

EVALUATION REPORT

Sacramento City College

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A Confidential Report Prepared for the
Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

This report represents the findings of the evaluation team that visited
Sacramento City College on October 14-16, 2003

Frank P. Gornick, Team Chair

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ACCREDITATION EVALUATION REPORT FOR SACRAMENTO CITY COLLEGE

October 14-16, 2003

SUMMARY OF THE REPORT

A twelve-member accreditation team visited Sacramento City College in mid-October for the purpose of evaluating the institution's continued accreditation status. The team reviewed the Institutional Self-Study, interviewed faculty, staff, students and Trustees while seeking evidence to support what was reported in the self-study. Sacramento City is the senior college in the Los Rios Community College District that is comprised of four colleges and many attendance centers. Sacramento City is the most urban campus and, with that, it has some unique problems similar to many of the older urban campuses in the state such as parking, older facilities that will cost more to rehabilitate than demolish and start over and, of course, the size of the campus presents problems newer campuses don't have to consider.

It was obvious to the team that the college staff had worked very hard and prepared well for the visit. The Self Study was complete, informative and helpful to the team to identify progress since the last visit. The staff provided great access to documents for the team prior to the visit via the web site and during the visit by way of an organized team room. They were extremely helpful in making appointments for us to interview staff who participated in the writing of the self study.

It is noteworthy that all the colleges in the District were going through the similar accreditation visit and the Los Rios Community College District staff was available to all teams.

The Sacramento City Campus, while the senior college in the district, has a fresh, innovative spirit. It prides itself on being a student centered campus and that was noted by team members as being "purposeful".

The current administration, staff and faculty manage the campus very well. The leadership team on the campus is well coordinated. It was observed that both the formal and informal processes are well established in all areas of the campus, where all doors are open to everyone. This creates a great climate to accomplish many things for students.

The quality of instruction observed by team members was outstanding. This effort by faculty also carried over to the special programs that were run with distinction such as the Honors Program, HELP, Service Learning, MESA and Puente.

The District and Board of Trustees are to be commended for their bold vision in their strategic plan to address access to higher education through the College/Centers concept. Additionally, the strategic move to seek local funding, Measure A, to partner with State bond funds, will pay big dividends to the citizens of the Los Rios District for decades.

The fiscal planning at the District level encourages and rewards good fiscal planning at the campus level by having sound fiscal policies coupled with an agreed upon realistic allocation model for the campuses creates an atmosphere where faculty, staff, students and administration can develop plans and strategies that have a local direction.

Commendations

1. The 2001-2002 Planning Book issued by the PRIE standing committee is an excellent effort to clarify the planning processes and the interconnection among the various planning elements. Of particular note is the chart that provides an example of how the college might determine whether it is successfully accomplishing its mission. Standard One, Commendation
2. SCC is to be commended for their Cultural Awareness Center. Standard Two, text
3. In regard to college wide planning, faculty and staff should be commended for the significant progress that has been made on the development of the Master Plan for Student Success process, which is intended to connect a variety of college plans and allocation processes. Standard Three, text
4. The college is to be commended for its efforts in developing a learning outcomes research agenda. Standard Four, text
5. The College Curriculum Committee is to be commended for the seriousness with which it takes its responsibility not only in maintaining, but also sustaining the academic excellence and rigor of its programs. It has an excellent resource tool in its Curriculum Handbook that clearly delineates the processes used to review its curriculum. The faculty is also to be recognized for their active participation on the District Curriculum Committee. Standard Four, text
6. The staff and faculty working at the centers are to be commended for their dedication and positive attitudes. Standard Five, text
7. The visiting team commends the library for its effort to maintain a high quality Library and Information Technology Program. Standard Six, text
8. The college should be commended for hiring a full time accessibility specialist who helps faculty and staff cope with ADA requirements and for providing multi-point access to computing for students with disabilities. Standard Six, text
9. The visiting team commends the librarians for their efforts to better serve the students through extensive district-wide cooperation and collaboration. Standard Six, text
10. The classified staff is as much a part of the backbone of Sacramento City College as the faculty. Their understanding of the budget constraints and focus on students first

is commendable. In all of the interviews and forums, classified staff spoke of a “family” atmosphere. Standard Seven, text

11. The leadership of the Faculty Association, the Classified Senate and the Academic Senate is to be commended for their willingness to do the heavy lifting when it comes to budget, curriculum and staffing. They fully recognize that they will have differences. However, to their credit, they are always willing to discuss issues and if disagreement occurs, they approach it in a civil manner. Standard Seven, text
12. The college is commended for its support of faculty in their pursuit of teaching excellence. This process begins with the hiring of qualified staff and the support of an evaluation process which is designed to improve the quality of teaching and learning. Standard Seven, Commendations
13. The college is commended for its commitment to hiring faculty and staff that reflect the diversity of the community it serves. Standard Seven, Commendations
14. The College is to be commended for the progress it has made in documenting the procedures to be followed in the fiscal management of its funds. There is a genuine respect for the process by all parties as well as a high degree of confidence and trust in those carrying out these responsibilities. Standard Nine, Commendations
15. The college is commended for their creation of the Tri-Chair structure of governance which gives all employees a greater level of responsibility and direction in college decision-making. Standard Ten, Commendations
16. The team commends the classified staff for establishing a quality service program, “Connections,” with 140 staff graduates. Noel Levitz recognizes the excellent staff training at Sacramento City College by including them on their national video – one of four colleges in the United States. Relates to Standard Seven

Recommendations

1. To fully meet the standards related to planning, the college must:
 - Clarify the mission statement to better address the accreditation standard, especially as it relates to its link to the planning process and to defining the students that the college intends to serve; (1.2, 3.A.3, 5.7)
 - Refine an integrated and streamlined planning process, as well as a college plan, with standardized terms that faculty, staff and their departments can fully implement; (3. C.1)
 - Ensure that all college faculty and staff are fully engaged, aware of, and implementing the planning process; (3. B.1)
 - Identify college and student outcomes in such a fashion that collaboration for continuing improvement consciously and systematically occurs; (3. C.1)
 - Emphasize the research and evaluation component of planning in order to use focused research information constructively and systematically to continually

improve identified student achievement and college effectiveness outcomes.
(3. A.4, 3. B.2)

2. The Los Rios Community College District has developed a strategic plan to serve the people within the district through the creation of four colleges and a series of education centers affiliated with each of those colleges. The team recommends that, in order to increase effectiveness, this plan should include appropriate provision for delivery of necessary instructional and student support services at all of the existing centers and at those that may be created in the future. (4.A.4, 4.D.1, 4.D.2, 4.D.7,.5.6,.6.7)
3. To fully meet the standards related to student support services, the college must:
 - Develop a fully integrated, research based, comprehensive plan to deliver student services in a manner that addresses the equity of resources and services at the campus and the centers; (5.3, 5.5, 5.6, 5.10)
 - Develop among student services professionals a culture of evidence that characterizes student services at SCC; (5.3, 5.5, 5.6, 5.7)
 - Develop a comprehensive staff development program that addresses the needs of classified staff, particularly in student services, as well as instruction and administration, in the People Soft information system; in developing data measures to use for improvement including student learning outcomes, service needs assessment, and student satisfaction with services; and in cross-functional office operations to cover for retiring staff. (5.3, 5.9, 5.10, 7.C.1)

ACCREDITATION EVALUATION REPORT FOR SACRAMENTO CITY COLLEGE

**Comprehensive Evaluation Visit
October 14-16, 2003**

INTRODUCTION

Sacramento City College is the senior college among the four colleges that comprise the Los Rios Community College District. It is the seventh oldest public community college in California and the oldest institution of higher learning in Sacramento. Sacramento City College has figured prominently in the region for providing high quality education to its student population.

Sacramento City started in 1916, as part of Sacramento High School and in 1922; the citizens of Sacramento organized a junior college district. Sixty acres opposite William Land Park was purchased as the original and current location of Sacramento City College.

The College is located in the heart of a growing metropolis, which presents unique challenges that have brought about a characteristic spirit of “can do” to the communities it serves. In 2001, the voters in Sacramento and Yolo Counties passed Measure A, a bond that provides \$58.6 million of nearly \$104 million needed for projected costs for new projects at SCC. With a campus that is almost 70 years old, the entire infrastructure faces significant upgrades.

There is a noticeable pride when talking to faculty and staff about SCC, which is referred to as the “Peoples’ College”. It boasts the most diverse student body of all the colleges in the district.

The College operates centers in Davis, West Sacramento, and Downtown as part of its comprehensive mission of a community college. SCC has a variety of programs to meet the student needs. The curriculum is designed to meet the traditional requirements of students leaving high school and transferring to the university, as well as offer over 40 occupational specializations and certifications for students wishing to secure a specific skill set.

A full range of comprehensive student services (counseling, EOP&S, DSPS, CalWORKs, financial aid, library and learning resources, assessment, bookstore, and cafeteria) is available to students at SCC and on a less frequent rotating basis at the Downtown Center, Davis Center and West Sacramento Center.

For the last six years enrollment has increased an average of 6% per year to the current fall 2003 figure that exceeds 23,000 students.

Growth and modernization of facilities will continue to occupy a great deal of the staff’s time for the next decade. It is evident in the material provided in the self-study and from interviews with District staff that SCC presents unique problems and concerns because of its

aging facilities and limited space. With the addition of Measure A, the District now has an opportunity to leverage its resources to assist in solving facility problems at SCC.

Although SCC is more than 70 years old, the team observed that the college community viewed the accreditation process with great anticipation and genuinely appreciated the opportunity to be reviewed by a group of peers.

The twelve person visiting team arrived October 13th, conducted its organizational meeting in the afternoon at a local hotel, and visited the campus and centers that evening. Upon arriving on campus Tuesday morning, the team had already had the opportunity to see the campus evening operations. The following three days were devoted to verifying the content of the self-study through interviews; group meetings, reviewing documents and classroom visits. At the conclusion of the team visit, there were a minimum of 100 individual interviews, six open forums, and 65 classrooms visited. What was most impressive to the team was the closing meeting in the theater where over 500 faculty, staff and students were in attendance.

The preparation by the college staff in anticipation of the team visit was greatly appreciated by the team members. The self-study was prepared, well written and easy to follow. As noted earlier, the availability of documents online was greatly appreciated by all members of the team because it made their work easier to document. The team room was comfortable, secure and easily accessible for anyone wishing to talk with team members. The documents provided in the room were complete and well documented. The computer and other support systems available to the team made their job much easier. The nametags and pre-publicity that was accomplished on the teams' behalf made them all very recognizable and easily accessible to staff.

The team found a great deal of activity being done in an outstanding manner, which warrants the following commendations:

1. The 2001-2002 Planning Book issued by the PRIE standing committee is an excellent effort to clarify the planning processes and the interconnection among the various planning elements. Of particular note is the chart that provides an example of how the college might determine whether it is successfully accomplishing its mission. Standard One, Commendation
2. SCC is to be commended for their Cultural Awareness Center. Standard Two, text
3. In regard to college wide planning, faculty and staff should be commended for the significant progress that has been made on the development of the Master Plan for Student Success process, which is intended to connect a variety of college plans and allocation processes. Standard Three, text
4. The college is to be commended for its efforts in developing a learning outcomes research agenda. Standard Four, text

5. The College Curriculum Committee is to be commended for the seriousness with which it takes its responsibility not only in maintaining, but also sustaining the academic excellence and rigor of its programs. It has an excellent resource tool in its Curriculum Handbook that clearly delineates the processes used to review its curriculum. The faculty is also to be recognized for their active participation on the District Curriculum Committee. Standard Four, text
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7. The visiting team commends the library for its effort to maintain a high quality Library and Information Technology Program. Standard Six, text
8. The college should be commended for hiring a full time accessibility specialist who helps faculty and staff cope with ADA requirements and for providing multi-point access to computing for students with disabilities. Standard Six, text
9. The visiting team commends the librarians for their efforts to better serve the students through extensive district-wide cooperation and collaboration. Standard Six, text
10. The classified staff is as much a part of the backbone of Sacramento City College as the faculty. Their understanding of the budget constraints and focus on students first is commendable. In all of the interviews and forums, classified staff spoke of a “family” atmosphere. Standard Seven, text
11. The leadership of the Faculty Association, the Classified Senate and the Academic Senate is to be commended for their willingness to do the heavy lifting when it comes to budget, curriculum and staffing. They fully recognize that they will have differences. However, to their credit, they are always willing to discuss issues and if disagreement occurs, they approach it in a civil manner. Standard Seven, text
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13. The college is commended for its commitment to hiring faculty and staff that reflect the diversity of the community it serves. Standard Seven, Commendations
14. The College is to be commended for the progress it has made in documenting the procedures to be followed in the fiscal management of its funds. There is a genuine respect for the process by all parties as well as a high degree of confidence and trust in those carrying out these responsibilities. Standard Nine, Commendations

15. The college is commended for their creation of the Tri-Chair structure of governance which gives all employees a greater level of responsibility and direction in college decision-making. Standard Ten, Commendations
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To the district for:

- Developing a strategic plan for accessible higher education for the region.
- Seeking community support to fund an ambitious capital outlay plan.
- Board members focusing on the total district rather than on one particular college.
- Developing a relatively conflict-free budget allocation process that is widely accepted by all parties.

Recommendations

After a careful reading of the Self Study which involved examining documents, interviews, observations of meetings and classes, open forums and a considerable amount of discussion amongst team members, the team offers the following recommendations to the college and the district:

1. To fully meet the standards related to planning, the college must:
 - Clarify the mission statement to better address the accreditation standard, especially as it relates to its link to the planning process and to defining the students that the college intends to serve; (1.2, 3.A.3, 5.7)
 - Refine an integrated and streamlined planning process, as well as a college plan, with standardized terms that faculty, staff and their departments can fully implement; (3. C.1)
 - Ensure that all college faculty and staff are fully engaged, aware of, and implementing the planning process; (3. B.1)
 - Identify college and student outcomes in such a fashion that collaboration for continuing improvement consciously and systematically occurs; (3. C.1)
 - Emphasize the research and evaluation component of planning in order to use focused research information constructively and systematically to continually improve identified student achievement and college effectiveness outcomes. (3. A.4, 3. B.2)
2. The Los Rios Community College District has developed a strategic plan to serve the people within the district through the creation of four colleges and a series of education centers affiliated with each of those colleges. The team recommends that, in order to increase effectiveness, this plan should include appropriate provision for delivery of necessary instructional and student support services at all of the existing centers and at those that may be created in the future. (4.A.4, 4.D.1, 4.D.2, 4.D.7, 5.6, 6.7)

3. To fully meet the standards related to student support services, the college must:
- Develop a fully integrated, research based, comprehensive plan to deliver student services in a manner that addresses the equity of resources and services at the campus and the centers; (5.3, 5.5, 5.6, 5.10)
 - Develop among student services professionals a culture of evidence that characterizes student services at SCC; (5.3, 5.5, 5.6, 5.7)
 - Develop a comprehensive staff development program that addresses the needs of classified staff, particularly in student services, as well as instruction and administration, in the People Soft information system; in developing data measures to use for improvement including student learning outcomes, service needs assessment, and student satisfaction with services; and in cross-functional office operations to cover for retiring staff. (5.3, 5.9, 5.10, 7.C.1)

CERTIFICATION OF CONTINUED COMPLIANCE WITH ELIGIBILITY REQUIREMENTS

Authority

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

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

Mission

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

Governing Board

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

Chief Executive Officer

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

Administrative Capacity

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

Operational Status

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

Degrees

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

Educational Programs

Sacramento City College offers two-year general education, transfer, and occupational programs, consistent with the LRCCD mission and the mission of California Community Colleges. All courses fulfill California Title V Regulations, including those addressing collegiate-level quality and rigor. Completion of associate degree and general education requirements for the associate degree and articulation agreements with four-year institutions ensure that degree programs are of sufficient content and length and are conducted at levels of quality and rigor appropriate to degrees offered.

Academic Credit

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

Educational Objectives

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

General Education

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

Faculty

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

Student Services

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

Admissions

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

Financial Resources

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

Financial Accountability

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

Institutional Planning and Development

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

Public Information

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

Relations with the Accrediting Commission

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

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

STANDARD ONE INSTITUTIONAL MISSION

Responses to the previous team's recommendations

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

The Planning, Research, and Institutional Effectiveness (PRIE) Committee developed a draft response that was considered and revised through SCC's shared governance structure which included consideration by the Executive Council, Academic Senate, Classified Senate and Associated Student Body in May and October 1999. Upon approval by all groups it was forwarded to the Los Rios Community College District Board, which approved the changes in Spring 2000. During the 1999 Midterm Review, the Accrediting Commission accepted the revised mission statement. The mission statement is complete and addresses the 1997 recommendation.

Observations

The current mission statement was approved by the LRCCD Board in 2000 and was reaffirmed by the Board in March 2002. Faculty and staff in a 2003 accreditation visit college forum indicated that college core values are a well-recognized "slogan", but that the mission statement was developed to meet the accreditation standards. (1.1)

The mission statement's length, as well as the lack of identification of students served, is offset by the intent of the core values and the undeniable college enthusiasm observed by the team regarding the core values. However, the mission is difficult to read through and thus loses some of its effectiveness in representing the institutional activities. (1.2)

The mission statement does not specifically refer to the diversity of students that attend SCC. The 2001-02 College Planning Book, page 29, includes a chart on suggestions for determining whether the college mission is being accomplished and again student diversity is not included. Since SCC is a majority minority institution there should be a more direct acknowledgement of this in the mission. (1.2)

Standard One committee members expressed that the college still has more work to do in helping the internal college community understand the linkage between the mission and institutional planning and decision-making. They indicated that it would help to further refine the mission statement so that it would be more reflective of the college's programs and services. However, committee members agreed that the mission statement is evolving based on a variety of changes occurring with student demographics and outreach centers. The college president also mentioned the need for the mission statement to change based on the community's changing needs. The Planning, Research, and Institutional Effectiveness (PRIE) standing committee is intent on further building the mission statement with the help and

“buy-in” of the entire college community. There is recognition that the planning structure is complicated and that simplification would help the college community to understand and become more engaged in the process. (1.3)

Since the 1997 accreditation visit the mission statement has been revised at least two times. The PRIE committee understands the need to develop a process to systematically evaluate the mission statement and revise it as needed. This is one of the Planning Agenda (PA) items. An additional PA item includes the PRIE committee including in the mission statement a clear identification of the college’s students, making the mission statement measurable, and better linking it to planning and evaluation. (1.3, 1.4)

Evidence, Analysis and Conclusions

The college largely meets the standard, but some improvement is needed in clarity of the mission statement.

The college has demonstrated that they have developed a more comprehensive mission statement. Discussions with college constituencies acknowledge the need and importance to continuously update and revise the mission statement based on the college’s changing environment, while tying it to institutional planning, evaluation, continuous improvement, and resource allocation. The Planning, Research, and Institutional Effectiveness standing committee understands its role in leading this effort. Its members are committed to helping the rest of the college become more fully engaged in this ongoing process. (1.1, 1.4)

The college has made progress in defining and implementing a comprehensive institutional planning process. The program review process, unit planning, and development of the master plan are examples of this progress. There is still a need to improve communications and provide training to the college community about the planning process and its connection to the mission statement. It appears that the PRIE committee understands how this process is linked, but the complexity of the process is not widely understood. An example of how these planning pieces are still not clearly connected appears on page 57 of the Self Study. There is a diagram of the Master Plan for Student Success, which does not include program review. (1.3, 1.2)

Commendations

The 2001-02 Planning Book issued by the PRIE standing committee is an excellent effort to clarify the planning processes and the interconnection among the various planning elements. Of particular note is the chart that provides an example of how the college might determine whether it is successfully accomplishing its mission.

Recommendations

None

STANDARD TWO INSTITUTIONAL INTEGRITY

Responses to the previous team's recommendations

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

The campus responded to this recommendation by developing a Cultural Awareness Center in 1996 with a full time director. The campus also developed a Student Equity Plan in 2000, and has a standing Student Equity Committee charged with implementation of the equity plan and evaluating its effectiveness in meeting student learning outcomes. The campus also has established an Equity and Diversity officer and there is a standing Affirmative Action Committee to provide programs and services to enhance opportunity for advancement for faculty and staff at the college.

SCC is to be commended for their Cultural Awareness Center. This Center provides frequent activities for students and staff to promote an understanding of, and concern for, issues of equity and diversity. The physical structure provides a setting for students to interact with others different from themselves, ask questions, and learn about their backgrounds and beliefs. According to interviews and scheduled events, the Center serves the diverse learning needs of students in particular classes as well as activities to which the entire community is invited, and students feel safe to explore issues of diversity with each other.

Observations

No instances of misrepresentation of fact were observed between statements in the Catalog, Schedule of Classes, and the SCC website. Current information required to meet standard 2.1 was found in print and electronic materials accessible to students and the community. While a faculty survey conducted in spring, 2002 found that slightly over 50% of faculty "agree" or "strongly agree" that information provided in college publications is precise, accurate, and current, discussions with faculty did not uncover particular issues with representation of information. (2.1)

The Los Rios District Governing Board has a written policy protecting academic freedom. Information about this policy is readily available to faculty in both the union contract and faculty handbook, as is information regarding the distinction between personal conviction and proven conclusions. (2.2, 2.3)

The issue of "*...enforcement for dealing with student plagiarism*" was identified in the Standard Two planning agenda with no narrative discussion of this topic earlier in the chapter. The October 2003 update prepared for the visiting team indicates that this concern has been successfully remedied. Both the Faculty Handbook and the Student Handbook

define plagiarism and describe sanctioned consequences, and current syllabi sampled showed that about half included information on plagiarism and its consequences at SCC. In addition, faculty queried at the well-attended faculty forum stated that this issue was primarily a concern over potential funding loss for plagiarism identification software, which has subsequently been purchased. (2.5)

The institution demonstrates understanding and concern for equity and diversity in their students. A number of interviews with students, both structured and informal, support this assertion. Success rates for African American students hover at 51% or lower for 1996-1999, while the average for all students is 63.5%. Persistence between semesters is on par with the campus mean, but the number of degrees and certificates awarded for African American students is slightly lower than the percentage enrolled (Institutional Effectiveness Report, p. 26). The ratio of students on academic probation or dismissal compared to those in good standing indicates that there is a higher rate of students in all underrepresented groups being in the probation/dismissal category compared to Caucasian and Native American students, but the percentage has trended down over time. (2.6)

The number of classified staff and faculty hired at SCC since 2001 shows an improvement in diversity representation; 49% of classified and 40% of faculty hires has been members of underrepresented groups. In the management category, all eight hires, including three new positions, are Caucasian (raw data provided by Los Rios District Human Resource department, 10/15/03). (2.6)

SCC demonstrates honesty and integrity in its athletic programs. The Student Athlete Guide provides information on eligibility requirements and expectations of student athletes, which was validated as enforced in interviews with both the Athletics Dean and the Athletics Counselor for physical education.(2.7)

SCC demonstrates honesty and integrity in its relationships with the Commission and complied with public disclosure and self-study requirements. The self-study appears to have been conducted with broad campus representation although student participation is noticeably weak. This was validated in meetings and forums with members from each constituency group. Site visitors were told that while there was an opportunity for all to participate in the process, the self-study did not fully reflect the opinions and perceptions of all who had input. Data and information requested by the site review team was provided in a timely fashion, and no surprises were uncovered in the course of the site visit. (2.8)

SCC regularly evaluates and revises institutional policies, practices, and publications to ensure integrity in all representations about its mission, programs, and services. A Publications and Marketing Advisory Committee convened by the campus Public Information Officer developed draft guidelines which have not yet been distributed for use, but will help with the standardization of publications which represent the college. The Public Information Officer is responsible for review of content on institutional web pages each year and prompting their updates when necessary and revision for ADA compliance. Faculty have greater freedom in the design of individual web sites, and these are reviewed only periodically for currency and accuracy, another responsibility of the Public Information

Officer. The draft guidelines appear to address the planning agenda item to “develop clear lines of responsibility for reviewing publications and ensure that adequate resources and personnel are allocated to provide the highest level of quality, accuracy and precision in all publications.” As these guidelines have not been finalized or implemented, this issue remains one for further action by the college. (2.9)

The self-study reports concern over untimely deadlines, lack of clarity on the locus of accountability, and the implementation of a new management information system prevented adequate time for review and correction of documents, particularly the Schedule of Classes. The October update to the ACCJC review team indicated that these issues were addressed appropriately by the college. (2.9)

Evidence, Analysis and Conclusions

The college appears to meet ACCJC standards for institutional integrity. The site visit resulted in the validation of statements made in the self-study. Materials observed in the team room or on the web site provided a rich source of documentation, and interviews conducted in the course of the site visit support this conclusion.

There are areas where the college may want to continue to focus attention to continue to improve institutional integrity. Publications require constant updating, so piloting and implementing the guidelines for publications as planned is indicated. A visual “brand” identity for the college was not observed; the seal portraying the covered wagon seemed almost hidden on some publications, while other logos were prominent on some brochures and documents. Publications advertising the off-campus centers often had no SCC logo displayed. (2.1).

Campus research is directed at identifying differences between groups on performance on a number of indicators of student learning. The college may wish to direct attention to developing and strengthening services and programs to improve performance. The issue of student success in underrepresented groups warrants additional study and possible remedy. (2.6).

Providing for growth and promotion of existing employees, supported in contracts that mandate interviews for current employees such as the Los Rios Community College District Faculty Contract, often raises morale of staff and rewards people for service to the district. An unintended consequence, however, may be that more individuals are hired or promoted from within the existing employee pool than might occur if this were not practice, thereby preventing a growth in diversity that might otherwise occur. The Los Rios District would benefit from the examination of the advantages and disadvantages and decide what is best for its colleges. (2.6).

Commendations

Sacramento City College is to be commended for their Cultural Awareness Center. Standard Two, text

Recommendations

None

STANDARD THREE INSTITUTIONAL EFFECTIVENES

Responses to the previous team's recommendation

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

College staff has been diligently addressing this recommendation since the last visit. An integrated process has been developed and is currently being implemented through the Planning, Research and Institutional Effectiveness (PRIE) Committee. Unit plans provide the foundation of the model, which also includes college themes, college goals, and key performance indicators (KPIs) for units. Institutional research data is distributed to departments conducting program review and creating unit plans, and a large amount of research information is available online and in documents. The Master Plan for Student Success aims to integrate all planning processes, including program review and research information. This planning model has been published in the SCC Planning Book, 2001-02. A variety of avenues of dissemination of the model were reported in the self-study.

During the visit, representatives from several SCC units reported that they implemented the unit plans, and unit plans were in evidence in the documentation available to this visiting team. Other components of the model were also available, such as college goals and accomplishments related to previous college goals.

While a process has been developed, published, and communicated, full implementation of the model and a complete understanding of the model on the part of faculty and staff have yet to be achieved. The integration of all college planning processes is also still underway, and many faculty and staff report in interviews that they are now “transitioning” to this full model. A significant number of interviewees, however, expressed frustration that the college continues to “plan to plan”, that there is inconsistency or lack of awareness of planning terminology used and of some of the components, and that the process is complex, “paper-intensive”, and not always useful.

Institutional research is made available; however, a comprehensive and systematic use and integration of research and evaluation information for program and college improvement is not yet in place. Some initial steps have been initiated with the use of KPIs and program review, however.

In summary, of this extensive recommendation, SCC has made significant continuing progress, but the recommendation has not been fully implemented.

Observations

The visiting team validated that a large amount of district and college institutional research information is available to the college community. This information is made available through college Web sites, the distribution of documents, and in electronic messages and updates. To support college-planning efforts, the college research office distributes data to departments that are conducting program review and to departments and individuals who request special research studies. Unit plan and KPI's incorporate research information, as each unit chooses. (3A.1)

The college institutional research function is fully staffed with a part-time faculty researcher, a research analyst, and an information technology specialist. A Dean of Planning, Research, and Effectiveness oversees the department. The district research function also includes a complete staff and facilitates the coordination of district and college research effectively. Technology resources for research and evaluation support are also available. (3A.2)

To evaluate how well the college accomplishes its mission and purposes, the college publishes a report of accomplishments towards the previous year's college goals, as well as a Factbook document that includes data about students. The *SCC Planning Book, 2001-02* identifies strategies by which the mission statement could be evaluated. (3A.3)

For those departments that conducted a program review, there are resulting recommendations for improvement at the program level, and these recommendations are documented in the program review reports. The curriculum review and unit planning processes also provide opportunities to evaluate plans and practices. Some special programs, such as the Beacon tutoring and service learning programs, engage in research efforts to assess and improve program effectiveness. It is noteworthy that the district research department conducts follow up surveys of former vocational students on a regular basis. (3 A.4)

The proposed Master Plan for Student Success process is clearly described and published in the *SCC Planning Book, 2001-02*. Additionally, the Web site contains a complete description of the content of the master plan, to date. The process was created by the membership of the PRIE Committee with the leadership of the Dean of Planning, Research, and Effectiveness. Throughout the development of the process, the Committee attempted to communicate and interact with the college community, primarily via e-mail and requests for feedback. (3. B.1)

The Master Plan for Student Success which is the educational Master Plan connects with the district's strategic plan and goals, and includes the following components:

- College themes
- College goals
- Unit plans
- Key Performance Indicators
- Program review
- Human Resources, Information Technology, facilities, and educational plans

Unit plans, the component within which planning component integration is scheduled to occur, include lists of resource needs. These plans are, or will be, used for budget allocation and new staff requests. The Budget Committee considers requests identified through the unit planning process in its decision making, and recently the role of the Budget Committee was expanded to address allocations of several additional sources of funding, in order to further implement the complete planning process. The unit plans goals and the colleges themes reportedly reflect consistency and integration. Recently, the unit plans were extended to include three-year plans, which will be used for facility planning. Additionally, the District Curriculum Coordinating Council reportedly has relied, or will rely, upon these plans in some of its decision-making. (3B.3)

Annual college goals, created by the college president with input from others and reflective of college themes and unit plans, reportedly provide the means by which the college specifies its intended institutional outcomes, and each year the college publishes a book identifying new goals for the coming year and accomplishments towards the goals of the previous year. (3C.1)

The college has been reviewing and modifying its research and planning processes continually for the last six years, most recently via the PRIE Committee. The self-study survey of faculty and staff also provides a means by which to assess faculty and staff's satisfaction and familiarity with the process. (3C.3)

Evidence, Analysis, and Conclusions

While high quality and commendable institutional research information and resources are available, and some practices are in place to use research for planning (KPIs, environmental scans, evaluation of accomplishments towards college goals, and program review), more systematic and in depth use of research is needed at SCC to completely address Standard Three and to fully implement a structured planning, evaluation, improvement cycle. This will require active participation and collaboration of faculty and staff, as well as demonstration by research staff regarding the value and uses of research.

As yet, KPIs are not comprehensively and uniformly used in unit planning. Only some unit plans include KPIs, and when present, only one or two KPIs are identified. There is little analysis of KPIs or use of KPIs for program improvement and planning. Departments only conduct program review once every six years. Some data sets are provided to departments by the research department. Further, while accomplishments towards college goals are identified, little analysis of those accomplishments involving the college community is apparent for purposes of follow up and improvement. The same is true for unit plans, which are most completely prepared for budgeting but are not apparently used systematically for analysis and improvement purposes.

Even though student demographic, enrollment, and outcomes information exist, there is very little discussion and thorough follow-through analysis of student achievement outcomes and related needs for improvement, at the college or program levels, within the documentation and publications or evident during interviews with staff. There is a need to foster a "culture

of evidence” supported by research questions and research that are collaboratively tailored to improve outcomes. (3A.1, 2, 3, 4)

In regard to college wide planning, faculty and staff should be commended for the significant progress that has been made on the development of the Master Plan for Student Success process, which is intended to connect a variety of college plans and allocation processes. The PRIE and the Dean for Research, Planning, and Effectiveness have made ambitious efforts towards completing this process and ensuring that many connections and linkages are included in the proposed process.

Further, college planning is linked with district planning through the coordination of district and college goals and the strategic planning process, including the district’s environmental scan; college unit planning and resource allocation is increasingly linked through use of unit plans by the Budget Committee for allocation decisions. (3.B.3)

However, the proposed Master Plan for Student Success process, its many components, and its linkages are complex and difficult for the casual reader or participant to understand. The clarity of the planning process of planning and use of evaluation results to improve student and college outcomes achievement is muddled. In fact, all interviewees, when explaining their unit planning activities, related this activity solely to budget allocation and described the unwieldy nature of the process.

College themes are identified with broad-based input but do not include specific implementation strategies. The president identifies college goals. The proposed integrated master plan remains a process and a compilation of components, and there is no apparent image of a college wide plan that addresses major overarching college needs and includes implementation strategies and evaluation.

The extent of the implementation of unit plans among departments, and the extent of the awareness of unit plans and the planning process among faculty and staff, is inconsistent. Some unit plans are complete, but many are skeletal in content. In interviews, some faculty and staff express an appreciation for the planning process, which they acknowledge is in transition, and some express extreme frustration and lack of involvement and understanding. The self-study and its Planning Summary section acknowledge the need to focus on refining and communicating the planning process.

The college only partially meets this standard.

Commendations

In regard to college-wide planning, faculty and staff should be commended for the significant progress that has been made on the development of the Master Plan for Student Success process which is intended to connect a variety of college plans and allocation processes.
Standard Three, text

Recommendation

1. To fully meet the standards related to planning, the college must:
 - Clarify the mission statement to better address the accreditation standard, especially as it relates to its link to the planning process and to defining the students that the college intends to serve; (1.2, 3.A.3, 5.7)
 - Refine an integrated and streamlined planning process, as well as a college plan, with standardized terms, that faculty, staff, and their departments can fully implement; (3.C.1)
 - Ensure that all college faculty and staff are fully engaged, aware of, and implementing the planning process; (3.B.1)
 - Identify college and student outcomes in such a fashion that collaboration for continuing improvement consciously and systematically occurs; (3.C.1) and
 - Emphasize the research and evaluation component of planning in order to use focused research information constructively and systematically to continually improve identified student achievement and college effectiveness outcomes. (3.A.4, 3.B.2)

STANDARD FOUR EDUCATIONAL PROGRAMS

Response to the previous team's recommendation

The team recommended that the college ensure that the program review process is approached with the type of rigor and attention that results in an in-depth and thoughtful analysis of programs and services.

The college has responded to this recommendation by developing a process for program review for instructional programs. Programs are reviewed every six years and include an analysis of enrollment trends, student outcome data, placement rates, course completion rates, productivity measures, facility utilization, and fiscal resource allocation. The results of the program review are integrated into the unit plans that are conducted on a yearly basis. There is evidence to suggest that program reviews are used in the planning process. However, the extent to which they are used in this process and how they are integrated in the unit plans is not clearly delineated. As part of the self study, the college has identified this as an issue that will be addressed. Additionally, the college does not appear to have a program review process in place to evaluate the effectiveness of non-instructional areas and programs.

Observations

SCC offers courses to meet the needs of the students that attend both the main campus and the centers. Courses at the centers reflect the demographics and the needs of the communities where they are located. Additionally, there are processes in place that allow for the college to respond quickly to the needs of the community and partnerships with business and industry by developing new curricula to meet those needs. (A.1) The results of a student survey indicate that over two-thirds of the students feel that courses are offered in such a way that they are able to meet their educational goals. (A.2, A.3)

As the college expands its centers, it will be challenged to provide adequate resources and services to meet the needs of the students, staff, and community that the centers serve. Although there are support services provided to the students attending the centers, many of the services are not provided to the extent necessary for those students who may not attend the SCC campus yet are required to visit the main campus to receive the full range of services. The college has, however, made an effort to address this by encouraging students to use the services provided online. (A.4, A.5)

Although not fully implemented, the college is to be commended for its efforts in developing a learning outcomes research agenda (B.1, B.2, B.3). A faculty member on 60% reassigned time coordinates the college's efforts in the implementation of student learning outcomes, and there have been several staff development activities in the last two years focusing on classroom assessment and learning outcomes. Learning Outcomes Institute has also been established.

Degree and certificate programs reflect not only the mission of SCC but also its philosophy and purpose which are clearly stated in its catalog, on its web page, and in material available to students and the community. As part of degree requirements, students are expected to complete coursework in different areas that prepare them to demonstrate competence in a breadth of disciplines, including communication, computation, and critical thinking skills. (B.4, B.5)

The Campus Curriculum Committee (CCC) has developed and implemented a rigorous process to assure that programs meet the expected outcomes, which are included in the course outline of record. The CCC is primarily made up of faculty and its central role is establishing the process for curriculum development, implementation, and evaluation regardless of where the course is offered or its mode of delivery. Through the development of the Program Review process all programs are systematically reviewed and, to some extent, incorporated into the planning process of the college (D.1, D.2 & D.6). The General Education subcommittee of the CCC reviews all courses for inclusion in the general education requirements, whose purpose, philosophy, and expected outcomes and the areas from which students may select courses are clearly stated in the catalog (C.1, C.2, C.3 & C.4). The Distance Education subcommittee of the CCC reviews all proposals for offering courses via distance education. There are clearly delineated criteria for offering distance education courses in the Curriculum Handbook (D.7). There are also a Pre-Requisite, Co-Requisite, and Advisory subcommittee and a multicultural requirement subcommittee.

To gauge the currency of its occupational programs, the program faculty work closely with advisory committees, which are representative of the business and industry, to review and update competencies necessary for the workplace. The District research office also provides data on the results of surveys of graduates of occupational programs to measure how well they feel the programs have prepared them for the workplace. Employer satisfaction surveys are also conducted on a regular basis (B6). The results of these surveys are also used for program modification.

The college catalog clearly states its transfer of credit policies and the criteria used for the awarding of credit. Additionally, SCC has impressive list of articulation agreements with other institutions (D.3, D.4).

Evidence, Analysis, and Conclusions

Upon review of the documentation, interviews with faculty, staff, and students, it is evident that SCC largely meets the standards. Especially noteworthy is the breadth of courses that the college offers its students to meet program, degree, certificate, and general education requirements.

Academic rigor is sustained through an excellent curriculum review, development, and implementation process. The College Curriculum Committee is to be commended for the seriousness with which it takes its responsibility not only in maintaining but also sustaining the academic excellence and rigor of its programs. It has developed an excellent resource tool in its Curriculum Handbook that clearly delineates the processes used to review its

curriculum. The faculty is also to be recognized for their active participation on the District Curriculum Committee.

The college has an exceptional range of distance education offerings. The self study revealed that distance learning is the fastest growing area of student interest in acquiring learning. Because of this rapid growth and the number of faculty using this delivery mode the team heard support from faculty to encourage and develop a systematic evaluation process for its distance education program. The college has expanded its course offerings to its off campus centers and has continued to offer courses and programs that meet the needs of the students that attend them. However, the delivery of support services specific to the needs of the students who attend the centers needs to be evaluated. There is evidence to suggest that the level of services provided is not keeping up with the growth of the centers. The college is, therefore, encouraged to include an integrated plan for the delivery of comprehensive services to the centers consistent with those offered to students on campus.

The college has made substantial progress in the development of a program review process for instructional programs that include data specific to demographics, productivity, student success, enrollment trends, staffing, curriculum, and placement (for occupational programs). Other than anecdotal evidence gleaned from interviews, there is scant evidence to suggest that it has been fully integrated into the planning process or how these data are used to measure program effectiveness. Furthermore, a process for the systematic evaluation of the effectiveness of non-instructional services and programs has not been developed. The college will need apply the same rigor that it did in the development and implementation of the instructional program review process to that for non-instructional programs and services.

Commendations

The College is to be commended for its efforts in developing a learning outcomes research agenda. Standard Four, text

The College Curriculum Committee is to be commended for the seriousness with which it takes its responsibility, not only in maintaining, but also sustaining the academic excellence and rigor of its programs. It has an excellent resource tool in its Curriculum Handbook that clearly delineates the processes used to review its curriculum. The faculty is also to be recognized for their active participation on the District Curriculum Committee. Standard Four, text

Recommendations

2. The Los Rios Community College District has developed a strategic plan to serve the people within the district through the creation of four colleges and a series of education center affiliated with each of those colleges. The team recommends that, in order to increase effectiveness, this plan should include appropriate provision for delivery of necessary instructional and student support services at all of the existing centers and at those that may be created in the future. (Standard 4.A.4, 4.D.1, 4.D.2, 4.D.7, 5.6, 6.7)

STANDARD FIVE
STUDENT SUPPORT AND DEVELOPMENT

Responses to the previous team's recommendations

No recommendations were noted during the previous visit.

Observations

The student support and development programs seem to be functioning and students are mostly satisfied as evidenced by the results of the student survey as well as through personal contact by the team members with students.

Admissions policies are stated and processes are explained in the schedule, the web site, and the catalog (5.1). The policies seem reflective of the institutional mission and the desire to serve a diverse group of students (5.1). However, the self-study noted that there was recent difficulty in accessing transcripts and other academic data. The interviewees noted that the retrieval of this data was cumbersome and deficient in information needed to serve students. (5.9). The self-study noted, and staff agreed, that the probable culprit for access to this student data was the recent implementation of the People Soft integrated database.

The implementation of an integrated data base created an underlying note of tension in retrieving student academic data such as transcripts to serve students. (5.9) During interviews with staff and faculty, they expressed concern that more user needs were not considered before programs were developed for the People soft implementation. Staff and faculty stated concerns that the on-line registration and application processes were too difficult and cumbersome for students to understand, however student use of the system has experienced great success. Student leaders expressed that last year there had been student concern about on-line application and registration. Student leaders noted that this year the student concern were much less about on-line application and registration; the larger concern was accessing the financial aid office services. (5.1, 5.2) Faculty and staff question whether or not the institution was tracking the frustration levels of students who could not register, especially students who were older and those less technically able. (5.10)

In spring 2002 all student services programs completed a program review. This voluntary process was reported as a source of pride for some of the student services staff. While the new planning process was in place for reviewing services and programs, during site visit interviews many staff and faculty reported being unaware, and seemingly frustrated, by the lack of connections between planning and program outcomes. There has been progress made on implementing a planning structure however, there was not a strong focus nor was there an integration of available student data to develop student learning outcomes. (5.3)

Each year, the research office publishes area demographics as well as student characteristics for use in planning. Staff reported that additional student data was available from the research staff upon request. The student services administration has started to be more structured in requesting student data from district and college resources. Student services

staff and faculty expressed less understanding about the connections between resources and outcomes than were expressed and documented in through the instructional documents and staff. (5.1, 5.7, 5.10)

Counseling within student services provides a wide variety of services to help students gain understanding of the college environment and its learning expectations. (5.6) While students are generally pleased with services; the one area that did receive close to a 23% disagree or strongly disagree rating from the fall 2002 student survey was the counseling area. Program review data for counseling noted that 97% students seeking counseling were satisfied. Staff noted that the discrepancy might have been due to recent elimination of adjunct counseling hours and changes to the appointment structure. (5.6)

The catalog, and to a lesser degree the schedule of classes and web site, listed all admissions policies, graduation requirements, social and academic policies, refund policies and student conduct standards as well as student complaint and grievance procedures. (5.2) Notable were the West Sacramento and Davis centers' matriculation pamphlets printed in five languages: English, Vietnamese, Russian, Spanish, and Chinese. Staff reported the availability of bilingual services to students on the main campus. A West Sacramento center brochure noted the availability of Russian and Spanish translators on a daily basis. (5.2) The student grievance policy was not printed in the schedule or catalog in its entirety; this board policy was abbreviated and students were directed to a full text version located on the SCC web site. (5.2). The website offers students a more complete and interactive approach to accessing services. The website seems well organized. A minor detail was that throughout the catalog and schedule, the Family Educational Rights and Privacy Act (FERPA) was incorrectly referred to as the Family Rights and Privacy Act. (5.2)

The self-study noted that while college policies and services are listed, the recent survey of students found that they are confused about all of the services available to them. Student leaders noted that there was a gap between what students know and what actual services are available to them. Student leaders expressed appreciation for the student leadership and development opportunities and support. Program documentation of the student leadership and development areas, as well as EOPS, and DSPS indicated strong support programs for special populations of students. The College hour was a notable support to not only students, but also the entire college community. (5.4, 5.8)

The self-study noted that all assessments are tests validated by the California community college state chancellor's office or have been validated locally. (5.5) Documents and interviews verified that the placement instruments are reviewed and care was taken to validate their use. A spring 2001 study of computerized placement tests analyzed testing data for possible disproportionate impacts in the math and English subject areas. This study indicated that there did appear to be areas of concern for placement of non-white students; findings of the study were inconclusive and there was a recommendation for a second phase of the study. Staff indicated that the second phase of the study had been delayed due to the increased workload of implementing a new database. (5.5, 5.3, 5.10) Due to staff reassignments, it was unclear who would be responsible for developing strategies to make any needed changes to assessment tests and or processes.

There was not an integrated plan to deliver services to students attending classes at the three centers. The catalog, schedule, and the self-study noted that students would receive the same quality of instruction regardless of the center, time of day, or in which medium the course was offered. There are one or two days of counseling services, some assessments, and on-line orientation access at the West Sacramento and Davis centers. However, students cannot get all service needs met without visiting the main campus. A few students interviewed complained about the lack of bookstores, financial aid services and "open, available" computers. Students cited the ease of parking and overall convenience for choosing to attend the centers. (5.4, 5.6, 5.10)

The lack of consistent student participation in the governance structure was identified as an issue and noted as a planning agenda in the self-study for standard five and standard ten. The fall 2002 student survey indicated that nearly 73% of the students surveyed did not know that students could participate on a campus wide standing committee and that 78.6% of the students did not know that the Los Rios board included a student trustee. There was no concrete evidence that there was a strategy in place to improve student involvement. Several staff and faculty offered that student lack of participation was to be somewhat expected because students are juggling work, parenting and school responsibilities. The lack of money and parking were cited as additional obstacles to student involvement. (5.4) Student leaders expressed similar concern over the survey results; however, they noted that their personal participation on committees and through college governance structures was supported and encouraged by the staff. (5.4)

A Sacramento City College diversity committee has become a standing committee and was instrumental in hiring the person responsible for the Cultural Awareness Center (CAC) and Student Development faculty position. Staff interviews and review of program data indicated that the CAC has made efforts to engage the entire college community in cultural understanding and awareness through its programs and events. (5.8)

Evidence, Analysis, and Conclusions

The college meets this standard with the exception of its activities in research, developing a culture of evidence, and planning.

Staff and faculty at Sacramento City College expressed genuine care and professional focus on the individual student experience. The cultural awareness center exemplified a strong commitment to the intellectual, ethical and personal development for students. Admissions and records staff are in the center of the implementation whirlwind and have maintained helpful attitudes toward students and provided increasing user support to offices across campus.

The collection and analysis of student and program data was not widely understood by staff and faculty. Interviews with staff indicated that the decision making for student programs and services was informed by data at the budget manager level. However, the program reviews were not succinct nor in a format that was easily and widely understood. Student learning outcomes was not a thread in the assessment of program effectiveness. An example

of this concern was the 2001 spring assessment study of disproportionate impacts. The initial data indicated a possible concern over appropriate placement of non-white students. The follow-up study has not yet been completed nor was the data raised as an issue that would initiate any appropriate analysis of what should or should not be done with the results.

A final example of the concern about some fragmentation of services was the confusion over a program designed to support dismissed students, RISE. Some staff interviewed stated emphatically that the program was disbanded. It was verified that the program lost funding, yet still existed. The RISE program supported approximately 30 students of the approximately 1100 dismissed students a year. What services were available to all dismissed students was not clearly understood by all staff interviewed. This serves as an example of the need for a more integrated approach to planning and service delivery to students.

Throughout the self-study and program reviews the focus was not on student learning outcomes. Many units noted that there was a planning model and strategy in place. The self-study surveys indicated that not all staff and faculty are aware of the relatedness of most of the planning activities. Team member interviews revealed that data on student satisfaction with Students Services was available but not utilized when developing unit plans and or program review.

Student leaders stated that their participation was supported and appreciated by staff. The self-study planning agendas in standards five and ten indicated that there was a need to improve the student participation. Staff indicated several possible strategies for improving this self-identified issue. Again, there was data to support the need for the planning agenda, and a comprehensive strategy was not identified in unit plans or program reviews for how to address this issue.

The staff and faculty working at the centers are to be commended for their dedication and positive attitudes. The instructional center deans, as well as the student services dean, appeared concerned for and focused on student needs. However, it did not appear that there was a systematic, integrated review of student data to try to determine what the students needs are or how to meet those needs. There was no evidence of an integrated instructional and student services unit plan(s) or program review(s) for identifying and meeting student needs. Students expressed concern to team members about the difficulty of obtaining consistent services at the centers.

Commendations

The staff and faculty working at the Centers are to be commended for their dedication and positive attitudes. Standard Five, text

Recommendations

3. To fully meet the standards related to student support services, the College must:
 - Develop a fully integrated, research based, comprehensive plan to deliver student services in a manner that addresses the equity of resources and

services in a manner that addresses the equity of resources and services at the campus and the centers; (5.3, 5.5, 5.6, 5.10)

- Develop among student services professionals a culture of evidence that characterizes student services at SCC; (5.3,5.5,5.6,5.7)
- Develop a comprehensive staff development program that addresses the needs of classified staff, particularly in student services, as well as instruction and administration, in the PeopleSoft information system; in development data measures to use for improvement including student learning outcomes, service needs assessment, and student satisfaction with services; and in cross-functional office operations to cover for retiring staff. (5.3, 5.9, 5.10, 7.C.1)

STANDARD SIX INFORMATION AND LEARNING RESOURCES

Responses to previous team's recommendations

The previous team (1997) recommended, “that the College develop a formal and a systematic planning process for the development of a master plan for the new Learning Resources Center (including a description of services, staffing and job description, collection development, and information technology access) which is integrated with and linked to institutional planning and campus-wide program review”.

The visiting team (2003) found evidence that progress has been made in the planning process since the last visit. The Learning Resources Division participates in the College planning process; each program or service area submits its own Unit Plan annually. The Learning Resources Committee reviews resources and services in relationship to identified College needs. In addition, the LRC participated in the development of the college-wide Master Plan by having all units fill out and submit the required template. Also available are complete descriptions of services, job descriptions, collection development policies and procedures and data on availability and access to information technology.

Observations

Information and learning resources and services are well supported at Sacramento City College. The LRC has a number of units that provide a full array of resources and services. These units are: Library; Academic Computing; Distance Learning; Instructional Development; Instructional Media; Learning Skills and Tutoring; Library and Information Technology Program; and Media Production and Services. Other departments provide desktop and college network support as well as academic computing and a great number of computer labs.

The self-study, documentation, interviews and visits verified that the descriptive sections of this standard were accurate. The accreditation team was able to validate all the statements and findings of the self-study.

Evidence, Analysis and Conclusions

Overall, the college largely meets this standard.

The library provides the full gamut of resources and services and compares favorably with other colleges of similar size. The Information Technology Division oversees the operation and maintenance of a large number of computers for faculty, staff and labs. The Learning Skills and Tutoring Center support peer as well as group tutoring to help students meet their educational goals and become independent learners. The Center also serves special populations such as re-entry, working adults, at-risk, single mothers and students with learning disabilities. The Media Production and Services unit supports the teaching and learning process by providing non-print media production services, classroom media

programming, equipment and training, equipment maintenance. There are a good number of departmental computer labs and a few “open” access computer labs. Student satisfaction surveys provide evidence that the library and student computing resources are recognized as available and adequate. Although information competency is not mentioned in the self-study, the team was able to verify that the College is engaged in discussions regarding information competency and that the library is offering a one unit class, online or linked, to address the need. The visiting team commends the library for its effort to maintain a high quality Library and Information Technology Program. (6.1)

The library has an appropriate collection development policy as well as good selection and acquisition policies and procedures. The librarians work well with the faculty to get input regarding resources and services. Nevertheless, the book collection, while adequate, is below the levels recommended by Title V. The \$50,000 book budget appears inadequate. However, the library staff seems grateful that even this amount was approved in the budgeting process. College standards have also been developed for the acquisition and support of information technology resources. All PC platforms, popular software programs and the Internet are supported. The majority of the computers can support a planned upgrade to a Windows 2000 operating system and Office 2000 environment. The College has embarked on at least a partial implementation of the TCO (Total Cost of Ownership) model. Faculty coordinators manage the division labs, adaptive lab, RISE, MESA and EOP&S labs. (6.2)

The library is open for a total of 72 hours per week, including Saturdays. The LRC is closed Fridays, Saturdays and Sundays during the summer. The Learning Skills and Tutoring Centers and computing lab are open during library hours. Online access to the catalog and full-text databases is available 24/7 from any location. A very useful resource in the library is the availability of required college textbooks at the reserve desk. The College provides a computer to every full-time faculty and access to a computer to adjunct faculty (in division offices). There is a large number of “open”, departmental and specialized computer labs, all equipped with a sufficient number of computers to provide appropriate access for students. Computer lab access for students with disabilities is offered through the adaptive lab and at computer workstations located at each of the division labs and open labs. Academic Computing provides computing resources and instructional assistance to students in two open-access computer labs. The College offers a fair amount of opportunities for students to take classes in a distance learning modality: instructional television, teleweb, live one-way video, two-way audio, videoconferencing, computer conferencing, online, and CD or DVD technology. The College should be commended for hiring a full time accessibility specialist who helps faculty and staff cope with ADA requirements and for providing multi-point access to computing for students with disabilities. (6.3)

With nine full time librarians, thirteen full time classified staff, adjunct librarians and work-study students, the library is well positioned to acquire and maintain appropriate resources and offer a large array of services. All librarians hold master’s degrees and all classified staff have appropriate degrees or certificates. All faculty and staff are encouraged to engage in continuing education/staff development activities. Information Technology staff is likewise well trained and competent and able to train others in most aspects of technology. The

Instructional Development unit of the LRC concentrates on integrating technology into teaching and learning. There are a good number of professional and staff development opportunities within the College for administrative, web, and instructional software use and online instruction. Two full-time coordinators, a classified tutorial service assistant, instructional assistants, clerks and an average of 60 tutors per semester staff the Learning Skills and Tutoring Center. Tutors must complete courses in tutor training and instructional assistants (including those in the labs) are required to have tutoring experience and appropriate degrees or two years of college. Each campus computer lab is staffed by at least one Senior Information Technology Technician. The visiting team concurs with the findings of the self-study that growth in classified positions has lagged behind growth in faculty positions and growth in technology. As a result, for example, the ability to support the use of technology (maintenance, set-up, training) has not kept pace with the proliferation of technological resources (computers, labs, multi-media and smart classrooms, etc). (6.4)

Financial support for information and learning resources seems to be sufficient but it is not consistent. The College is spending sufficient funds to purchase computers, software and other information technologies and somewhat fewer funds for library materials. Most of these expenditures are made from categorical funds. General funds (base) are mostly used to pay salaries, benefits and a very small portion of library materials. While this arrangement is working so far, it is not conducive to long-range planning and produces anxiety in LRC faculty and staff. Since many of the categorical funds (TTIP, PFE, VTEA, SIEF, etc) are uneven and uncertain, there is a strong feeling among faculty and staff that budgeting should be placed on a more stable and consistent basis. This change becomes even more important as the College is moving closer to using the Unit Plans to drive the budgeting process.

Libraries are traditionally involved in cooperative, resource-sharing activities on various levels because no library can have all the resources or services it needs or desires to have. Inter-library loans, membership in consortia, and reciprocal agreements are customary. The SCC library is engaged in all these activities. In addition, the librarians at SCC are very involved in cooperative and collaborative activities with their counterparts at the other district libraries. Important decisions regarding purchases use of resources, standardization, rules and regulations, etc. are reached through consensus. The aim is to provide students throughout the district easy access to information and learning resources and to facilitate student learning and success. This level of collaboration and cooperation is truly remarkable and could well serve as a model for other divisions and units. The visiting team commends the librarians for their efforts to better serve the students through extensive district-wide cooperation and collaboration.

There are also a number of district-wide agreements to purchase hardware and software such as the FCCC Microsoft Agreement, the Oracle Enterprise Agreement, the Network Associates Agreement, Adobe, Macromedia, and the like. The District is a member of the Sacramento Educational Cable Consortium. (6.6)

The use of the Unit Plans as the basic planning tool seems to take hold. The visiting team was able to verify that there is general acceptance of this process and units understand the

importance of the Unit Plan and how it ties into the budgeting process. However, there is still some uncertainty regarding the final stage of the process.

All units have also prepared, as requested, their input into the College Master Plan and are waiting for the adoption of this plan. Planning for technology is also addressed well. The District Office and SCC have developed a series of technology plans. The 2001-2002 Information Technology Plan, for example, was developed by the Information Technology Committee, reviewed, and adopted through the participatory governance process; it sets strategic directions for the utilization of technology and focused on the TCO model.

All units are engaged in some form of evaluation. The simplest form is the evaluation that takes place when the new Unit Plan is written (it needs to list the objectives that were achieved in the previous year). Another form that many units use is the survey. Faculty, students and staff are often surveyed to ascertain the level of use and satisfaction with information and learning resources and services. The library collects and analyzes a large amount of data on the collection and patterns of usage. The data is used to make decisions regarding new purchases, library hours, type and extent of services offered, workload and workflow patterns, etc. Information Technology and Computer Services staff evaluates Key Performance Indicators and computer and network resources to develop lists for replacements and upgrades and to plan for future services. Many labs use card swiping to record usage and the data gathered is used, among other things, to identify equipment and service needs. The LRC and Information Technology Divisions do not take part yet in the program review cycle but plans are underway to have them participate in it. (6.7)

The College has sufficient information and learning resources and services to support the teaching and learning process and equipment and materials are selected, acquired and organized in a systematic way, with faculty involvement. (6.1, 6.2) Information and learning resources are readily accessible to students, faculty and administrators. (6.3) The staff is well trained and professionally qualified to support users and guide them as necessary. (6.4) The College is trying to provide sufficient and consistent financial support for information and learning resources even though consistent budgeting remains elusive (6.5) There are a good number of formal agreements with other institutions and agencies to provide additional information and learning resources. (6.6) The College also has appropriate planning and evaluation processes to assess the effectiveness of its learning and information resources.(6.7)

Commendations

The visiting team commends the library for its effort to maintain a high quality Library and Information Technology Program. Standard Six, text

The college should be commended for hiring a full time accessibility specialist who helps faculty and staff cope with ADA requirements and for providing multi-point access to computing for students with disabilities. Standard Six, text

The visiting team commends the librarians for their efforts to better serve the students through extensive district-wide cooperation and collaboration. Standard Six, text

Recommendations

None

STANDARD SEVEN FACULTY AND STAFF

Responses to the previous team's recommendations

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

During the on site visit of October 13-16, 2003, there were several meetings held with groups representing faculty, classified staff, administration, students and the campus community. In general, all groups were satisfied with the results since the last visit as it relates to developing a human resources allocation model. This model begins with the Unit Plan. This planning process is a direct response to the prior team's recommendation to develop an integrated process, which is linked to the institutional planning process. The staffs' level of satisfaction with the Unit Plan was tempered by how their departments were affected. The self-study revealed greater satisfaction among faculty departments than those departments which rely heavily upon classified staff. For example, the student enrollment has increased approximately 6% each year between 1999 and 2001 with no new classified positions being added to these impacted offices. It was also learned that much of the processes used in these offices have been automated and hours of service have been expanded because of the new technology. However, the perception persists and is documented in the self-study that classified hiring is not at the level of faculty hiring in regard to the prioritization of positions needed.

The hiring process gets good reviews from the faculty and staff. In both surveys and interviews, staff views the process as effective.

The college substantially meets this standard. They are in a continuous improvement mode to clarify the Unit Plan process to all who are involved.

Observations

While Sacramento City College is one of the oldest colleges in the state of California, it exudes a newness that was immediately noticed by the team. There is a genuine spirit and pride in being the flagship campus of the Los Rios Community College District. To that end, they are a living example of the cooperation, consultation, diversity and energy that is normally found on new campuses.

There is purposefulness in the way the grounds are landscaped and centered around the student interaction. The classified staff is as much a part of the backbone of Sacramento City College as the faculty. Their understanding of the budget constraints and focus on students first is commendable. In all of the interviews and forums, classified staff spoke of a "family" atmosphere.

The leadership of the Faculty Association, the Classified Senate, and the Academic Senate is to be commended for their willingness to do the heavy lifting when it comes to budget, curriculum and staffing. They fully recognize that they will have differences. However, to their credit, they are always willing to discuss issues and if disagreement occurs they approach it in a civil manner.

The bottom line with the observations of the team and the interviews conducted leave the observers to conclude that Sacramento City College is in touch with their communities, alive and responsive to their students.

The accreditation visit has validated that the Sacramento City college faculty are educated, trained, and experienced to provide a high quality of instruction to the students of the college. Given the immediate and foreseeable budget constraints, the college is meeting the needs of its programs given these restrictions. Most notable of these efforts is the commitment secured from the Sutter Hospital Group to provide millions of dollars in funding for nursing training. This model will serve many districts that wrestle with the high cost of such programs. Sacramento City College and the Los Rios Community College District have found a way to meet a community need without draining the general fund of the college and thereby jeopardizing other programs. (7.A.1)

The classified staff has unique concerns with regard to the prioritization of their needs. They realize that they are in a unique situation primarily because of their facility as it relates to maintenance and operations. It simply takes more hours to maintain some of the classrooms and buildings because of their age. The classified service staff has similar concerns in that enrollment increases have not kept up with replacement of staff. The classified staff feels a lack of support for critical functions that will be affected when retirements occur and there is no one to provide that essential "history" of the position. The team learned that many departments are left with one person who has the information on how the department has been run, and because of budget allocations there is no one who can step in and take over when this person leaves. Classified staff believe that the Unit Plan, while effective for the college in general, lacks an effective classified dimension to address the transition issues in key areas. (7.A 2, 3)

The faculty hiring process, which begins with the Unit Plan, results in a prioritization of college needs which is presented to the college president. If changes occur by the president, he communicates his rationale to the appropriate bodies explaining the modifications. This process results in a good, two-way communication that allows everyone the opportunity to be heard. (7 A.2,3)

The self study revealed that the evaluation process, which is a combination of district policies, contract language involving faculty, classified and classified management groups, appears to work well for all groups (7.B.1) When differences have occurred, each area has developed task forces to address specific issues to be clarified. One example is the evaluation of librarians, coordinators and college nurses, which is covered under their LRCFT contract. To accomplish this goal of clarifying the process of their evaluation, a Joint Task Force on Faculty Performance Review was established. The self-study and

interviews with staff revealed that two areas with respect to evaluation were suggested for change and clarification. The change was manifested in the classified process of evaluation; issues of timeliness of reviews, systematic monitoring, encouraging improvement and the use of the peer review process. Staff also identified that while the manager evaluation process is clear, the follow-up process is unclear. (7.B.1.)

In the areas of staff development, the faculty believe they have ample opportunity to participate in the broad range of opportunities that are provided by the college and the Staff Development Committee. (7.C.1.)

The college has made particular gains through the staff development process by affording faculty the opportunity to learn technology for web-based classes and web enhanced classes. The self-study revealed that this is the largest area of growth in the college curriculum.

Interviews and the self-study revealed that the classified staff has concerns about the lack of coordination for professional development opportunities for their group. Supervisors are inconsistent in making these opportunities available for their classified staff members. Classified staff expressed a need to have greater opportunities for training and formal education in the classified forums conducted during the visit. The classified staff looks to the district Pathways Program as a good example for faculty that could be applied to classified staff. (7.C.1)

Evidence, Analysis and Conclusions

As described in the self-study and verified through the accreditation survey and the interviews with the faculty leadership in the Academic Senate and Los Rios Faculty Bargaining Association, the faculty is comfortable with the processes that are in place to hire and evaluate full and part time faculty.

The classified hiring and replacement process remains problematic for Sacramento City College as it continues to experience growth and loose key personnel to retirement. (7.A.1)

The process of hiring and interviewing faculty and staff has produced an extremely competent faculty that reflects the community it serves. Student satisfaction, as revealed in the self-study and student interviews and classroom visits, is very high. (7.A.3.)

Sacramento City College aggressively pursues all avenues to notify underrepresented populations of professional opportunities available at the college.

The faculty evaluation process is clear, unambiguous and in concert with the bargaining units contract. These processes include questions, which focus upon contributions to the college and students in particular. (7.B.3)

Commendations

The college is commended for its support of faculty in their pursuit of teaching excellence. This process begins with the hiring of qualified staff and the support of an evaluation process, which is designed to improve the quality of teaching and learning.

The college is commended for its commitment to hiring faculty and staff that reflect the diversity of the community it serves.

The classified staff is as much a part of the backbone of Sacramento City College as the faculty. Their understanding of the budget constraints and focus on “students first” is commendable. In all of the interviews and forums, classified staff spoke of a “family” atmosphere. Standard Seven, text

The leadership of the Faculty Association, the Classified Senate and the Academic Senate is to be commended for their willingness to do the heavy lifting when it comes to budget, curriculum and staffing. They fully recognize that they will have differences. However, to their credit, they are always willing to discuss issues, and if disagreement occurs they approach it in a civil manner. Standard Seven, text

The team commends the classified staff for establishing a quality service program, “Connections,” with 140 staff graduates. Noel Levitz recognizes the excellent staff training at Sacramento City College by including them on their national video – one of four colleges in the United States.

Recommendations

None

STANDARD EIGHT PHYSICAL RESOURCES

Response to the previous team's recommendations

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

Since the last accreditation visit, there has been substantial progress in terms of the use of the participatory governance processes at the college and through interaction with the district which blends the physical resource allocation requests with the institutional goals. The college's physical resource planning, which is a part of the college's master plan, is linked to other institutional planning efforts and institutional goals. (8.2, 8.22, 8.34)

Observations

Sacramento City College is the seventh oldest community college in California. While this distinction connotes a romantic notion of ivy covered walls and towering trees, it is a facility planner's nightmare. The campus is well maintained and provides an exterior view that is inviting and purposeful in its attempt to create a comfortable and welcoming feeling. However, that which cannot be seen, the infrastructure and construction methodology used 70 years ago, creates great problems when institutions are now focusing on flexibility of facilities rather than permanence. (8.1)

The maintenance staff takes great pride in the grounds and buildings. The craftsmanship of the operations staff in the construction of the library furniture and rare book room is unheard of in this era. Equally impressive is the work done on the theater which was constructed in 1937. The frescos they have uncovered and repainting existing woodwork to its original state is only emblematic of the pride and genuine love they show for the flagship campus of the Los Rios Community College District. (8.2)

It is appropriate to comment on the persistence of the campus administration, in cooperation with the district, in pursuing issues like mass transit, additional parking, library construction and facilities modernization.

In addition to the 70 acre, 26 building complex known as Sacramento City College, it now operates three additional centers. They are the Davis Center, the Downtown Center, and the newest, the West Sacramento Center. In addition to the center administration, each center is responsible for instruction located at high schools, state buildings, and senior centers. (8.1)

Since the last accreditation visit, the college has continued to follow the district wide scheduled maintenance plan to renovate ten areas on campus. (8.4).

In 2002 the voters of the District approved a bond initiative, Measure A, which will enable the District to meet its capital needs.

The District and the College compile a planning document, which is titled “Scheduled Maintenance Repair and Special Project Plan”, jointly. This list of projects is coordinated throughout the district with agreed upon priorities. The campus has consistently developed a plan for the implementation of new technology in classrooms, computer labs and office stations. The District and campus plans are well prepared, planned and organized in a manner that maximizes the efficiency of each project for the colleges. (8.4)

Their use of a Major Maintenance Problems Hit Squad, as described by campus staff, is handled by the district for all colleges and is a unique and inventive way to solve problems without major disruption of the major workday because they perform their tasks from midnight to dawn. They are also driven by a facility inventory system, which addresses preventive maintenance. (8.2)

In conjunction with the District Safety Committee, Sacramento City College has a campus safety committee, which meets regularly and typically will address issues of ADA compliance.

Finally, the passing of Measure A will allow the District to implement its plan to create more centers of attendance throughout its service area rather than construct new colleges. However, because of the way in which the state has organized itself with regard to construction projects, the college cannot successfully compete for capital outlay projects. The irony for Sacramento City is that it may be better off in the long run to demolish existing structures rather than attempt to remodel or qualify for special maintenance or special repair dollars.

Evidence, Analysis and Conclusions

At the college level, all committees are engaged in the planning for the Measure A dollars and they have been for the scheduled maintenance dollars provided by the state through Proposition 47. (8.5)

There are ample documents available on file and on the web documenting the existence of the committees that participated in the capital improvements that have occurred and are scheduled to occur at Sacramento City College. Interviews with faculty, district staff and administration indicate that this was a pleasurable task only limited by the dollars they could spend. There was even discussion of the appropriate floor covering and wall surfaces as to their low maintenance properties. The progress that has taken place since the last visit only confirms the obvious success of their efforts. (8.1)

This further evidence also reveals that each building that has been scheduled for renovation or major repair is only undertaken after the affected departments have been involved with the district architect in the redesign of the building. (8.2)

The team reviewed the findings of the effectiveness of the resource planning and evaluation and their link to institutional planning. Through interviews with the District, SCC personnel, including the Vice Chancellor of Administration of the LRCCD, SCC Vice President of Administration, faculty, meetings with the Academic Senate leadership, the Master Plan for Student Success Committee and the Facilities Committee as well as a review of documents from architects minutes of meetings, it was determined that, without question, all persons interviewed had the opportunity to be involved in facilities planning through their individual involvement or through their representative governing body involvement. (8.5)

The college substantially meets this standard. All individuals interviewed indicated satisfaction with the physical resources at all locations. However, parking continues to plague the Sacramento City College Campus. This may only be a problem that can be solved at the legislative level because it is a problem with all urban campuses that are land locked.

Recommendations

None

STANDARD NINE
FINANCIAL RESOURCES

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

Observations

The Board of Trustees maintains a conservative approach to budgeting while allowing campuses to administer their budgets with great deference to their judgment thereby providing adequate financial resources to achieve, maintain and enhance the programs and services at SCC. The allocation process uses institutional goals as a basis for distributing financial resources. Unit plans drive the allocation process. The college's Unit Plans use department goals when making requests for financial resources. Interviews and the college's self study revealed a good understanding and satisfaction with this approach. (9.A.1)

The College and district plan the budgeting year with two assumptions: "X" being the minimum amount of dollars received and "Y" being the maximum amount received. (9.A.2) The College begins the year with the minimum assumption, "X". This approach allows the College to make changes throughout the year as the financial picture becomes clearer.

Because there is uniform agreement on this methodology, it has the added benefit of minimizing the anxiety in the collective bargaining process thereby providing stability to the organization. (9.A.4)

The District has a detailed and complete Five Year Construction Plan, which provides a description of projects for SCC as well as estimated costs. (9.A.3) This planning helps the College prepare for increased growth. The College has a detailed budget-planning document and holds campus wide workshops on the process. Discretionary funds that come available to the campus are distributed annually through the participatory governance process. (9.A.5)

It would be an error not to mention the cooperation and collegial approach among the campus financial administrators and the district office. There appears to be a true one for all, all for one attitude to solving financial dilemmas.

With the passage of Measure A, SCC is embarking upon a major construction project for the next five years that will address some of the major construction projects and educational program needs for the foreseeable future.

The District and College have carefully planned for capital facilities based on growth projections and analysis of the condition of existing facilities. This planning, as reviewed in the District Facilities Plan, coupled with the passage of Measure A, place SCC in the best position to capitalize on additional state capital outlay funding. (9.A.3)

The District has a budget committee with representatives from each of the colleges' constituency groups. This committee meets regularly and has regular updates to the campuses. The SCC committee and the District committee have materials to describe their processes that are distributed to all groups and are available on the web site. (9.A.4)

From interviews with staff, public forums and the self-study, there is ample evidence for all parties to have opportunities to participate in the development of financial plans and budgets. Any staff person may submit budget requests through their department spokespersons. (9.A.5)

Although mentioned in the general comments, it is worth mentioning again because the funding formula goes a long way to provide a stable environment in which to plan for college growth and development. The District further allows SCC and other colleges in the district to develop reserves that can be carried over at the campus level. This promotes good fiscal management and rewards behavior that plans for the future. (9.B.1)

Financial controls are in place at District and campus levels, which provide automated account checking for departments and administrators. (9.B.1) The reviews of the College's latest independent audits are free of exceptions. Any recommendations made by the auditors regarding internal controls are routinely incorporated into the College's business practices. (9.B.2, 3)

Auxiliary activities such as student activities, athletic fundraisers and scholarship programs are funded in a variety of ways through the College Bookstore and a vending contract which shares proceeds with student activities. These programs are also reviewed annually as part of the internal auditing procedures and are operated with good controls. (9.B.4, 3)

The implementation of the People Soft financial and human resources system has gone a long way in providing real-time information, good financial data and improved controls for personnel and the purchase of goods and services. (9.B.1, 3) Interviews with the end users of the system indicate that the District has driven the changes and that the College has had to modify some of its historical practices they previously employed. (9.B.6)

Evidence, Analysis and Conclusions

Overall, the college largely meets this standard.

It is clear from the review of the self study, interviews with campus leadership and District personnel, specifically the Campus President, Vice Presidents and Deans, and the Director of Accounting Services and the Vice Chancellor of Resource Development that the financial practices and procedures outlined in the self study are in place and followed by all appropriate personnel. (9B.4)

Future obligations are clearly identified and plans exist for repayment. As a matter of policy, monies from non-continuing funding sources are only allocated to one-time only expenditures to avoid budget shortfalls with fixed costs. The college and district have

policies for appropriate risk management. All risk management services are administered at the district level. The district utilizes self insurance funding. The district and colleges have an appropriate use of revenue anticipation notes to assist with cash flow obligations. The board maintains a prudent reserve. (9.C)

Commendations

The College is to be commended for the progress it has made in documenting the procedures to be followed in the fiscal management of its funds. There is a genuine respect for the process by all parties as well as a high degree of confidence and trust in those carrying out these responsibilities. (9.A.1, 9.A.4, 9.A.5, 9.B.3, 9.C.4)

Recommendations

None

STANDARD TEN
GOVERNANCE AND ADMINISTRATION

Response to previous team's recommendations

The team recommended that the institutional governance climate receive attention. Policies, practices and expectations should be clarified so that all constituencies will know what to expect of each other in an environment of effective participation and mutual respect. (10.B.5, 6, 8, 9, 10)

The College has provided detailed information that supports their belief that this previous recommendation has been satisfactorily achieved. The information provided is very current. Individuals interviewed expressed positive agreement on the effectiveness of institutional governance. They credit the structure of the "Tri Chair" formation of all committees with helping clarify, communicate and create a positive environment where every group has an equal say in matters affecting the governance of the college. The self-study confirms this recognition of a positive change from prior years.

The team recommended that all parties within the college assume responsibility for improved communication. More specifically, the College constituents separately and collectively should assume personal responsibility for utilizing the principles of effective communications developed by the communication task force and accepted by the College. (10.B)

The College has met this standard. There is ample evidence confirmed by interviews and the self-study, which indicate that communication is better among all groups. They regularly cite the web, e-mail, and voice mail, electronic posting of minutes and agendas, as well as electronic reminders of committee meeting times and dates prior to the date of the meeting. While some staff, namely custodial and grounds personnel, do not have regular access to their e-mail account, the College has begun to use regular mail to inform this group of employees of activities on campus.

Observations

As the senior college in a four-college district, Sacramento City College has evolved very successfully with all the changes that have occurred during its illustrious history, which has assisted the District in developing good lines of communication among all colleges and constituencies. The Los Rios Community College District administration and staff have clearly defined roles that facilitate the cooperation among colleges, administrations, faculties and student bodies. (Standard 10, preamble)

The Sacramento region is one of the fastest growing in all of California and the District and its colleges and centers have responded through their governance models to address the needs of access to higher education. The District has embarked upon a "centers" model to provide access to citizens who wishes to participate in their educational advancement.

The team observed and validated the responses in the self-study which concluded that there is a positive relationship with the district function as it relates to SCC and the other colleges.

The elected governing board of the Los Rios Community College District consists of seven members who are elected by geographic region and one elected student member. (10.A.1)

An extensive and clearly organized policy manual guides the work of the trustees. The Governing Board oversees the development of the district's strategic plan and relies on this document and board policy to direct the financial health of the district. (10.A.2, A.3)

The College President, Academic Senate representatives, Classified Senates and the Los Rios College Federation of Teachers representatives provide reports at each meeting. (10.17, 10.19) The Board delegates duties to the Chancellor and through him, other district and college administrators, groups and committees. (10.B.6, 10.B.9)

The Board hires and evaluates the district Chancellor and confirms appointments of other major academic and administrative offices. (10.A.4)

The Board is informed about the accreditation process for all the colleges and minutes revealed that they received frequent updates at the regularly scheduled meetings. In addition, they were provided copies of drafts of the self-studies of all campuses as well as the final documents. (10.A.7)

The Trustees participate in the Los Rios strategic planning activity with staff from across the district. They direct periodic reviews of curriculum changes and all district policy.

Each year the Trustees develop, along with the Chancellor, goals for the coming year and prepare a report on the goals of the prior year. The Board annually reviews its performance in concert with the Chancellor. (10.A.5)

The College's chief executive officer is the College President. Sacramento City has benefited from the stable and effective leadership provided by the current President since 1987. The College goals are often in support and relate to the Chancellor's goals and the District strategic plan. (10.B.1)

The College President engages the various constituencies in the governance of the campus as it relates to managing resources and budget expenditures and priorities. All minutes of District and campus meetings attended by the President are distributed widely to all groups to ensure the timely sharing of information.

Meetings with the college president, faculty and staff confirm the leadership provided by the president and administrative officers is effective in setting goals, developing plans and establishing priorities while implementing college budgets, expenditures, board policies and an effective teaching and learning environment. (10.B.2) College administrators are regularly evaluated and their roles, along with faculty and classified staff, are defined in job descriptions and in the college's Guide to Participatory Decision-Making. (10.B.3, 4)

Faculty have a substantive role in governance, educational programs and hiring as verified in the published Guide to Participatory Decision Making, SCC Faculty Handbook and Academic Senate Minutes as practiced on campus. (10.B.6, 7 and 8)

As a part of the accreditation process, the District sought input from staff as to their perception of responsibilities and functions that should be solely district, college or mutual responsibilities. This project was called the “mapping” project to establish a benchmark for the district and colleges and as a management tool to communicate more clearly the roles and responsibilities of each. The District Academic Senate expressed concern that they should have been given the opportunity to respond to the input. Their objection was more to do with process rather than the task of benchmarking the perceptions of staff. (10.C.3)

Evidence, Analysis and Conclusions

The college has done an effective evaluation of standard 10. The Board, College and District governance, administration and management are effectively and clearly demonstrated in Board meeting minutes, Board policy, written college policies and procedures, district goals and strategic planning documents. (10.A1-3, 7 10B.1, 2, 5, 8-10, 10.C.1-4)

As verified by several different documents (strategic plan, goals, Board minutes, Board policies), the Chancellor provides effective leadership in goal setting, developing plans and establishing priorities for the institution. The Chancellor is also effectively managing district resources and implements priorities and policies. (10.C.1, 2)

The college has made great improvements over the past several years in its inclusiveness of all employee groups in the governance process. (10.B.3, 5-10) The Board, College and District have established and documented plans for evaluation of the Board and all administrators, with reasonable level of involvement on the campus and lists in each VP office with dates due. (10.A.3, B.4)

Commendations

The college is commended for their creation of the Tri-Chair structure of governance, which gives all employees a greater level of responsibility and direction in college decision-making.

Recommendations

None