellor of Education & Technology, and Professor Kim Harrell.

Due Date	District Tasks	SCC Tasks	District Leads
August 2011	Identify draft process for district support of colleges' Midterm Report requirements		Chancellor/VCET
August 2011	CES discussion and agreement on draft process for district support of colleges' Midterm Report requirements	Develop timeline	Chancellor/ Presidents /VCET
September 2011	Request/confirm appointments to District Accreditation Coordinating Committee (DACC) from colleges, District Academic Senate, & Classified Senate	Identify tri-chairs	VCET
September – October 2011	College leaders review progress on team recommendations to identify any areas of concern to be addressed prior to completing reports	Tri-chairs meet to review progress on recs and planning agenda items	Chancellor/ Presidents
October 2011	DACC meets to: • Review Midterm Report submission process • Identify any needed district support • Determine next steps, including future meetings as necessary	• Form writing team and assign subtasks • Review submission process • Identify any needed district support	DACC Co-Chairs
October 2011- Spring 2012	District provides needed support for colleges to respond to team recommendations and to prepare their drafts	• Team interacts with district as needed • Steering committee conducts interviews and review evidence. • Summary of draft notes and evidence list completed by mid Nov. • Summary of draft notes presented to AS, CS, SLT, DCC, SAC in Nov or Dec meeting.	VCET
November - December 2011		Draft notes turned over to writing team by Thanksgiving.	
Spring 2012	Colleges complete Midterm Report drafts	• Writing team completes a rough draft of report by mid Feb. • Semi-final draft to editor in March. • Second draft to constituency groups in March. • Edited draft to district in April. • Edited draft to constituency groups for approval in April	College ALOs
Late Spring 2012	Colleges approve Draft Midterm Reports for submission to Chancellor	College approves draft report for submission to Chancellor in May	College Presidents
June 2012	Information Presentation to BOT on Accreditation Midterm Report Requirements	Tri-chairs presentation to BoT at June meeting	VCET
1 week prior to BOT meeting	Colleges submit draft Midterm Reports to Chancellor/BOT	College submits final report to Chancellor and BoT one week prior to meeting (June)	College Presidents/ALOs
July 2012	Colleges present draft Midterm Reports to BOT for action	College presents at BoT June meeting	College Presidents/BOT
October 15. 2012	Midterm Reports submitted to ACCJC	Report submitted to ACCJC by October 1	College Presidents/ALOs

Appendix 2: Documentation and Evidence List

Attachments:

Attachment 1	Academic Senate minutes
Attachment 2	Department Chairs Council
Attachment 3	Executive Council minutes
Attachment 4	Senior Leadership Team minutes
Attachment 5	Classified Senate minutes
Attachment 6	Joint Deans Council minutes
Attachment 7	LRCCD Board of Trustees June 2012 minutes
Attachment 8	Examples of SLO multi-year reporting plans
Attachment 9	Examples of SLO annual reports
Attachment 10	Examples of department meeting minutes/agenda
Attachment 11	Examples of Program Learning Outcome Matrices
Attachment 12	Fall 2011 Program Learning Outcome Survey results
Attachment 13	2012 Draft Program Learning Outcome Assessment Reporting Form & Instructions
Attachment 14	Math Student Learning Outcomes in the Basic Skills Initiative Learning Community
Attachment 15	Draft Guidelines for gathering and analyzing data related to tutoring services
Attachment 16	SCC General Education Student Learning Outcomes
Attachment 17	SCC Student Service Division Learning Outcomes
Attachment 18	SCC General Education Student Learning Outcomes flex workshop Spring
Attachment 19	Examples of annual Unit Plan Accomplishment Objectives
Attachment 20	Examples of Program Reviews
Attachment 21	VPSS Staff Meeting minutes
Attachment 22	SCC SLO Report (part of the annual Institutional Effectiveness
Attachment 23	SCC GE Learning Outcome Assessment – Mapping of courses to
Attachment 24	Assessing Student Services Division's Program Learning Outcomes
Attachment 25	Examples of syllabi
Attachment 26	Campus Development Committee minutes April 16, October 15, November 19, 2010
Attachment 27	Facility Management Resource Allocation Plan
Attachment 28	Financial Management Resource Allocation Plan
Attachment 29	InsideSCC Analysis
Attachment 30	District Academic Senate minutes
Attachment 31	Memoranda of understanding on assessment portability
Attachment 32	Notes on a draft process for gathering feedback on governance effectiveness at SCC 2009
Attachment 33	Effectiveness of Decision-Making at SCC: Governance Structures and Communication Survey
Attachment 34	Summer 2012 SLT Retreat Agenda
Attachment 35	SARS-ALRT Training

Attachment 36	Matriculation Committee minutes
Attachment 37	July Student Services meeting minutes
Attachment 38	Student Services Organizational Chart
Attachment 39	Student Services meeting minutes
Attachment 40	Academic Support Services Student Survey Toolkit
Attachment 41	Tutoring Workgroup minutes
Attachment 42	Documents related to the new hiring process
Attachment 43	Faculty participation in President's evaluation
Attachment 44	LRCCD regulations R-3412 sections 1.2 and 1.3

Links to additional documents and websites:

SCC's SLO Assessment Strategy:
http://media.scc.losrios.edu/slo/SLOAssessmentStrategy2010Rev.pdf

SLO assessment and faculty research resource site:
http://www.scc.losrios.edu/slo/slo-resources/

SLO Multi-year plans: http://www.scc.losrios.edu/slo/multi-year-plans-division/

Course SLO annual assessment reports: http://www.scc.losrios.edu/slo/course-slo-reports-division/

SLO Report, part of the SCC Institutional Effectiveness Reports: https://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/37ec397e-95b7-42f6-9215-fda847751ab3/IEReports2012-13.pdf

SCC's SLO presentations: http://web.scc.losrios.edu/slo/slopresentations

SCC Flex convocation programs: http://www.scc.losrios.edu/src/convocation/

SCC SLO website: http://www.scc.losrios.edu/slo/

2009 Student Services Program Reviews: http://www.scc.losrios.edu/studentservices/program-review/

SCC Institutional SLOs: SCC General Education SLOs: http://www.scc.losrios.edu/slo/gelo-lists/ and SCC General Student Services SLOs: http://www.scc.losrios.edu/slo/student-services-reports/

2012 Student Services Program Review: http://www.scc.losrios.edu/studentservices/program-review/

SCC Institutional Effectiveness Reports, which include the Student Learning Outcomes Report:
https://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/37ec397e-95b7-42f6-9215-fda847751ab3/IEReports2012-13.pdf

SCC Institutional Effectiveness Reports and college data: http://www.scc.losrios.edu/prie/institutional-effectiveness/institutional-effectiveness-reports-2/

SCC faculty handbook:
http://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/645bb766-ba4d-4a10-87e4-b9791cdccebd/Faculty_Handbook_2014-2015.pdf

The Facilities Resource Plan: http://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/66d00a8a-d4bf-4ec2-ae78-2dd81c6e6196/Facility_Resource_Plan_08-28-12.pdf

SCC Financial Resource Plan:
http://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/7f78443d-3ad1-42c3-8e8f-4f42bf286259/Financial_Resource_Plan10-2012.pdf

The Facility Master Plan and Resource Management and Capital Outlay Program Plan:
https://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/4806185d-4c70-4bdb-af4c-af96de13e64f/Facilities%20Master%20Plan.pdf

VPA metric briefs:
http://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/83491a7b-8d9f-4e60-9018-c919476517bf/2011-12%20Metrics%20-%201st%20Quarter.pdf

Campus Development Committee minutes:

http://www.scc.losrios.edu/prie/institutional-effectiveness/governance/participatory-governance/standing-committees/campus-development/2012-13-campus-development-committee/

Metrics related to capital construction projects:

http://www.scc.losrios.edu/administrativeservices/planning/outcome-metrics/outcome-metrics-archive/

SCC homepage: http://www.scc.losrios.edu/

InsideSCC website home: http://www.scc.losrios.edu/InsideSCC

SCC "411 for success" website for new students: http://www.saccity-online.org/sccfirstyear/

SCC Survey Reports (includes the Pilot Survey of the Effectiveness of Governance at SCC and
the final Effectiveness of Decision-Making surveys):

http://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/5edd8ddf-aa53-42ae-9062-3c859793fbdf/FSS_GovEffect2010.pdf.

 Direct link to the Effectiveness of Decision-Making at Sacramento City College - Governance Structures and Communication Survey, March 2011:

 https://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/1557d23a-9237-43d0-bf91-8e60dce6ad97/FSS_EffectDec-Making-2011.pdf

 SCC Planning, Research and Institutional Effectiveness Committee minutes and agendas:

http://www.scc.losrios.edu/prie/institutional-effectiveness/governance/participatory-governance/standing-committees/prie/2012-13-planning-research-institutional-effectiveness-committee/

 SCC Planning, Research and Institutional Effectiveness (PRIE): http://www.scc.losrios.edu/prie/

 Matriculation Committee minutes:

 http://www.scc.losrios.edu/prie/institutional-effectiveness/governance/participatory- governance /standing-committees/matriculation/2012-13-matriculation-committee/

 Library Materials Program Plan:

https://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/424c025e-280a-48b0-9fbc-f0a37b58c54b/Lib-Media.pdf

Appendix 3: 2009-2011 Progress Summary for Recommendations from the 2009 Accreditation Report & SCC Planning Agenda Items. (This document was updated periodically beginning in Spring 2010; the last update was in Fall 2011)

Planning Agenda Items from the 2009 Accreditation Self Study Summary of Progress				
Standard and planning agenda item	**Office of primary responsibility**	**Coordinating groups**	**Timeline**	**Progress**
1. **Standards I.A.3, I.B.3, I.B.6, III.A.6, III.B.2.b, III.D.2.b, IV.A.2, IV.B.3.f** **Effective Communication**: By spring 2010, the College President and the Public Information Officer (PIO) will convene a task force to evaluate and report on the effectiveness of the numerous paths of communication, training, and dissemination of information used to promote broad-based understanding and engagement in such College processes as planning and governance. This report will be reviewed for feedback through the constituency process outlined in the Blue Book with implementation of approved methods by spring 2011.	Exec. Council	Task force as appointed.	Task force convened by Spring 2010. Implementation of methods by Spring 2011	Spring 2010 • A task force was established and met during Spring 2010. It was determined that both qualitative methods (focus groups) and quantitative methods (survey research) would be used to address this item. Fall 2010 • The PIO and PRIE dean conducted focus groups for each constituency group. Results of the focus groups were used to understand the underlying issues and to develop survey items. Because of overlapping issues, the survey of the effectiveness of college communication was combined with the survey of the effectiveness of governance structures to be administered in Spring 2011. *For further information see item 12.* Spring 2011 Implementation methods are in place. • A survey of college communication and decision making was conducted. Results were analyzed and reported to the President's Cabinet. This method can be used periodically to gather information about communication across the college. Fall 2011 • Results of the survey of college communication and

				decision making were disseminated to each of the constituency leaders, the College Strategic Planning Committee, the standing committee tri-chairs, and the President's Cabinet. • The College President hosted a meeting of the standing committee tri-chairs in order to broaden communication between committees and increase the alignment and integration of their work. • The College President hosted a meeting of individuals from across the college who are involved in staff development activities in order to broaden communication and increase the alignment and integration of those activities.
2. Standards I.B.1, II.A.1.c, II.A.2.a, and II.A.2.f Student Learning Outcomes**:** By fall 2010, the Offices of Instruction and Student Services in conjunction with the PRIE Dean and SLO Advisory Group will engage the campus in broad-based dialogue on student success measured through learning outcomes assessment data and the design and implementation of processes to integrate this data with the program review process and the planning framework of the College.	PRIE Dean	CSPC, AVP Program Review, AVP Student Services, SLO coordinator, SLO committee, Student Services representative	College engaged in dialogue and SLOs in planning & program review by Fall 2010	*See separate Accreditation recommendations table below (page 8).*

3. **Standard I.B.5** **Training on institutional quality data:** By fall 2010, the Planning Research and Institutional Effectiveness (PRIE) Office will work with the PRIE Committee to provide ongoing training to the College community in working with data to assess institutional quality and student success that will affect change.	PRIE Office	PRIE Committee	Training on data use ongoing by Fall 2010	Spring 2010 • Flex workshops by PRIE dean, PRIE Committee members and others on data. Examples from the pre-semester flex days include workshops on student success data, SLO data, student demographics, pre-requisite validation, and the use of Survey Monkey. • The PRIE Committee reviewed institutional quality data and provided input to the PRIE Office on how to make the data more user friendly and more effective for strategic planning. Fall 2010 Training on the use of data is ongoing. • PRIE Office produced targeted data reports for CSPC and PRIE including several Institutional Effectiveness Reports. • August flex workshops related to the use of data. Examples include workshops on student success data, SLO data, student demography, use of Survey Monkey. • The PRIE committee reviewed the Institutional Effectiveness Reports, discussed the data, chose specific data on freshmen success to focus on for college-wide discussions and selected liaisons from the committee to various college areas. Spring 2011 • The PRIE Office provided on request training on data use for assessment validation, unit planning, survey development, and program review as needed by individuals and groups. • The PRIE committee led college-wide discussion of data on the success, or lack thereof, for first time freshmen at SCC. Venues for discussion included the Academic Senate, Classified Senate, Senior Leadership Team, Student Government, Basic Skills

				Committee, etc. Summer 2011 • The PRIE dean held individual conversations with all deans and supervisors about planning and the use of data in the planning process. Fall 2011 • Individual training on survey development provided for various campus groups including Cosmetology, Outreach, Social Sciences, Advanced Technology, etc.
4. **Standard II.A.1.b Training on survey data:** Continuing through spring 2012, the Instructional and Student Services Leadership and the PRIE Dean will conduct workshops focusing on the use of data such as the Community College Survey of Student Engagement (CCSSE) and Noel- Levitz Student Satisfaction Survey in program review, Student Learning Outcomes (SLO) assessment, and planning.	PRIE Dean	VPI, VPSS, AVPs Instruction and Student Services, PRIE Committee	Workshops continuing through spring 2012	Spring 2010 • The CCSSE was administered for the second time at the College. • The PRIE Committee discussed CCSSE data and its use. Summer 2010 • CCSSE data was used to begin assessing GELOs and the results became part of the SLO Report prepared for the College Strategic Planning Committee (part of the Institutional Effectiveness Reports). Fall 2010 • A workshop on CCSSE data occurred in mid-September (for faculty who participated in the survey). CCSSE data was also presented and discussed at the Department Chairs Council and the Senior Leadership Team meetings. • The Student Services Program Review process included survey data.

				Fall 2010 • Workshops and discussions about CCSSE data were conducted for groups from across the college including Academic Senate, Department Chairs, Classified Senate, Associated Student Government, and Senior Leadership team. PRIE staff led these discussions. Feedback was positive. Spring 2011 • The SLO subcommittee discussed the use of CCSSE data as indicators of General Education Learning Outcomes at the college. Summer 2011 • The PRIE dean held individual conversations with all deans and supervisors about planning and the use of data in the planning process. Fall 2011 • The focus of training has shifted to the use of in-house surveys by departments for planning purposes. Groups developing surveys with the help of the PRIE Office include the Photography, English and ESL Departments, the Summer Success Academy, the student government, the faculty involved in the West Sacramento Learning Community, etc.
5. **Standards II.B.1 and II.B.3.c** **Matriculation redesign:**	VPSS, AVP Student Services	Matriculation Committee	Beginning Fall 2009	Fall 2009-Spring 2010 • The revised matriculation system at SCC is designed to engage students at every stage in the matriculation process. New

Beginning in fall 2009, Student Services Leadership in conjunction with the Matriculation Committee will reconfigure matriculation processes based on recent program reviews. This redesign will focus on (1) fostering high levels of student engagement and (2) ensuring that more first-time students are aware of and access matriculation services (i.e., orientation, assessment, and counseling/advising services) prior to registration. A matriculation tracking system will be developed in order to identify and monitor the various pathways new students take through front door matriculation activities.				students are contacted by phone once they submit an application for admission and are then scheduled for an appointment to attend orientation and assessment. They are also scheduled for a New Student Counseling Workshop, which provides them with necessary registration and other critical success strategies to get them started on the right path. The newly designed matriculation process is intentionally prescriptive, not self-initiated, to ensure all students participate and receive the high touch front door services that produce results that breed success. • All front door services are tracked using an Access Database until resources for the matriculation tracking system can be redirected to this task. Spring 2011 • An Orientation Taskforce was formed to address a redesign of orientation activities and explore the implementation of mandatory orientation. The taskforce will report its recommendations to the Matriculation Committee. Spring 2011- Fall 2011 • Matriculation Committee is reviewing and assisting in the revision of the Matriculation Plan.
6. **Standard II.B.4** **Evaluation of SS structures**: During 2009-2010, Student Services Leadership will complete a comprehensive evaluation of the administrative and reporting	VPSS, AVP Student Services		Evaluation completed during 09-10 academic year	Fall 2009-Spring 2010 - Ad hoc planning teams were created to address the planning agenda item. The Associate Vice President of Student Services worked closely with staff – one-on-one and in small groups – to facilitate the changes. - *Completed Spring 2010*

structures within its service areas with the goal of identifying further administrative and departmental realignments that will lead to improved service to students and strengthen interpersonal and organizational relationships.				
7. Standard II.C.1.a **Library funding:** By spring 2010, the Learning Resources Center (LRC) Dean and librarians will work with the District to analyze library funding to ensure a common, consistent and equitable base of ongoing funding for learning and research materials in libraries throughout the District.	LRC Dean	Representative to District Committee; Department Chair	Work begun by Spring 2010	Spring 2010- Fall 2010 • Discussions are ongoing at the District Level. These discussions are included in the Library Materials Program Plan.
8. Standard II.C.2 **Evaluation of learning support areas:** Beginning fall 2009, the PRIE Dean will work with learning support service areas staff and respective area deans to standardize the process of evaluating the services the labs provide and communicate the results of the evaluations.	PRIE Dean	Academic Support Lab personnel, area deans	Beginning Fall 2009.	Work began by Fall 2009 • A survey 'toolkit' for evaluation of learning support areas developed. Academic support labs can choose items from the toolkit and add their own in order to develop surveys of the effectiveness of their work. Spring 2010 • The Tutoring Center piloted the survey 'toolkit' piloted. Fall 2010

				• The ESL Lab piloted the use of the survey toolkit. Spring 2011 • ESL pilot results available. Other implementation of the survey 'toolkit' planned for Fall 2010 and Spring 2011 did not occur. It will be rescheduled for the 2011-12 academic year. New approaches may need to be developed. Fall 2011 • The VPI and VPSS are working with the tutoring coordinators to define a consolidated tutoring program for the college. • We are developing ways in which information about all of the labs, including data on the services they provide, may become part of Unit Plans and/or Program Plans, which may become a way capture this information.
9. Standard III.A.1.a **Review hiring process:** By fall 2010, the College Equity Officer will convene a task force with representation from the constituency groups to work with District Human Resources to explore options for increasing the breadth of information obtained during the interview process, while working within the framework of District hiring processes. The results of this analysis will be reported to the College.	Equity Officer	Task force as appointed. (input from District HR rep., Academic Senate, Classified Senate, Equity committee)	Task force convened by Fall 2010.	Fall 2010 • The task force was convened in Spring 10. It is a subcommittee of the Staff Equity & Diversity Committee, with all constituency groups represented. A proposal was developed for a pilot project that would allow faculty hiring committees to include a "live" teaching demo in front of students as part of the hiring process. The process was vetted by HR at the district and by President Jeffrey, who approved the pilot for Spring 11. The proposal was presented to the Academic Senate in early September (9/7/10). A draft of a revised process was designed. A survey instrument for assessing the effectiveness of the revised process has been designed. • Hiring during Spring 2011 piloted the new process. The survey indicated that the information provided by the pilot

				process was valuable.
10. Standard III.B.2.b – <u>**Evaluation of facilities planning process:**</u> By spring 2010, the Director of Operations in conjunction with the Campus Development Committee will conduct an evaluation of the facilities planning process from the start of a project to its conclusion with special focus on the on-going communication between all parties in the process including end-users. The result of this evaluation will inform future facilities projects.	Admin. Services Director	VPA, Campus Development Committee, college representatives from current and new projects	Evaluation conducted by spring 2010	*See separate Accreditation recommendations table below (page 8).*
11. Standard IV.A.1 – <u>**Staff participation in governance**</u>**:** Beginning in fall 2009, the College President will work with the Classified Senate to gather information on institutional practices related to staff participation in College governance processes and will report their findings to the Executive Council no later than May 2010. Executive Council will recommend	College President, Classified Senate President	Executive Council	Beginning Fall 2009. Report by May 2010.	Fall 2009 • Discussion began. Spring 2010 • Executive Council discussed the item during an update on planning agenda progress. Fall 2010 • Some aspects of this item were combined with the college survey of communication and decision-making; the results of that survey will be analyzed by constituency group and information on the responses of classified staff provided to the

appropriate action.				Classified Senate President (*For further information see planning agenda items 12 and 1.*) Spring 2011 • The combined survey was administered in Spring 11. The survey asked about engagement with college decision making and about the effectiveness of (1) college communication, (2) administrative structure and processes, and (3) participatory decision making processes. Over 160 SCC employees responded to the survey including 105 faculty, 42 classified staff and 10 administrators. • The results of the survey were shared with the College President, the Senior Leadership Team, the Academic Senate, the Classified Senate, the Associated Student Government and the SCC Standing Committees and the Department Chairs Council. The results of that survey were analyzed by constituency group and information on the responses of classified staff provided to the Classified Senate. Fall 2011: • The data from the survey of college decision-making and communication have become part of the Institutional Effectiveness Reports used by the College Strategic Planning Committee and the PRIE Committee.
12. Standard IV.A.5 – Effectiveness of governance structures: Beginning in 2009-2010, the PRIE	PRIE Dean	Executive Council	Beginning academic year 2009-10.	Fall 2009 • A draft of a pilot survey on the effectiveness of governance at SCC developed and presented at Executive Council, President's Cabinet, Academic Senate and Classified Senate.

Dean will standardize the process for obtaining feedback on the effectiveness of the College governance structures and broaden the dissemination of results to the campus community.				Spring 2010 • The survey is piloted with participation by constituency leaders and councils. Results provided to the College President and Executive Council. Fall 2010 • Survey results discussed with the CSPC and standing committee tri-chairs., the College President, the College Strategic Planning Committee and the Executive Council. • This item was combined with the college survey of communication effectiveness; the results of that survey were analyzed by constituency group and information on the responses of classified staff provided to the President's Cabinet (*For further information see item 1*). • Due to related planning agenda items, focus groups were conducted to help develop survey questions that focus on effective college communication as well as the effectiveness of decision-making. The results of the survey will be analyzed by constituency group. Spring 2011 • The combined survey was administered in Spring 11. The survey asked about engagement with college decision making and about the effectiveness of (1) college communication, (2) administrative structure and processes, and (3) participatory decision making processes. Over 160 SCC employees responded to the survey including 105 faculty, 42 classified staff and 10 administrators. • The results of the survey were shared with the College President, the Senior Leadership Team, the Academic Senate, the Classified Senate, the Associated Student Government and the SCC Standing Committees and the Department Chairs

				Council. The data will become part of the Institutional Effectiveness Reports for the College Strategic Planning Committee and the PRIE Committee. Fall 2011: • The data from the survey of college decision-making and communication have become part of the Institutional Effectiveness Reports used by the College Strategic Planning Committee and the PRIE Committee.
13. Standard IV.B.1.j – **Process for President's evaluation:** Beginning in 2009-2010, the Senior Leadership Team Chair and Classified Senate President will explore interest in developing a formal district-wide process in which classified and administrative staff members participate in an evaluation of a College President. The results of their exploration should be reported to the campus and district by fall 2010.	Classified Senate President, Senior Leadership Team President	District Office	Beginning academic year 09-10. Results reported by Fall 2010.	Fall 2010 • District Policy 9000, Management and Confidential Personnel, Section 2.3 was revised 12/15/10. It states that "The Chancellor shall accept input on the College President's performance from any College or District Constituency." Spring 2010 • Preliminary conversations about how this will be implemented across the district have occurred. SCC faculty have input into the President's evaluation, but the process is not consistent district-wide. Fall 2011 • The District Accreditation Coordinating Committee is discussing how this can be implemented across the district. The Chancellor has let it be known that he will accept input related to the evaluation of College Presidents at any time from all employees. Faculty currently have input on the College President's evaluation via a survey as well. The district is designing a similar survey for gathering classified staff and managers input.

| 14. Standard IV.B.3.g – **Evaluation of district committees:** During 2009-2010, College constituency leaders will work through the district governance processes to create a formal process by which the District governance committees are regularly evaluated and the results are communicated to the College community. | Executive Council | District Office | Work done during 2009-10 academic year. | Spring 2010
• Preliminary conversations begun. The issue has been explored, but it does not appear that the issue will move forward at the district level at this time.

Summer and Fall 2011
• The District has formed a leadership taskforce to address this issue and they have met a few times. The taskforce is to report back in March 2012. The group has identified some areas where faculty could benefit from senate training or handbooks. |

Recommendations from the 2009 Accreditation Report

SLOs: Accreditation recommendation 1	Office of Primary Responsibility	Coordinating groups	Timeline	*Progress*
Accreditation recommendation 1: In order to fully meet the standards, the team recommends that the college build on the strong foundation it has established in identifying Student Learning Outcomes (SLOs) at the course, program, general education, and degree level, to begin widely assessing the learning outcomes. The college should ensure that courses are assessed consistently across different sections of the same course and that the resulting findings are used by the departments to improve student learning. (I.B.5; II.A.1.c) **Related planning Agenda Item: Standards I.B.1, II.A.1.c, II.A.2.a, and II.A.2.f – Student Learning Outcomes:** By fall 2010, the Offices of Instruction and Student Services in conjunction with the PRIE Dean and SLO Advisory Group will engage the campus in broad-based dialogue on student success measured through learning outcomes assessment data and the design and implementation of processes to integrate this data with the program review process and the planning framework of the College.	*PRIE Dean*	*CSPC, AVP Program Review, AVP Student Services, SLO coordinator, SLO Advisory Group, Student Services representative*	*College engaged in dialogue and SLOs integrated into planning & program review by Fall 2010*	Spring 2010 • Analysis of the unit plan objective achievement reports indicates use of SLO data across the college as part of the planning process at the unit level. • The program review template is revised to include additional information on SLO assessment. • The unit plan accomplishment reporting form is revised to capture information on how SLO assessment data is used in writing objectives or evaluating the accomplishment of outcomes. Summer 2010 • Forms for SLO plans & reports revised. • Fall 10 convocation SLO 'kick-off' planned. • Department dialogues occur in many areas. • SLO analyst appointed (0.2 reassigned time). • CCSSE data was used to begin assessing GELOs and the results became part of the SLO Report prepared for the College Strategic Planning Committee (part of the Institutional Effectiveness Reports). Fall 2010 • Convocation kicks off renewed SLO implementation activities. • Department planning for course SLO assessment reporting engaged. (forms due 9/15) • SLO coordinator and SLO analyst set office hours to work with

Some excerpts from the team report:

- The extent to which these objectives are achieved is reported to the PRIE office and the board of trustees on an annual basis. To date, few of the objectives, including the objectives linked to student success goals, reference the student learning outcomes and assessment process. See team recommendation 1. (I.B.7) (p20)

- In the area of SLO assessment, the college should expand the number of courses, programs, and degrees and certificates for which student learning outcome assessments are conducted and reported between now and 2012. The assessment process should ensure consistency and accountability across all sections of a given course by identifying common outcomes and appropriate assessment methods and fostering dialogue about the results and the implications for teaching. (p21)

- It is not clear if the institutional standard for SLO assessment is written or widely known, nor is it clear that the academic units are held accountable to a standard. Course and program level learning outcomes assessment reports available on the planning and research website contain varied levels of information about the extent to which the results have been analyzed and used for instructional improvement. See team recommendation 1. (p23)

- The institution has met or exceeded most of the standard sub-sections. Concerns remain about the completion of SLOs for all courses and programs; the clear evidence of assessment of those SLOs, and how the results of that assessment are leading to improvement in all areas of the college. The communication on the collaborative process for developing and assessing courses as well as programs needs to improve. Aligning the student learning outcomes at all levels and with the same understanding among all faculty will help the college reach the ACCJC benchmark of Proficiency by 2012, but it will require considerable effort as a priority for all instructional employees. (p24)

faculty on SLO implementation.

- Departments are beginning work on the revised SLO annual reporting forms including types of assessments, the assessment results, and planned changes.

- Math and CIS are providing exemplary course SLO assessment models that other departments may follow.

- Course SLO assessment planning forms are completed by instructional departments.

- Course SLO assessment is reporting is implemented for instructional departments college-wide.

Spring 2011

- Formal course SLO reports are collected based on the course SLO planning forms filed in Fall 2010. Course SLOs are widely assessed across the college; the resulting findings are used by the departments to improve student learning.

- SLO subcommittee begins work on how to evaluate and analyze the results of the SLO assessment report for dissemination, dialogue, and strategic planning.

- The SLO subcommittee discussed the use of CCSSE data as indicators of General Education Learning Outcomes at the college.

- SCC departments complete a mapping of GE courses to GE learning outcomes. The SLO subcommittee discusses models of using course-embedded assessment for GE learning outcomes.

Fall, 2011

- Approximately 170 course SLO assessment reports have been completed and posted on InsideSCC as of 11/10/11
- The SLO subcommittee evaluated additional course

assessment reports to include in the GELO pilot and a preliminary report is currently being produced.
- The SLO subcommittee researched and proposed various models for Program Learning Outcome assessment and presented these models to Department Chairs Council for review.
- A survey on ProLO models was collected, and the results were utilized by the SLO subcommittee to determine direction of ProLO assessment efforts in Spring, 2012.

Capital construction projects - Planning agenda item and Accreditation recommendation 2	Office of Primary Responsibility	Coordinating groups	Timeline	Progress
Accreditation Recommendation 2: 2. In order to increase effectiveness, the team recommends that the college develop a more interactive process to keep the campus community engaged and informed of capital construction projects and the college planning process. (I.A.4; I.B.1; I.B.3; I.B.4; III.A.6; III.B.2.b; III.C.2; III.D.1.a; III.D.1.d; and IV.B.3.g) **Related planning agenda item Standard III.B.2.b – Evaluation of facilities planning process:** By spring 2010, the Director of Operations in conjunction with the Campus Development Committee will conduct an evaluation of the facilities planning process from the start of a project to its conclusion with special focus on the on-	Administrative Services Director	VPA, Campus Development Committee, college representatives from current and new projects	Evaluation conducted by spring 2010	Spring and Summer 2010 - The VP of Administrative Services and head of Operations have discussed this report several times and have been collaborating on the response. A big part of it will be the revised Facilities Master Plan but the Facilities Resource Plan will also be revised with additional information about the flow of a project's design, bid and award and construction. Fall 2010 - Facilities updates with SLT, Exec Council and Convocation were conducted to formalize this information and include documents that provide evidence for this work with respect to accreditation. The results of this evaluation were used to inform facilities project work. - We updated the Facilities Master Plan (fall 2010) to include

going communication between all parties in the process including end-users. The result of this evaluation will inform future major facilities projects.				projects associated with Measure M which was passed in 2008. Measure A projects (passed in 2002) was documented in the original Facilities Master Plan (2004). Both plans were completed with extensive campus involvement though the Campus Development Committee and information about the planned projects was promulgated throughout the campus community. The Facility Master Plans are posted to Inside SCC for campus community review and reference.

Some excerpts from the team report:

- The self study and the results of the staff survey indicate that the campus community is not kept informed or involved in the institutional planning of physical resource planning and needs to improve its dissemination of information pertaining to its facilities planning processes. (p36)
- The college and district have made significant gains in the planning for long term physical resources, but the plans and integration of those plans are not clearly understood by the campus community. Sacramento City College did state this as a planning agenda item, but the issue was noted as a recommendation during the last team visit in 2003. (Recommendation 1.c) (p36)

Spring 2011-Fall 2011

- The SCC Facilities Resource Plan is being modified to include more information about capital projects. The focus of this resource plan was with campus level facility projects and how they were integrated into the unit planning system. Capital projects are covered by a host of district regulations and processes and this information was covered in the Resource and Capital Outlay Institutional plan. While redundant, we are moving some information about capital projects into the Facility Resource plan.

- We have included a Long Range Capital Needs Plan metric chart in the quarterly metric briefing. This chart details the planned schedule for capital projects and when design is planned to begin for each project. The managers are briefed on this schedule and kept informed of changes that occur over time. The metric briefs are posted on Inside SCC as a routine matter as information to all.

- With every capital project, the faculty, staff and management that are impacted by the building project are involved from inception with the selection of the architect

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<td colspan="5">that will do the design work and an exhaustive set of design/planning meetings with the architectural team and the district staff that will be managing the project. These design meetings are at the beginning of the construction project and set the stage for the construction phase that follows. With the bounds of budget and project scope, all campus issues are addressed and resolved during design. On occasion, during the bid process in difficult bid environments, if there is a need to modify the scope of the project the campus is involved with proposed changes to adjust to the dollar amount of the project.

• The facilities Master Plan is on line at inside SCC; the Facilities Resource Plan should be completed by year's end; the metrics are embedded in the quarterly metric brief and are on line at the Inside SCC repository. Architectural meeting minutes/notes are retained by FM and Campus Operations.</td>
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Accreditation recommendation 3 - Website	Office of Primary Responsibility	Coordinating groups	Timeline (as specified in self-study)	Progress
Recommendation 3. In order to increase effectiveness, the team recommends that the college develop an approach to redesigning its website to ensure that it is non duplicative, effectively opens documents and informational materials with one click, and provides accuracy and effectiveness for students and public audiences. (II.A.6.c, III.C)	Information Technologies		Evaluation conducted by spring 2010	Spring 2010 • InsideSCC website opened to access without having to re-authenticate when moving from area to area. Ongoing • Training on the use of Ingeniux, the college's web design tool, is provided in order to improve the
Excerpt from the team report:				

				design of the website.

Accreditation recommendation 4 - Assessment Portability	Office of Primary Responsibility	Coordinating groups	Timeline	Progress
Recommendation 4. In order to increase effectiveness, the team recommends that the college move forward with implementation of reciprocity of student placement assessments district wide. (IV.A.2.b, IV.A.3)	District Assessment Portability task Force	Assessment Center staff, discipline faculty and research offices at each college.	Evaluation conducted by spring 2010.	Spring 2010 • Initial evaluation of the portability process completed. Fall 2010 • Work done across the district has resulted in a MOU signed by all colleges and a pilot period during which placements will be portable across the district. • The official Assessment Portability start date is Fall 2011. This means that students who assess in Spring 2010 will be able to "transport" resulting placements starting Fall 2011. • Assessment Center Representatives and other faculty and managers continue to prepare for how best to communicate portability opportunities and limits to students and faculty. • The research component of this project has resulted in a research proposal, and related programming modifications. • ESL assessment will be common and portable district-wide and Spring 2011 will be the beta semester. The computerized versions will be piloted at all the sister colleges and will have the essay as well. The cut scores, along with multiple measures and all that stuff will be standardized district-wide and eventually, all scores will be consistent so that students do not shop around. Spring 2011 • Work continues to implement the assessment portability plan. <u>Assessments taken in Spring 2011 are portable across the district</u>. The colleges further develop the plan to implement the research component of
Excerpt from the team report: • There is a concern that there is no portability of assessments throughout LRCCD. Inasmuch as the colleges have interdistrict agreements for courses, library usage, and other processes that enhance the student success and retention experience, this is an anomaly. There is a white paper entitled Assessment Portability to resolve this issue, but the progress is unknown. (IV.A.2.b, IV.A.3) (p44)				

	the process.
	Fall 2011
	• The four colleges agreed on Placement Recency Policies. This was an issue that potentially could have caused the portability progress to have taken a few steps back. Plans are in place to look at the data on exactly how many students in our district are taking advantage of the opportunity provided by portable placement.