

EXTERNAL EVALUATION REPORT

**Sacramento City College
3835 Freeport Boulevard
Sacramento, CA 95822**

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

The report represents the findings of the External Evaluation Team that visited
Sacramento City College on October 5, 2015 through October 8, 2015

Dr. Norma Ambriz-Galaviz
Chair

NOTE: this page shall be added to the team report noted below, immediately behind the cover page, and shall become part of the final evaluation report associated with the review.

DATE: January 8, 2016

INSTITUTION: Sacramento City College
3835 Freeport Boulevard
Sacramento, CA 95822

TEAM REPORT: Comprehensive Evaluation Report

This report represents the finds of the evaluation team that visited Sacramento City College October 5-8, 2015.

SUBJECT: Commission Revisions to the Team Report

The comprehensive External Evaluation Report provides details of the team's findings with regard to the Eligibility Requirements, Accreditation Standards, and Commission policies, and should be read carefully and used to understand the team's findings. Upon a review of the External Evaluation Report sent to the College, the Sacramento City College Self-Evaluation Report, and supplemental information and evidence provided by the College, the following changes or corrections are noted for the Team Report:

1. The Commission finds that the District is not out of compliance with Standard III.C.1, and that Standard reference should be removed from District Recommendation 1.
2. The Commission finds that District Recommendation 3 should be written as a recommendation to meet Standards rather than an improvement recommendation.
3. The Commission has found the College out of compliance with ER 16 and has added that that citation to College Recommendation 2.

Visiting Team Members

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Supervisor, Institutional Research and Planning
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Summary of the Report

INSTITUTION: Sacramento City College

DATE OF VISIT: October 5, 2015 through October 8, 2015

TEAM CHAIR: Dr. Norma Ambriz-Galaviz
President, Merritt College

An eleven-member Accreditation Visiting Team was present at Sacramento City College from October 6, 2015 through October 8, 2015 for evaluating the college's request for reaffirmation of accreditation. In preparation for the visit, the team chair attended a team chair-training workshop on July 9, 2015 along with the three other chairs for the Los Rios visiting teams. The chair and team assistant conducted a pre-visit to the college and the District office on August 14, 2015. During the pre-visit, the chair and team assistant met with District and College leadership and key personnel involved in the self-evaluation preparation process. The entire evaluation team received team training provided by staff from the Accrediting Commission on September 1, 2015. The evaluation team received the college's self-evaluation in late August and early September prior to the October 2014 visit, and team members found it to be comprehensive and addressed all standards including the Commission's eligibility requirements, commission policies, and pertinent federal regulations.

Sacramento City College is one of four colleges in the Los Rios Community District.

The Visiting Team found the Self-Evaluation to be well written, documented, and organized. The evidence was imbedded with active links within each the standard description and at the conclusion of each major standard. The majority of the team's time was spent verifying and reviewing the evidence.

The Visiting Team found Sacramento City College to comply with all Eligibility requirements, relevant Commission policies and relevant Federal regulations. The team assessed the college's response to the 2009 recommendations, reviewed follow-up reports, and found that the college has made great progress in meeting the recommendations.

The team confirmed that the entire Campus community including faculty, staff, students, and administration compiled the Self Evaluation Report through broad participation. Several members of the Sacramento City College Evaluation Team, along with members from the other teams visited the with the Chancellor, District staff, and Board members at the District office on Monday October 5, 2015 prior to arriving on the campus of the Sacramento City College. Sacramento City Visiting Team members met with District staff to assess areas such as finance, physical facilities, human resources, technology resources, governance, and Board relations for the operation of the District. Meanwhile, the rest of Sacramento City Visiting Team members

visited off campus locations; Davis Center, West Sacramento Center, and the McClellan outreach site (Aeronautics) facilities.

Upon arrival at the campus, the College invited team members to attend an open “meet and greet” reception with approximately 75 attendees. Members from all constituencies were present including students. Members of the team toured the campus. Some tours were customized based on specific sites of interest, i.e. sports stadium, new Student Services Building, Routh Hall north, LRC (Library), College Bookstore, and City café. The college is nearly one hundred years old in its current location. The team found that the College’s Facilities Master Plan of 2003-04 and passing of local facilities bond Measure A in 2002, allowed the College to embark on a modernization and parking improvement program to span the next decade and beyond. In 2007, a significantly large parking garage of 1,958 spaces was completed; in 2005, the modernization of Technology building followed in 2006 by the Cosmetology building, in 2008 the North Gymnasium, and in 2010 the Fischbacher Fine Arts building. In the 2014-15 academic year, the college completed a remodel of a portion of the Lusk Building and relocated the Electronics Technology program from Rodda Hall North, 3rd floor, to the new space. Currently in 2015, Rodda Hall North 3rd floor is undergoing a remodeling project with plans to house the Mathematics, Statistics, and Engineering Division Office and the entire mathematics faculty. Overall, the Team was impressed and found the grounds and buildings well maintained and supportive of a learning environment.

As stated earlier, the college’s three off campus sites were visited and an assessment made on the each site: West Sacramento, Davis, and McClellan. The West Sacramento and Davis Centers are newly constructed educational centers with state of art learning facilities. The McClellan facility is an outreach and learning site for the Aeronautics program of the college. A detailed summary of the team’s findings for each of the sites is included at conclusion of this report as appendices.

The college has maintained enrollment for the past five years in the range of 22,800 to 23,500 students. The largest age group is 18-20 years of age with 35.7% and 21-24 years of age at 24.9%. Female students represent over 55% of the student body. The college is ethnically diverse with no group larger than 30% represented. The college has experienced a significant growth since 2010 with the Hispanic/Latino population. As of 2012, the college exceeded the 25% federal designation threshold to serve as a Hispanic Serving Institution. As of 2014, Sacramento City College has served over 62% from low to below poverty income levels. The California Community College Chancellor’s Scorecard persistence rate of 2014 ranged from 76-77% (04-05; 05-06; 06-07; 07-08). Lastly, the number of degrees + certificates steadily increased from 1,598 in 2009-10 to 2,145 in 2013-14.

During the visit, the team held numerous meetings and interviews with college committees, staff, faculty, students, and administration. Two opportunities (day and evening) for the college community to meet with members of the evaluation team in Open Forums provided an opportunity for dialogue with Visiting Team members. Team members attended some regular meetings held on the campus during the visit for example, Academic Senate meeting, Associated Student Body, Student Learning Outcomes Committee, Curriculum Committee, Technology Committee. These visits and meetings allowed the team to gain an understanding of the

organizational and governance structure of the College. Several team members attended meetings with the college's standard team members used during the college's processes of developing its Self-Evaluation Report. In addition, the team observed several class sessions, both face-to-face and online. Team members met with several students, both formally in interviews and informally in conversations around Campus. These interviews were largely positive and enlightening for the team. The team greatly appreciated the enthusiasm and support from college during the visit.

Clearly, the College has done great work especially in the improvement of learning outcomes assessment, program review and institutional planning, and in engaging the college constituencies in dialog regarding data-informed improvement and decision-making. The visiting team found the College engaged, promoting the diversity of its students, and focused on student success.

Overall, the College and District offices were well prepared for the team's visit and could not have been more welcoming and hospitable. Understanding of the accreditation process was widespread throughout the district and college. The Team found requests were met quickly, and employees were open and candid in their responses to team members' questions.

The team's workroom was well equipped with excellent technology support and workspaces. The College provided a team workroom at the hotel as well, and provided for Wi-Fi in the team workroom and in each team member's hotel room.

Introduction

Founded in 1916 as a department of Sacramento High School, Sacramento City College is the seventh oldest public community college in California and the oldest institution of higher learning in Sacramento. On March 19, 1964, Sacramento City College separated from the Sacramento City Unified School District to join the newly organized Los Rios Junior College District, which assumed the operation of American River College and Sacramento City College.

In 1926, the College transferred its permanent campus. The first new buildings consisted of administration, classrooms with laboratory units, and a gymnasium. With expansion came the demand for more buildings and more facilities constructed between 1928 and 1965. The college maintained a commitment to appropriate learning facilities; thus, since the 1980's, modernization of various buildings has occurred. The main campus encompasses approximately 73 acres and consists of 27 buildings, nearly 500,000 assignable square feet including a newly remodeled stadium that meets seismic and ADA requirements. Increased enrollment growth resulted in the addition of two off-campus centers, one in Davis and another in West Sacramento.

The College currently serves approximately 24,000 students within and outside its downtown geographic area. Although the campus has experienced a slight decline in the younger student population (19-20), the group is projecting to rebound in the early 2020s. The Latino student population continues in an upward trend, and it recently allowed Sacramento City College to gain the federal status of Hispanic Servicing Institution.

The College offers an array of instructional program and general education course offerings which represent 94 Associate Degrees, 22 Associate Degrees for Transfer (ADTs) and 84 Certificates of Achievement. Some are available in both face-to-face and online modes. A significant number of career technical programs offered at Sacramento City College have additional accreditation requirements through their industry or licensure requirements, for example; The Occupational Therapy Assistant Program, Physical Therapist Assistant Program, Associate Degree Nursing Program, Vocational Nursing Program, Dental Assisting Program, and the Dental Hygiene Program.

The College Strategic Planning Committee (CSPC) along with the Office of Planning Research and Institutional Effectiveness (PRIE) assure the on-going systematic planning, program review for currency, student learning outcomes, and broad based participation from the various departments and divisions. CSPC develops the annual first steps in the planning process, and the committee's membership consists of the leaders of each of the four constituent groups and administration. Dialogue is encouraged throughout the college to assure effective planning. The College's Blue Book describes the participatory decision-making process. It outlines the administrative structure and process, the constituent groups, a committee system along with bylaws and the opportunity for any individual or group in the college to bring forward issues, concerns or recommendations for improvement. Written materials such as agendas and minutes are a standard and made available on the College's website.

The college had its most recent comprehensive evaluation and site visit in 2009. Since that visit, it has submitted a Midterm Report 2012 addressing the recommendations from the 2009 visit. Also, noted are the regular substantive change reports submitted to the commission since 2008 for a new program, distance education or new teaching centers.

In response to previous accreditation recommendations, the college designated the Campus Development Committee in evaluating its planning process for capital projects and resulting in the sharing of information at Convocation and Executive Council meetings on a consistent basis. A new system called Alfresco was implemented to store content information and is available to increase access of information. Associated with improving communication was the development of the college website. Since spring 2014, Sacramento City College publishes its web information on their new content management system using WordPress. The college also realized the need to employ a webmaster to work with staff on maintaining sites as well as working collaboratively with the college Public Information Office for marketing and/or red-designing program descriptions. Lastly, Sacramento City College embraces Student Learning Outcomes and actively assesses courses, programs, general education, student services and administrative units. Data analysis is widely incorporated into various venues for dissemination and discussion throughout the campus as depicted in the CCSSE survey.

College/District Commendations

College Commendations

Commendation #1

The College is commended for the opportunities and support it provides for its diverse student population as evidenced by its Cultural Awareness Center (CAC) which sponsors free “educational and intercultural programs” including “speakers, films, community forums, book reviews and diversity workshops that are designed to promote advocacy, inquiry and inclusion.”

Commendation #2

The Student Senate is commended for its active engagement in the participatory governance process and for its leadership in empowering students to address campus issues.

Commendation #3

The library website is a vibrant, accessible, student-friendly portal to library resources and support services. The site is clear and well organized. Engaging graphics, including book jackets in the online catalog, promote student use. Among the site’s notable features are the tabbed search box, the OneSearch interface, Ask a Librarian chat reference, and the nationally recognized PILOT (Path to Information Literacy Online Tutorial).

Commendation #4

The College is commended for its development, planning, and implementation of the newly constructed Davis and West Sacramento Centers. The innovative partnerships, the commitment of resources, as well as the dedication to programming and student services provide an outstanding educational environment for students of the surrounding communities. These quality facilities have set a new standard for future California Community College Centers.

District Commendations

Commendation #1

The College and District should be commended for fully recognizing and funding the Other Post-Employment Benefits (OPEB) obligations. The College and District have been funding the OPEB since the 1980s resulting in fully funding and providing an ongoing line item budget for future obligations.

Commendation #2

The District is to be commended for the Chancellor’s Cabinet, which includes all constituencies and provides for transparency in decision-making related to budget, strategic planning, Board Policies and Regulations, and other important areas affecting District and College operations. (IV.B.3, IV.B.3.a, IV.B.3.c)

College/District Recommendations to Meet Standards

College Recommendations

College Recommendation #1

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

College Recommendation #2

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

Recommendation #3

In order to improve institutional effectiveness, the College needs to move forward on the action plan it identified by utilizing the Blue Book Task Force for making recommendations to help improve participatory decision-making processes and enhance college-wide communication. (IV.A.1, IV.A.2, IV.A.2.a, IV.A.2.b, IV.A.3)

District Recommendations

District Recommendation #1

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

District Recommendation #2

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

District Recommendation #3

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

Evaluation of Institutional Responses to Previous Recommendations

2009 Recommendation #1 - Student Learning Outcomes

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

In 2010, the College incorporated analysis of learning assessment data into the Unit Plan and program review templates. Assessment results and plans for follow-up changes are part of the assessment reporting structure. As a result, there is now evidence that the College is widely assessing learning outcomes. In the 2013-14 academic years, the most common change reported was in teaching methods. Further strengthen the assessment component, in 2013, the Academic Senate revised the charge of the SLO Committee to emphasize assessment and consequently changed the name to the Student Learning Outcomes Assessment Committee (SLOAC). Assessment of SLOs occurs the Curriculum Committee when course curriculum is under review or when courses are changed. Course SLOs are included in the course outline of record. Tracking of SLOs and their assessments and outcomes take place in an online database. There is alignment of course SLOs with program SLOs and general education SLOs. There has also been a similar process established for Student Services. SLO assessment is now very much a part of the College's planning cycle.

Ninety-seven percent of degree and certificate programs have defined program outcomes and nearly 86% of programs report ongoing assessment of program outcomes. In spring 2014, acting on the recommendation of the SLOAC, the Academic Senate approved a revision to the College ILOs. The ILOs, initially centered on general education learning outcomes (GELOs), transformed to ensure that graduates of CTE certificate programs were included in institutional outcomes. The ISLOs (Institutional Student Learning Outcomes) are all-encompassing institutional outcomes.

The Recommendation was addressed and the Standards are met.

2009 Recommendation 2 – Facilities Planning Process

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

This improvement recommendation was addressed, and sufficient evidence was included and provided to indicate that information on facilities planning is shared with numerous constituency groups at various times (i.e., during Convocation, meetings of the Executive Council, on the campus website, and in multiple committees and governance groups). Updates occurred in 2004,

2010 and 2014 to the LRCCD Facilities Master Plan for currency. The Campus Development Committee annually updates and develops a Facility Management Resource Allocation Plan (2007). The Administrative Services (VPA) unit conducted an annual facility program review. Minutes and agendas are available from the Campus Development on the committee web page, along with the committee charge and membership.

2009 Recommendation #3 - Website

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

This improvement recommendation was addressed. The College has continued to make progress in developing a user-friendly, accessible website. In March 2014, the College launched a new website using the WordPress content management system. The new site has integrated the contents of what was formerly a separate employee website onto a Faculty/Staff landing page. The College is now using a storage system (Alfresco) that allows the College to organize documents and make them available to staff (with authentication) or to the public (with no authentication) as appropriate. The College has hired a webmaster and offers training on WordPress via their website tutorials. The College has also established a web governance committee to oversee the ongoing development of the College website.

2009 Recommendation #4 – Assessment Portability

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

This improvement recommendation was addressed. The College responded quickly and effectively to this recommendation. By the fall of 2011, students who assessed were able to transport their assessment results to the other community colleges within the Los Rios Community College District. In the spring of 2014, the College became a member of a pilot project to create statewide portability.

Eligibility Requirements

1. Authority

Sacramento City College operates under public law of the State of California as a part of the California Community College system. The Board of Governors of the California Community Colleges, the Accrediting Commission for Community and Junior Colleges, and the Board of Trustees of the Los Rios Community College District issue authorization in the awarding of degrees and certificates to the college. Additionally, it holds programmatic accreditation by various industry and governmental entities in the areas of Nursing, Physical Therapy Assistant, Occupational Therapy Assistant, Dental Hygiene, and Dental Assisting.

2. Mission

The Visiting Team verified that the Board of Trustees on January 20, 2010, reviewed and approved Sacramento City College's mission statement and further confirmed the annual review by the College Strategic Planning Committee. The mission statement is widely disseminated to the College community and to the public via the website, the catalog, faculty handbook, and posting in various locations. The mission statement describes the College's educational purposes, intended student population and commitment to continuous improvement to support student learning.

3. Governing Board

The Visiting Team confirmed that the District has a seven-member functioning governing board that is responsible for the quality, integrity, and financial stability of the District. The Board is elected by the voters from the local communities by trustee Districts. Each Board member serves a four-year term. Each College elects a student trustee to serve in an advisory capacity.

The Visiting Team confirmed the Board exercises the right to be an independent policy-making body capable of reflecting constituent and public interests in its decision-making. The team confirmed that the Board reviews compliance with the State's Conflict of Interest Code to show no personal financial interest in the institution.

4. Chief Executive Officer

The Visiting Team confirmed that the Governing Board, based on the recommendation, from the Chancellor, appoints the College President who serves as the chief executive officer whose full-time responsibility is to provide leadership and management of all programs and services provided by the College. The president has the requisite knowledge and authority to administer board policies.

5. Administrative Capacity

The Visiting Team confirmed that the College has sufficient staff with appropriate preparation and experience to provide the administrative support for the mission and purpose of a College.

6. Operational Status

The Visiting Team verified that all divisions of the College are operational with students actively seeking degrees and certificates by reviewing the class schedule and catalog.

7. Degrees

The majority of the College's course offerings are in programs that lead to degrees. Sacramento City College officially offers 94 Associate Degrees, 22 Associate Degrees for Transfer, 84 Certificates of Achievement (12 units or greater) and 1 Certificate in Customer Service (less than 11.5 units) for a total of 201 degrees. Institutional data show that degree and certificate completion in 2013-14 has increased as compared to 2009-10, indicating that a significant amount of the students enrolled at the College are enrolled in degree/certificate related courses.

8. Educational Programs

The Visiting Team confirmed that educational programs adhere to the mission of the College, District and Community College System and are consistent with Title 5 regulations. Articulation agreements exist with four-year institutions. Courses and programs list student-learning outcomes and are achieved via course content. (ER30, 31, 32)

9. Academic Credit

The Visiting Team confirmed that the College follows the accepted practices for community colleges in the awarding of credit. In lecture courses, one hour in the classroom and two hours of study per week consist of a unit of work. In laboratory classes, three hours in the classroom with no outside study equates to one unit of work. (ER 33, 34, 35)

10. Student Learning and Achievement

The Visiting Team confirmed that courses and programs contain student-learning outcomes, which are systematically assessed according to a six-year cycle established by the College. Most courses and programs are participating in ongoing student learning outcomes assessment and student achievement data. This data leads to engagement and dialogue related to improvement of student learning. (ER 37, 39, 40)

11. General Education

The Visiting Team confirmed that the institution's programs contain a minimum of 21 units of general education courses to ensure breadth of knowledge and to promote intellectual inquiry. Curriculum committee reviews course to verify appropriateness of inclusion in the general education program. (ER 41, 42, 43)

12. Academic Freedom

The Visiting Team confirmed that the Board of Trustees has adopted policies which endorse the principles of academic freedom. (ER 44) Similarly, the faculty contract ensures the faculty's rights and obligations of professional protection, autonomy, and responsibility. (ER45)

13. Faculty

The Visiting Team confirmed that Sacramento City College maintains full time and part time faculty that meet or exceed the minimum qualifications as set by the California Community Colleges Chancellor's Office. The number of faculty (302 full-time and 490 adjuncts) is sufficient to support the College's programs. The details and responsibilities of each faculty member are in the faculty collective bargaining agreement, the Faculty Handbook, and the Faculty Code of Ethics.

14. Student Services

The College supports the learning and success of its diverse student population through a wide array of student services, which are available in a variety of delivery modes, including on-campus, online, and at off-campus centers.

15. Admissions

Information regarding College admissions is clear and accessible through a variety of means including the College website, the College catalog, the schedule of classes, and Board policies.

16. Information and Learning Resources

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

17. Financial Resources

The Visiting Team confirmed that Sacramento City College documents that funding resources and plans adequately support student learning programs and services. The College conducts financial planning and resource allocations to assure financial stability.

18. Financial Accountability

The Visiting Team confirmed the College and the Los Rios Community College District undergo annual external financial audits by a certified public accountant. The College has submitted a copy of the budget, financial audit, and management letters for the last three years. Based on a review of the financial audits, it was determined that the College/District has not shown an annual or cumulative operating deficit, has appropriate reserves, and has fully funded its Other Post-Employment Benefits (OPEB), compensated absences, and other employee-related obligations. Through the annual external audits, the College has demonstrated compliance with federal requirements.

19. Institutional Planning and Evaluation

The Strategic Planning Committee implements and oversees the planning process. The family of plans, which includes program review, contains all of the elements of a systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation.

20. Integrity in Communication with the Public

The Visiting Team confirmed that the mission and goals of the College, course, program, and degree offerings; admissions requirements; fees and refund policies; requirements for degrees, certificates, graduation, and transfer; academic credentials of faculty and administrators; names members of the Board of Trustees; major policies affecting students; and related items are published in the catalog. The team also affirms that they are available in print and as a PDF file on the College's website.

21. Integrity in Relations with the Accrediting Commission

The Visiting Team confirmed that the Los Rios Community College District Board of Trustees, the Chancellor, and the Sacramento City College President are committed to integrity and transparency in their relations with the Accrediting Commission. The College complies with Commission requests and directives, and prepares complete and accurate reports for submission to the Commission.

Compliance with Commission Policies

The Visiting team for Sacramento City College verified the ACCJC policies for adherence:

Public Notification of an Evaluation Visit and Third Party Comment

- ✓ The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.
- ✓ The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.
- ✓ The institution demonstrates compliance with the Commission Policy on Rights and Responsibilities of the Commission and Member Institutions as to third party comment.

Regulation citation: 602.23(b)

The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

Narrative: Timely solicitation of third party comments was made by the institution, as evidence on their college webpage prior and during the team visit. No comments received by the commission as confirmed by the Visiting Team during the visit.

Standards and Performance with Respect to Student Achievement

- ✓ The institution has defined elements of student achievement performances across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission.
- ✓ The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination, passage rates for program completers.
- ✓ The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements.

- ✓ The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level.

Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e)

The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

Narrative: The institution set standards for student achievement performance at the institutional, program and college levels and were cited in the self-evaluation in Standard I.B., I.B.2, II.A.5, III.D.4. Programs set standards and their resources allocation stem from the data analysis of their planning and program review processes.

Credits, Program Length, and Tuition

- ✓ Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).
- ✓ The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution).
- ✓ Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition).
- ✓ Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice.
- ✓ The institution demonstrates compliance with the Commission *Policy on Institutional Degrees and Credits*.

Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9

The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements

Narrative: The Visiting Team confirmed the College awards of academic credit based on customary good practice for institutions of higher education. The team confirmed that academic study leading to credit is of sufficient content, breadth and length, and are appropriate to specific programs and degrees offered. Tuition is consistent and clock

hours are consistent with policy procedures and practice. Further details are included within sections II.A.2.h, II.A.2.i, and II.A.3.

Transfer Policies

- ✓ Transfer policies are appropriately disclosed to students and to the public.
- ✓ Policies contain information about the criteria the institution uses to accept credits for transfer.
- ✓ The institution complies with the Commission *Policy on Transfer of Credit*.

Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii)

The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements

Narrative: The College's administration for instruction and student services ensures compliance on the Commission's Transfer Policies and the college's curriculum committee reviews and recommends for approval those programs and courses. Further elaboration is available within Standard II.A.6 and II.A.6.a.

Institutional Disclosure and Advertising and Recruitment Materials

- ✓ The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.
- ✓ The institution complies with the Commission *Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status*.
- ✓ The institution provides required information concerning its accredited status as described above in the section on Student Complaints.

Regulation citations: 602.16(a)(1)(vii); 668.6

The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements

Narrative: The College's catalog, schedule of classes and website convey information about its educational programs and services. The publication of college catalog occurs annually and electronic addendums are available on the college website, as needed. The Visiting Team further examined the evidence of institutional disclosure, advertising and recruitment as detailed in standard II.A.4, II.A.6.b, II.A.6.c, and II.A.7.

Distance Education and Correspondence Education

- ✓ The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.
- ✓ There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of the student's grade) or correspondence education (online activities are primarily "paperwork related," including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed).
- ✓ The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring the protection of student information.
- ✓ The institution demonstrates compliance with the Commission *Policy on Distance Education and Correspondence Education*.

Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38

The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements

Narrative: The Visiting Team confirmed the College's effectiveness with implementing the Commission's and Department of Education policies and definitions on Distance Education. The college makes available to students and the public a resourceful website for online/distance education at Sacramento City College. Varied services are listed and accessible to students including online support services and guidelines for regular student-instructor contact (<http://www.scc.losrios.edu/online/regular-effective-contact/>). The college uses a password-protected course platform (Desire2Learn) to ensure the student registered is the student completing the work. The Visiting Team details further evidence of compliance within Standards II.A.1.b, II.B.2.d, II.B.3.a, II.B.3.c, II.C.1.b, and II.C.1.c.

Student Complaints

- ✓ The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the College catalog and online.

- ✓ The student complaint files for the previous six years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
- ✓ The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.
- ✓ The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.
- ✓ The institution demonstrates compliance with the Commission Policy on Representation of Accredited Status and the Policy on Student and Public Complaints against Institutions.

Regulation citations: 602.16(a)(1)(ix); 668.43

The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements

Narrative: The College has clear policies and procedures available to students and the public in the College Catalog, Student Standards of Conduct handbook, Student Planner, and College website. The Visiting Team examined the evidence for adherence to commission's policy on Student Complaints and details are referenced within standards: II.B.2, II.B.2.a, II.B.2.b, II.B.2.c, and II.B.2.d.

Title IV Compliance

- ✓ The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE.
- ✓ The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with the Title IV program requirements.
- ✓ The institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range.
- ✓ Contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and approved by the Commission through substantive change, if required.

- ✓ The institution demonstrates compliance with the Commission *Policy on Contractual Relationships with Non-Regionally Accredited Organizations* and the *Policy on Institutional Compliance with Title IV*.

Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq

The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements

Narrative: The Visiting Team confirmed that the college complies with the Title IV policies. Examination of financial aid documents and interviews with Financial Aid personnel indicate that the default rate for the College approximates at 20.6%. Evidence of financial Aid publications and policies are further elaborated in standards; II.A.2.h, III.D.3.f.

Standard I – Institutional Mission and Effectiveness
Standard I.A - Mission

General Observations

The mission statement is as follows:

Sacramento City College is an open-access, comprehensive community college, serving a diverse student population. We provide a wide range of educational opportunities and support services leading to transfer, career advancement, basic skills development, degree and certificate attainment, and personal enrichment. Our commitment to continuous improvement through outcome-guided assessment, planning, and evaluation promotes student learning. Through these efforts, we contribute to the intellectual, cultural, and economic vitality of the community.

The Los Rios Community College District Board of Trustees approved the current version of Sacramento City College’s mission statement on January 20, 2010. This latest revision added a statement on “degree and certificate attainment” to emphasize the educational purposes of the College. The Visiting Team received confirmation from the Commission at the conclusion of visit that the change did not constitute a need for substantive change.

The team found that the College governance structure reviews proposed changes to the mission. The process concludes with the approved by the LRCCD Board of Trustees. The mission is widely published, including the College catalog and website.

The mission statement describes the College’s educational mission and student population with a focus on diverse students as well as transfer, career advancement, basic skills development, degree and certificate attainment and personal enrichment. The mission statement also emphasizes student learning and continuous improvement.

Findings and Evidence

The SCC mission statement clearly defines its educational purposes, its intended student population, and its commitment to achieving student learning. (I.A)

Sacramento City College describes its intended student population as “diverse.” Not only are students diverse in their educational goals, but they are diverse in ethnicity, age, gender, income status, and enrollment status. (I.A.1)

The College has established learning programs and services aligned with its purpose and character, and in support of its student population. The College has integrated assessment of learning programs and data relating to the student population into its College planning process. The College offers programs in general education, career-technical education, developmental and basic skills education, and lower division post-secondary education (transfer education). In addition, SCC has developed a wide range of services to support the needs of its diverse student body. In alignment with student educational goals, a majority of course offerings serve transfer-

related programs of study. The College offers both face-to-face and distance education course sections, and day and evening programs. (I.A.1)

The College uses data to determine how effectively it is accomplishing its mission; for instance, the College provided data on the educational goals of its student population which shows that in 2013, 61.2% of students had a goal of transfer with or without a degree, 15% degree attainment without transfer, 5% vocational, 6% basic skills, and 12% other. The College also utilizes other data sources such as the Student Success Scorecard, and data from the research office including enrollment, student characteristics, student demographics, and achievement data. Furthermore, the College offers online courses as well as day and evening courses and operates three center sites to fit student needs. (I.A.1)

The LRCCD Board of Trustees approves the SCC mission statement. The LRCCD Board of Trustees approved the revised mission statement on January 20, 2010. The College publishes the mission statement in a variety of places, including the College catalog and the College website. (I.A.2)

The College reviews its mission statement annually as part of its planning process at a meeting of the College Strategic Planning Committee (CSPC), a shared governance group with broad representation from College constituent groups. If the CSPC recommends changes, a process is in place to ensure input by the College senates and councils. Through conversations with both the Academic Senate and the Classified Senate, it was clear that the CSPC is responsible for reviewing the mission on a regular basis. Changes are made to the mission are widely shared with all constituency groups, by the CSPC. (I.A.3)

The College strategic planning process begins each year with a review of the College mission statement by the CSPC. College goals and strategies are directly align with the mission statement; therefore, it was shared at a Classified Senate meeting, that if changes are made to the mission, it is then incorporated into the planning process for that year or the following year, depending on whether the change was finalized in the fall or spring. Further, Unit and Program Plan objectives align with the College goals. Curriculum approval for new courses and programs includes a criterion for “appropriateness to mission.” A 2015 Employee Accreditation Survey showed that more than 90% of respondents were familiar with the College mission statement. (I.A.4)

Conclusion

The College meets Standard I.A as its mission statement is central to the College planning process. Further, the College strategic planning process annually reviews the college’s mission as part of its process. The College goals and program and course objectives align with its mission. Lastly, clearly stated in its mission are the College’s educational purposes, intended student population and commitment to student learning.

Recommendations

None.

Standard I – Institutional Mission and Effectiveness
Standard I.B – Improving Institutional Effectiveness

General Observations

The College Strategic Planning Committee (CSPC) drives college planning. The College has integrated planning into the program review process and SLO process through the family of plans, which drive by-District Strategic Master Plan and the College’s Master Plan. The CSPC oversees the planning process, which is also responsible for reviewing the effectiveness of the planning process and cycle. Resource allocation is linked to planning through the planning and program review process. The Budget Committee oversees the process. The College uses its participatory decision-making processes including shared governance committees, the Executive Council, with final approval by the President. Planning resources and documents are available on the PRIE website. The College goals are aligned with the College’s and District’s mission statements. Goals define the broad accomplishments that the College seeks to achieve over a specific period and integrate into Unit Plans. Annually, the Institutional Effectiveness reports include unit outcomes and their alignment with College goals. Twice per year, the College reports its goals to the Board of Trustees.

Ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes takes place within the College’s planning process. CSPC and PRIE led this effort. The PRIE compiles reviews and analyzes data for dissemination, which is included in the Institutional Effectiveness reports published annually. The CSPC reviews the Unit Plans and determines their alignment with the stated outcomes and College goals. The CSPC is also responsible for reviewing the College mission statement and goals annually as well as assessing the effectiveness of the planning process itself.

Findings and Evidence

The Planning, Research & Institutional Effectiveness Office (PRIE) provides data and resources for the College to use for continuous improvement through annual Institutional Effectiveness reports. This information is available on the PRIE website. These reports compile a vast amount of data and information for use by the College and outline the way in which Unit Plans address College goals. PRIE provides additional data for incorporation into the Unit Plans through its website. (I.B.1)

The College assesses its progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness through its planning and program review process. The College clearly describes its annual planning process as linked to the mission and to College goals. All individuals interviewed were able to describe the planning process, the completion of Unit Plans, and their linkage of Unit Plans to College goals as well as how the Unit Plans affect the resource allocation process. Those interviewed also stated that all resources, from a laboratory beaker or technology requests to faculty and classified staff requests appear in a Unit Plan in order to be included in the resource allocation process. Resource

requests are within the following areas: financial, information technology, facilities, classified staff, and faculty. Resource allocation appears to be consistent, as the Unit Plans drive the process. Further, reinforcement of the continuous cycle occurs with feedback on institutional effectiveness their relation to the college mission and goals.

Divisions, unit/departments, or programs (which span across multiple units) can request resources. The Budget Committee determines the funding source and prioritizes allocations based on the degree to which the request aligns with College goals and priorities. The Budget Committee then makes a final recommendation to the President. The program review process is the same for instruction, academic services, and student services. (I.B.1, I.B.2, I.B.3, I.B.4, I.B.5)

Requests for classified staff and faculty positions follow specific procedures that involve the units/departments, senates, and College leadership. The Classified Senate is involved in the ranking and prioritization of classified positions. The College maintained the process for classified rankings even during lean budget times during which there was no hiring; when funding was restored to the college, the ranking and prioritization process was still in place. (I.B.4)

When programs and units develop their respective Unit and Program Plans, they define outcomes and then link them to at least one of the College goals. Unit or program outcomes are aligned with the College's student learning outcomes, student services outcomes, or administrative unit outcomes. Unit planning occurs annually, and once within the six-year cycle, each unit/program undergoes a full program review. During the last 5 years, Unit Plan reviews occur each fall and each spring includes an analysis of outcomes achievements via the Unit Plan Accomplishment Reports. The report provides information on objectives, implementation, and SLO data used in the process. The Self Evaluation Report noted that the majority (88 percent) of the objectives use SLO data with full or partial implementation. (I.B.2, I.B.4)

The College has an extensive process for SLOs, from the course level to the institutional level and evaluates them on a number of levels. Faculty assesses Course SLOs on an ongoing cycle. Course level SLOs are part of the course outline, and are reviewed by the Curriculum Committee. Course SLOs align with instructional program SLOs and general education SLOs. Assessing Course SLO assessments contribute to assessment of program and general education learning outcomes. The College uses the results from the Community College Survey of Student Engagement (CCSSE) as one tool to assess the achievement of institutional level SLOs. (I.B.1)

A similar process for SLO occurs in the area of Student Services. The Student Learning Outcomes Assessment Committee (SLOAC) oversees the process. The committee provides support to faculty and staff to develop and assess SLOs. This committee makes recommendations regarding SLO assessment during committee meetings. (I.B.1)

SLO assessment data is provided to specific departments for dialogue, and there is a comprehensive annual SLO Report. A new undertaking for SCC is the development of a homegrown SLO assessment, analysis and the tracking system. SLOs map to the PLOS and GELOS. This project is in the early stages but commendable. (I.B.5)

Implementation of Goal setting happens through the participatory decision-making process. The process begins with discussions at the CSPC and the PRIE Committees, and at meetings of the Academic Senate. The College has set minimum expectations for several metrics that are indicators of student success, including course success, degree and certificate completion, transfer, and student persistence at the College. They also benchmark against statewide averages. An annual process to review College wide goals begins with the review goals by the CSPC based on data and outcomes from Unit and Program plans. The various constituencies group, and ultimately the College's Executive Council approves any changes to the college goals. Further, the CSPC or College President may recommend specific College outcomes as priorities for the College for the next planning year. The CSPC uses the Institutional Effectiveness Reports to inform Program Review and Unit Plans. The reports track student achievement including course success rates, student retention, the number of degrees and certificates awarded. The College submits a summary of goal and objective achievement to the District Chancellor and the District Board of Trustees twice per year. (I.B.2)

The planning process begins during the fall semester when the Unit Plans are developed. The planning process is comprehensive, offers opportunities for input by various constituencies, and allows the allocation of necessary resources. Following in the spring semester, the Budget Committee convenes to determine resource allocations. The Executive Council approves final resource allocations led by the College President. (I.B.3, I.B.4)

The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies through the Institutional Effectiveness Reports. The PRIE office provides data to support the unit and program review processes and publishes the Institutional Effectiveness reports and maintains a website for access to the data. The PRIE Committee, a shared governance committee, reviews the data within the Institutional Effectiveness Report and addresses areas of concern or special interest at the college level. Each year the committee sets 1-2 goals for research exploration; this year the goals are student success and enrollment. The committee then drills down into these areas and shares the results with their constituency groups as well as with the College through presentations. (I.B.5)

The purpose of CSPC is to review the data from the previous planning cycle as well as data on student learning outcomes and institutional effectiveness. The group also reviews the mission, vision, and values and uses the review to assess the College goals and outcomes measures. This process seems to be working well for the College as a whole. Systematic evaluation of all parts of the planning cycle, the PRIE Dean meets with the Senior Leadership Team (SLT) members from across the College each summer to collect data on what works well with respect to communication about the planning in his or her area and how to improve communication between those writing Unit Plans and IT, facilities, program planners, etc. The SLT provides ideas on how to provide training information for SLT members so they could effectively facilitate the planning work within their areas. PRIE publishes an annual report on its website. Further, the PRIE office conducted a Feedback Survey in fall 2013, which asked groups that completed a Unit Plan to share their perceptions of the strengths and weaknesses of College planning processes; however, this survey was distributed in 2010 and 2013 as part of a regular 3-year cycle. The College may consider sending out this survey, or a similar survey, on an annual basis to collect wider feedback from the College on the planning process in a more systematic

way. Further, the Budget Committee addresses to the College President an annual recommendation memo on Unit Planning and the Budget Committee. A working group, convened by the President and the PRIE Dean, meets over the summer to implement the recommendations. CSPC review and makes further recommendations to the President for inclusion into the process the following year. (I.B.6)

The program review process, including Unit Plans/Department Plans and the SLO annual report, comprise an extensive evaluation of the effectiveness of improving instructional programs, student support services, and library and other learning support services. The PRIE office, the SLOAC, the CSPC committee support the program review process. The Institutional Effectiveness Reports align outcomes with College goals and mission. A reflective dialogue is encouraged at the end of the process through the Unit Plan Accomplishment Reports. (I.B.7)

Conclusion

The College meets Standard I.B as it has established a thorough process for planning, resource allocation, feedback and assessment. The College has a Strategic Planning Committee and Student Learning Outcomes Committee that oversee College planning and provide feedback. The PRIE Office provides data and support for the entire process from start to finish. The full implementation of the assessment cycle includes clear processes at every stage. The process is College-wide and involves all constituency groups. Institutional assessment, student learning and databased decision-making are the foundation of SCCs planning process.

Recommendations

None.

Standard II – Student Learning Programs and Services

Standard II.A – Instructional Programs

General Observations

Sacramento City College offers regular credit courses in basic skills, general education, lifelong learning, career-technical, and transfer education. The majority of courses are in person, some online, and, currently, the College is hosting the LRCCD's Study Abroad program. The College offers one non-credit course that provides students with tutoring services. The two-outreach centers, Davis and West Sacramento, primarily offer general education and basic skills courses. The SCC Aeronautics site in McClellan has specialized Aeronautics programs. (The final graduates of the Sutter Nursing outreach site completed their program in May 2015.) Additionally, SCC offers a few developmental courses through UC Davis. Courses at the main campus and the two Centers in Davis and West Sacramento are available either in person or online and may lead to degrees, certificates of achievement, and/or employment.

Cycles for program review and assessment of student learning outcomes (SLOs) are in place, along with clearly defined curriculum review for new courses and programs and revisions to existing courses and programs. Academic programs undergo evaluation every six years as part of program review, and CTE programs conduct program review every two years. Student learning outcomes are assessed for 86% of the programs offered. The annual SLO reports prepared by the PRIE Office summarize SLO data and indicate trends in types of changes made because of SLO assessment. Program review provides a comprehensive overview of student success through the incorporation of many different kinds of student achievement data. The program review's structure includes SLO data from courses and programs.

The catalog contains the basic content and methodology for general education courses. The rationale for general education is present in the College's catalog and website and imparts to all stakeholders the information. The institution represents itself to students and the community in a consistent manner with all electronic and print publications. The Curriculum Committee evaluates and updates all degree and career technical programs and including specific focused areas of study. The College assures academic integrity through adoption of public, board-adopted policies that address academic freedom and academic honesty.

Findings and Evidence

Sacramento City College demonstrates, through clear alignment with its mission, that all instructional programs, regardless of location or means of delivery, uphold the integrity of the institution. Continuing alignment of mission with courses and programs is accomplished through approval of courses first at the departmental level, then through scrutiny of the Curriculum Committee, and finally through approval by the LRCCD. (II.A.1)

The College identifies the diverse educational needs of its students through a wide variety of data. Internal sources of information include the publicly available Student Success Scorecard, which provides a demographic profile of the student population and various measures of student achievement. External data sources include regional census data and demographic reports for the

Los Rios Community College District. The Fall 2014 Employee Accreditation Standards Survey shows, however, that slightly less than 64% of respondents believed that “[the College relies on research and analysis to identify student learning needs.]” The Visiting team found the PRIE Office produces an annual report of the SLOs completed which provides a clear analysis of areas where they are doing well and areas they have identified as needing attention. The SLO report is part of the overall institutional effectiveness report that compiles the results for the program reviews and unit plans annually. These reports are available on the college website and are shared widely and used by the college. (II.A.1.a)

The College uses various delivery systems and modes of instruction to meet the diverse needs of the students. The various delivery systems and modes of instructions allow for different learning styles through courses designed to help students understand their own learning styles. The Curriculum Committee, for new courses and course revisions, considers modes of instruction. Professional development and technological support (such as classrooms equipped with computer media and Internet access) are available. Distance education (DE) course delivery is available in over half (53%) of the 201 degrees and certificates offered. At the time the Self Evaluation Report was written, face-to-face classes at Sacramento City College accounted for nearly 88% of enrollments, and nearly all others are offered entirely online or as hybrids, which deliver some content online and some face-to-face. Very few (104) televised courses were offered and have since been discontinued; interactive television was phased out in 2013. There are 214 courses approved for online delivery and 48 courses approved for hybrid delivery. Sacramento City College does not offer correspondence courses. The Sutter Nursing outreach site closure occurred in May 2015. The Visiting Team was unable to verify if a substantive change was required since the Nursing program continues to be available on campus. (II.A.1.b, II.A.2.d.)

To ensure that DE courses are equivalent to face-to-face courses, any new or revised course, whether face-to-face or DE, first undergoes departmental evaluation and then consideration by the Curriculum Committee. Ultimately, the LRCCD then determines its approval. In addition, DE Subcommittee of the Curriculum Committee verifies that DE courses are equivalent to the face-to-face modality. To ensure that the student registered is the same student doing the work, online courses use a password-protected course platform (Desire2Learn). The LRCCD uses the same platform throughout the district. (II.A.1.b)

The 2013 PRIE Course Success by Modality report combined four semesters of enrollment data and found virtually the same success rates for online (67.2%) and face-to-face (66.9%) courses. Hybrid courses had a 60.5% success rate and televised courses had a 46% success rate. The Faculty/Staff Self-Study Survey Fall 2014 states concerns about the equivalence of distance education to classroom instruction. The survey findings bring attention to the College’s distance education policies and procedures, and it ensures that all courses meet the same level of academic rigor. Numerous interviews with faculty, classified staff, and administrators indicate that the Curriculum Committee and the Committee’s Subcommittee on Distance Education imposes high standards with regard to academic content of online and hybrid courses. The Academic Senate, the Academic Senate’s subcommittee on Distance Education, and the Education and Information Technology Committee provide ongoing support and quality assurance for DE. Professional development for faculty and online learning support courses for

students are in place to promote competence and success in an online class environment, and plans for additional training are underway. The Center for Online and Virtual Education (COVE) and the College's website provide support for faculty and students who participate in online education. (II.A.1.b)

The College has identified SLOs for courses, programs, general education, and student services. Institutional-level Outcomes consist of general education and student services SLOs. According to the 2015 Student Learning Outcomes Report, not all courses and programs have ongoing assessment of SLOs yet the college strives for 100% achievement. A demonstration of the college's commitment level is measured with the designation of a faculty researcher/SLO coordinator and full time administrator focused on institutional effectiveness. The SLO coordinator works directly with faculty and addresses areas for improvement. About 86% of Student Services SLOs have ongoing assessment, and about 94 % of courses have ongoing SLO assessment. Of the 201 instructional programs offered, 86% have ongoing SLO assessment. Of the 566 courses in the GE program, 99% have ongoing SLOs assessment, and all institutional SLOs (ISLOs), previously defined as all general education SLOs plus all Student Services SLOs, have ongoing assessment. (II.A.1.c, II.A.2.a)

A review of various course SLO reports indicates that some instructors use student-learning outcomes to make improvements within the classroom. Annually, SLO data are included within Unit plans. SLO data may be included as part of a rationale for plans and requests for resources. The inclusion of SLO data and their use is present in the program review template. (II.A.2.a)

SLOs and SLO data analysis are widely incorporated into various venues for dissemination, discussion and/or change throughout the campus. Examples include the course outline of record and course syllabi. Program learning outcomes (ProLOs) are in the catalog. Reports by individual faculty or groups of faculty of SLO data for courses and incorporation of this information into program review reports, require evaluation by the Curriculum Committee when a new course or program is proposed or revised, and annual reports of SLOs data are prepared by the PRIE Office. (II.A.1.c, II.A.2.a)

The Curriculum Development clearly defines its procedures. Policy and practice support the central role of faculty. According to the Institutional Self Evaluation Report, only faculty may access the sections of the curriculum management software that deal with curriculum development. This policy effectively communicates the central role of faculty in establishing quality curriculum and improving instructional courses and programs. (II.A.2.a)

After a faculty member obtains departmental approval, new courses or revisions to existing courses move through the Curriculum Committee, including any relevant subcommittees, such as those for Distance Education, General Education, Articulation, and SLOs/ProLOs. The LRCCD has final approval. Faculty also initiate new programs. With departmental, division, and Curriculum Committee input, the new program proposal progresses through administration to the District's Program Placement Council (PPC) for consideration vis-à-vis District-wide needs and resources. If approved by the PPC, the new program then returns to the Curriculum Committee. The Curriculum Committee and relevant subcommittees carefully evaluate courses and programs for learning outcomes. (II.A.2.a)

Faculty members demonstrate great energy, cooperation, and successful communication around course and program assessment. For example, the evidence indicates an excellent set of analyses from 2010 to evaluate placement of students in English courses. Faculty working together across multiple sections complete a great deal of SLO assessment. (II.A.2.e)

Course SLOs map to program SLOs and GELOs. Curriculum requests and course syllabi contain course SLOs. The 2013 SLO report shows how course SLO assessment data generate data with regard to the GELOs for critical thinking, and depth and breadth of understanding. The 2014 report shows that GELOs were assessed using the Community College Survey of Student Engagement (CCSSE). The College deemed that approach incomplete and is currently working toward an online system of assessing its GELOs through mapping them to ProLOs. (II.A.2.e)

The College's planning webpage describes the process in various documents. Unit plans and campus-wide program plans are prepared and updated annually. The program review process, every six years, analyzes and incorporates academic programs into the unit plans as part of the program review. For CTE, program review occurs every two years. Academic and CTE programs utilize the program review process to gather, organize and review many different kinds of achievement data that are then used for planning purposes. Per the fall 2015 Student Learning Outcomes Report, not all course and program level SLOs are assessed. The program review documents also show that most SLOs for courses are included in the plans. Additionally, some of the responses to the Fall 2014 Faculty Staff Self-Study survey indicate communication issues regarding planning and resource allocation processes. An update/revision to the survey questions may lead toward clarifying the communication issues. (II.A.1.c, II.A.2.f)

Several departments at the College use both departmental finals and performance examinations. Assessment validation reports are available through the College's Assessment and Prerequisite Validation Reports webpage. (II.A.2.g)

Per review of the College's Catalog, schedule of classes, and current academic calendar, the College follows recognized standards and practices for awarding credits and degrees. At least 60 semester credit hours are required for an associate degree, 18 units focus on one area of study. The educational programs offered clearly align with the College's mission and within areas of study. (II.A.2.h)

The College utilizes the California Community College Chancellor's Office (CCCCO) written Standards, also published in the College's Curriculum Handbook, for ensuring that credit hours conform to both the Carnegie guidelines for clock hour to credit conversion and Section 55002.5 of Title 5 of California Code of Regulations. New and revised courses are reviewed for appropriateness of credit hour first by the Curriculum Committee and finally by the CCCCCO. As applied by the Curriculum Committee, and in accordance with Title 5, Section 55002.5, a lecture hour equates one credit or unit with an expectation to require the student to engage in at least two additional hours of work outside of class. For laboratory courses, the conversion equation is three hours of laboratory or activity per one unit or credit. (II.A.2.h)

The College awards credit based upon the achievement of learning outcomes. Eligibility for an associate degree requires a student to have a 2.0 GPA overall and to have at least a grade of “C” in all courses required for the declared major or area of focused study. (II.A.2.i)

Definitions of the basic content and methodology for general education are in the catalog, with a rationale for each General Education requirement. Specific General Education Learning Outcomes (GELOs) exist along with the specific student objectives, which are also in District Board Policy, P-7241. (II.A.3)

The Curriculum Committee Subcommittee on General Education uses a checklist to confirm depth and breadth of courses offered in the General Education categories. The review includes analysis of course outlines, student-learning outcomes, as well as links to general education requirements. Each GELO assessment is documented in the annual Learning outcomes report, (for example, fall 2014 completed by the SLOAC committee). GELOs were previously assessed using CCSSE self-report student data, but that was determined to be inadequate so mapping of course SLOs and ProLOs to GELOs is underway. Another strategy for determining effectiveness of SCC general education was to track SCC graduates who transferred to the UC system. The tracking revealed a 95% persistence rate and an average 3.06 GPA for first year transfers. (II.A.3)

The College’s catalog and website is a means of communicating the rationale for general education to all stakeholders. The catalog reflects the SCC General Education philosophy in the degree requirements, which are Humanities, Languages and Rationality, Living Skills, Natural Sciences, Social and Behavioral Sciences, and Ethnic/Multicultural studies. In order to receive an associate degree, students must complete 21 GE units. (II.A.3)

The College has seven comprehensive general education learning outcomes: Communication; Quantitative Reasoning; Depth and Breadth of Understanding; Cultural Competency; Information Competency; Critical Thinking; and Life Skills and Personal Development that are demonstrated in at least one SLO of each of the general education courses. To ensure that the general education courses include this content and methodology, the Curriculum Committee General Education Subcommittee has a checklist used to confirm depth and breadth of courses offered in the general education categories. Review of course outlines, including SLOs, determines the depth and breadth of courses offered in the general education categories. (II.A.3)

The CCSSE survey was used to analyze the GELOs in 2014. The Student Learning Outcomes Report, 2014 is both a reflection of the GELO analysis and strategies for improvement. GELO assessment assures that collegiate standards are in place. This is the mechanism for identifying areas of improvement and generates teaching and learning strategies for the general education courses. The fall 2014 GELO Report evidences this. CCSSE results relate to the GELOs of oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking. Although the GELOs moderately align to the specific survey questions, the College decided the self-report of students was inadequate information and determined to pursue other analyses. They are currently mapping SLOs to ProLOs and GELOs with the intention of using SLOs to generate information about achievement of GELOs. (II.A.3.b)

The SLO developed to address ethics and effective citizenship by setting college-wide standards for students as outlined in “Student Standard of Conduct” on the College’s website. Specific opportunities to develop these skills are available through the SCC Service Learning program, Community Studies program, international studies program, honors program, and Student Leadership. (II.A.3.c)

The College’s catalog and website, in accordance with the LRCCD Board Policy and as required by the CCCCO, based on Title 5; clearly indicate that a minimum of 18 units of focused study is required for all associate degrees offered. All degree programs also require 18 units of General Education courses. (II.A.4)

The Program Review for CTE courses provides program and course content review as well as analysis of labor market, student learning outcomes and student progress in terms of licensure rates. In addition, the college adheres to accreditation from outside agencies, which allow students to be able to sit for those board exams. Per the Student Access and Achievement Report, the CTE programs have advisory committees that meet frequently to provide feedback on students’ abilities. Pass rates on board examinations also offer feedback on how students are meeting these requirements. Per interviews with CTE deans, a more formal CTE assessment is underway to comply with the Perkins two-year cycle. (II.A.5)

The Curriculum Committee reviews courses for content, clarity, and accuracy to comply with the guidelines from the Chancellor’s Office. The review of courses occurs if courses are new, or are being revised, or if six years have passed since the last review. Course and program outlines are stored in SOCRATES, the curriculum management system. The publications of content of degree and certificate programs are on the College’s website and in the catalog. SLO descriptions are included in the Course Outline of Record. Faculty provides students a copy of the course syllabus with the course SLOs listed. Each dean maintains electronic copies of the syllabi. Peer evaluations scheduled for every faculty member, as evidenced in the contract, complete the process for verifying that SLOs are included in each syllabus. A sample of eight randomly selected course syllabi, requested by section number, revealed that half of the syllabi reviewed (Biology, Philosophy, Economics, Mathematics) did not contain SLOs consistent with those shown on the official Course Outline of Record. (II.A.6)

The College’s website offers links to counselors and transfer information with 24-hour access for students. The College also utilizes social media such as Facebook and Twitter to alert students to important dates and information needed for transfer. In addition, a Transfer Center is located on the main campus. (II.A.6)

Articulation agreements are established and maintained with state and out-of-state colleges and vetted through the Curriculum Committee. Per the Curriculum Handbook, the College’s articulation officer is responsible for maintaining these agreements. On the website, SCC has a page that lists the specific colleges and the articulation agreements with them. (II.A.6.a)

An update of the Program Appraisal/Discontinuance Process occurred in 2014. The process utilizes data from program review, trend analysis, changes in workforce demands, human

resource considerations, and budget considerations. Any program with the possibility of discontinuance must have a plan for current students to finish their educational requirements. Affected students receive advice from the division and counseling faculty. Most often, courses offerings continue until no longer needed or students may be able to complete their work at another District campus. The Motorcycle Maintenance Technician program provides tangible evidence of this process. Unfortunately, the final step in deleting this instructional is to notify the commission. The Visiting Team found on the college accreditation website - New & Deleted Program Memo, titled Spring 2014 - Deleted Program memorandum to Susan Clifford (undated). At time of visit, the Team was not able to secure confirmation if the commission had received the memo. (II.A.6.b)

The College communicates its policies, procedures and practices through various catalogs, publications, and electronic formats to various constituent groups. Some of these include: the College website; Inside SCC, an employee-only intranet; the Catalog; class schedule; Faculty Handbook; and Curriculum Handbook. A 2014 survey by the College indicated most respondents thought the website information was current and accurate. (II.A.6.c)

The Los Rios College Federation of Teachers contract states that academic freedom is essential to fulfillment of the mission of the College and is codified in the collective bargaining agreement. The description of academic freedom appears in the catalog and the Faculty Statement of Professional Ethics. Board Policy 2441.1 also appears on the District website and clarifies the rights of students and faculty to provide an environment with the freedom to learn and engage in free inquiry and free speech. The definition of the student academic dishonesty policy appears on the College's Student Standard of Conduct webpage. The Distance Education course management software also has a link to the Student Code of Conduct page. The codification occurs annually as part of updating of the Student Guide and Academic Calendar. (II.A.7, II.A.7.b)

Board Policy 2441 and Article 11.2.2 of the Collective Bargaining Agreement, and the Faculty Handbook state that faculty members clearly differentiate for students the difference between a faculty member's personal opinion and presentation of fact or theory. The College communicates this expectation during performance reviews held once every three years; the reinforcement of this expectation also occurs through the Program Review process during revision of curriculum. Per a VPI, the deans assess this through faculty evaluations and the use of agreed upon grading rubrics. (II.A.7.a)

Standard II.A.7.c is not applicable to Sacramento City College.

Conclusion

Sacramento City College offers a wide variety of instructional programs and courses in basic skills, general education, lifelong learning, career-technical and transfer education. Two Off-Campus Centers, Davis and West Sacramento, primarily offer general education and basic skills courses. The SCC Aeronautics outreach site in McClellan has specialized Aeronautics programs. Nursing courses were discontinued at the Sutter outreach site with their last graduates completing their program in May 2015.

Cycles for program review and assessment of student learning outcomes (SLOs) occur, along with clearly defined curriculum review for new courses and programs and revisions to existing courses and programs. The assessment of Student learning outcomes is occurring for most courses with the exception of special topics and experimental courses and about two-thirds of the programs offered documentation and summarization of assessment. Thus, in striving for 100% achievement, the college moved to an online SLO assessment reporting system. The system facilitates programs summaries for all assessed programs as means of assuring the needed documentation. The annual SLO reports prepared by the PRIE Office summarize SLO data and indicate trends in types of changes made because of SLO assessment. An area for needed focus attention occurred with a sample of eight randomly selected course syllabi, requested by section number, revealed that half of the syllabi reviewed (Biology, Philosophy, Economics, Mathematics) did not contain SLOs consistent with those shown on the official Course Outline of Record. (II.A.6)

Recommendations

College Recommendation 1: In order to meet the Standards, the Visiting Team recommends the College develop a system to ensure that students receive course syllabi that contain learning outcomes that are consistent with those in the institution's officially approved course outlines of record. (II.A.6)

Standard II – Student Learning Programs and Services

Standard II.B – Student Support Services

General Observations

The College offers a wide range of categorical and District-funded student services programs, which support student learning and enhance student achievement of the College's mission. These services successfully support and reflect the diversity of the College's student population; the services also support students who are developing higher-level leadership skills as well as students who are at risk of academic or progress probation.

Findings and Evidence

Student Support Services are available regardless of location or means of delivery. Sacramento City College provides online student support services for distance education students. Counseling services offer the use of CCC Confer to online students. Eight full-time counselors trained on using CCC Confer technology, and students can sign up for an online counseling appointment through the counseling website. The College has developed a number of useful websites, including 411 for Success, a Transfer Center website, along with a website that includes a useful database of student forms. However, with the exception of 411 for Success, the process for finding these resources from the College webpage is not always intuitive. Other available online student support services include textbook ordering, Cyber Source for online payments, and VoteNet, a web-based student voting system. The College provides academic email accounts through Gmail. SCC uses Desire2Learn (D2L) as its online course management system. The College maintains an online Help Desk for students with tutorials and FAQs. The Help Desk also provides live assistance through D2L and Gmail during weekday hours. (II.B.1, II.B.2)

The Writing Center provides online tutoring through Google Hangout, which is a pilot program that started in fall 2014. Currently, two part-time Temporary Instructional Associates, one full-time Instructional Associate, and the Writing Center Coordinator train on the technology used for online tutoring. However, the Writing Center is only one part of learning support services that provides tutoring; other online tutoring occurs sporadically. A Supplemental Instruction Assistant conducts online math tutoring in a Math 100 course. New computers ordered, along with a dedicated room, support online instruction through the Learning Skills and Tutoring Center. The Learning Skills and Tutoring Center had plans to pilot a tutoring program in spring 2015, but that pilot has not yet begun. Given the number of online certificate programs and degree programs included in the fall 2013 Substantive Change Proposal and the need for support for these programs, the College has not yet fully implemented online tutoring to meet the Standard and ensure sufficient quantity, currency, depth and variety regardless of location or means of delivery. (II.B.2, ER16)

Student Support Services are also available at the Davis Center, the West Sacramento Center, and the McClelland outreach site. Assistance with enrollment and financial aid, as well as assessment services and counseling are available to students. Learning centers include computer labs, writing centers, math tutoring centers and library circulation services. SCC librarians offer

online research assistance through a reference chat service (Ask a Librarian). Students may also make appointments with librarians for on-site assistance. (II.B.1)

The College catalog meets all requirements and includes general student information as well as information regarding College requirements and policies. Apart from the catalog, information is widely available in other documents including the Student Guide, the Student Standards of Conduct Handbook, and the student planner. The administration of surveys to students occurs regularly and has indicated a high degree of satisfaction regarding access to information. Information regarding student complaints is clear and widely available in the catalog, in the Student Guide and Academic Calendar, and on the College website. For the past ten years, a regular review of student complaints occurs. The College has set a framework of emphasizing academics first when working through student complaints and student discipline, which intertwine. (II.B.2, II.B.2.a, II.B.2.b, II.B.2.c, II.B.2.d)

The collection and analyzes of data regarding effectiveness of student services programs is in a variety of reports. The College has closely examined its Community College Survey of Engagement and has used information from this report to guide its practices. Additionally, the College consistently surveys its students to gather feedback. The collections of data appear in a number of reports, including the Student Feedback Card Report, the First Year Student Institutional Effectiveness Report, and the Distance Education Report. Unit Plans for the main campus as well as the centers include data and analysis of data regarding the effectiveness of student services. (II.B.1, II.B.3)

Overall, in student surveys, students rate access to student services and learning support services extremely high at approximately 90%, a satisfaction rate. A comparable rate appears for students who do not enroll in distance education courses. Similarly, 94% of DE students indicated they have access to current and accurate information about the College. (II.B.2.d, II.B.3.a)

Student Services Programs regularly assess student achievement and delivery of services through their SSPSLO assessment and reporting process. The development of Student Services PSLOs is present for all areas and appears in Program Review. The College has developed an assessment schedule for SSPSLO, which indicates the areas that are assessing and the areas that are reporting. SSPSLO assessment results report out to the area representatives meeting; if further resources identified after the assessment results are analyzed, requests are incorporated into Unit Plans. (II.B.3)

The College ensures access to student services at its Davis Center and the West Sacramento Center. Full counseling, admissions and records and financial aid services, and information are available either directly or through the College and District websites. The college uses CCC Confer to bring online counseling to Distance Education students. The Davis and West Sacramento Centers also have Writing Centers, and are represented on the Writing Center Advisory Committee and supported by the main campus. (II.B.3.a)

The College supports personal and civic responsibility and development through a number of programs including events at the Cultural Awareness Center, the Student Leadership and

Development program, the International Studies program, the District-wide Lobby Day, and Student Leadership Summits. (II.B.3.b)

The Student Senate officers and senators actively hold meetings and participate in shared governance committees. Student Senate leadership also sits on the Executive Council. The College has hired a parliamentarian who works directly with the Student Senate President during Student Senate meetings and provides real-time mentoring on parliamentary procedure. In the fall, the SCC Student Senate participates in Capitol Day; in the spring they participate in both the March on March and the District-wide Lobby Day. (II.B.3.b)

All college locations offer comprehensive counseling services. The College has developed a Crisis Intervention Team and counselors to provide mental health counseling. Other counselors are assigned to specific student groups such as EOPS students and Cal WORKs students. Counselors conduct classroom visits and instruct Human Career Development courses. Counselors regularly participate in professional development and Flex Day activities. They have developed an internal website with key counseling-specific information for counseling faculty. (II.B.3.c)

Counseling services are available online by appointment. The College is using CCC Confer to schedule online appointments. The CCC Confer sessions are available on a private network with a login available only to the counselor and the student. Counselors work with students to create an electronic iSEP (Integrated Student Education Plan) that is available online for both the student and counselors. The College requires that all first-time students complete a mandatory online orientation, made available through Desire2Learn, the College's online learning management system. Online students are able to complete all financial aid documents online and are able to access their financial aid documents anytime via an online financial aid account called My City Aid. (II.B.3.c)

The Student Equity and LGBTQ subcommittees support the services for the diverse student population of Sacramento City College through campus events and campus clubs. The College also supports its diverse students through various programs including CalWORKs, DSPS, EOPS, Puente, and Umoja. The Cultural Awareness Center and the International Students Program also support diversity at the College. (II.B.3.d)

The College currently uses Accuplacer for assessment and placement. Although Accuplacer is electronic, it is not available online. However, the assessment test is available at any of the LRCCD campuses or centers, and assessment information is available for sharing among the campuses in the District. SCC is currently participating in the Common Assessment Initiative Project sponsored by the State Chancellor's Office. Admissions and Records follow all Board Policies and regulations in Title 5 and Education Code. The College uses CCC Apply, has clear placement policies, and regularly reviews for disproportionate impact. The assessment instrument that is used is from the Chancellor's office approved list. The College has also developed a timeline for placement test (cut score) validation. (II.B.3.e)

Permanent student records are secure according to District policies. The District also has an internal auditor who has information security as a primary responsibility. The College uses

secure databases such as Oracle/PeopleSoft and Desire2Learn. Through network security protocols, the College monitors access to data. The College also has authorization of release of information processes and forms as well as confidentiality statements. (II.B.3.f)

The College regularly evaluates its student support services through program plans, program review, Unit Plans, SSPSLO assessments, and surveys. The College submits achievement reports to the LRCCD Chancellor twice a year. (II.B.4)

Conclusion

The College supports a variety of student learning support programs and services to assist its diverse student population in achieving learning outcomes and to promote student engagement. Information about programs and processes is widely available to students and the campus as a whole. The programs and services' effectiveness is regularly assessed. Implementations of changes are a result of assessment results. Similar services were present at the West Sacramento and Davis centers. For online students, counseling, financial aid, library and admissions and records services are widely available. A pilot online tutoring program is in progress; however, lacking is the complete implementation and/or institutionalization of online tutoring program that ensures sufficient quantity, currency, depth and variety regardless of location or means of delivery. In order to meet Standard II.B, the College should move from a pilot online tutoring program to a fully implemented online tutoring program to provide same services to all students regardless of location or means of delivery. (II.B.1, II.B.2, and II.B.3.a)

Recommendations

College Recommendation 2: In order to meet Standard, the College should move from a pilot online tutoring program to a fully implemented online tutoring program to provide same services to all students regardless of location or means of delivery. (II.B.1, II.B.3.a, II.C.1, II.C.1.c, ER 16)

Standard II – Student Learning Programs and Services

Standard II.C – Library and Learning Support Services

General Observations

The library and learning support services provide a wide range of quality and accessible resources and services to students. The Learning Resource Center (LRC) brings together library and learning support services into one convenient building on the main SCC campus. The LRC is open six days a week, with both day and evening hours. Additionally, both the Davis and Sacramento outreach centers have new learning resource centers. Librarians have developed multiple strategies to support the information competency general education learning outcome, including individualized instruction, library orientations, and an award-winning online tutorial. In response to regular assessment, librarians have constructed a library website that is student-friendly and rich with resources and support services.

The College provides learning support services through the Learning Skills and Tutoring Center, the Writing Center, and through other discipline specific support labs. These services are available on the main campus as well as at the outreach centers. Additionally, an online tutoring pilot program is in progress. The College has noted that there is a shortage of tutors. However, support programs are of high quality and regularly assessed for effectiveness.

The library develops and maintains a variety of collections to support student learning, including books, periodicals, textbooks, archival materials, and instructional media and research databases. In developing its collection, the library relies on a Collection Development Policy available on its website. A librarian serves on the College curriculum committee to ensure that the library collection supports new curriculum. New acquisitions are also available on the library website. The College annually reviews the College-wide Library Book & Media Collection Plan. The purchases of Databases occur on a District-wide basis allowing seamless access to all electronic library resources for all LRCCD students. Due to differences in funding levels at the Colleges, SCC has limited its developing of its electronic collection for its needs.

Findings and Evidence

The College library provides online access to library services and resources through a well-developed, user-friendly website. In addition to a searchable online catalog, the website provides access to an impressive array of research databases and ebooks. A tabbed search box, a discovery interface called OneSearch, Ask a Librarian chat reference and an online library tutorial called PILOT (Path to Information Literacy Online Tutorial) are among the site's notable features for DE students. (II.C.1)

Tutors in both the Learning Skills and Tutoring Center and the Writing Lab undergo a one-unit tutor training prior to working with students. The Learning Skills and Tutoring Center has developed the Beacon Pal Learning Groups Program, which is a multi-disciplinary supplementary tutoring program for specific cohorts of students. Additionally, the Center regularly holds study skills workshops. The Writing Center offers both drop-ins tutoring, as well as appointments. It is piloting online tutoring through Google hangouts. Workshops occur at the

Writing Center. The Writing Center Advisory Committee provides input and guidance to the Writing Center. In both the Learning Skills and Tutoring Center and the Writing Center, student usage is tracked in a database, and students are regularly surveyed to ensure effectiveness in tutoring. Other division/department support labs include the Math Lab, the Business and Computer Information Science Division Open Lab and the Business Student Center. The Tutoring Workgroup works with the Planning, Research, and Institutional Effectiveness group to develop a common survey of tutoring areas to assess and coordinate efforts. (II.C.1.a)

The College has approved information competency as a General Education Learning Outcome (GELO). The library uses several strategies to provide information competency instruction. Individualized instruction is available at the reference desk, online via the Ask a Librarian service, online via a modularized tutorial called PILOT, and through two drop-in workshops. Librarians also provide contextualized library orientations for classes. Additionally, the library offers two courses: Library Research and Information Literacy (1 unit) and Internet Research Skills (3 units). A number of courses embed Information competency skills. (II.C.1.b)

The library is open Monday – Saturday, including four evenings, for a total of 71.5 hours per week. This represents a near complete restoration of hours that were cut during the fiscal downturn to the fall 2008 level of 72.5 hours per week. The library provides extensive online support and student friendly access to its collections via its well-developed website and OneSearch interface. The OneSearch interface includes an embedded Ask a Librarian chat reference service that connects students to a librarian for online research assistance. The College’s outreach centers both have dedicated learning resource centers, including library services. The library maintains center-specific web pages and provides library orientations and appointments for individualized instruction at the center. Upon student request, a courier service delivers books for checkout from the LRCCD libraries. A reserve textbook collection and circulating laptops are also available. (II.C.1.c)

The Learning Skills and Tutoring Center offers day and evening hours, Monday through Thursday, and daytime hours both Friday and Saturday for a total of 49 hours per week. Outreach centers offer tutoring, including the Beacon tutor program. The Writing Center has expanded its offerings at the West Sacramento and Davis Centers with Instructional Assistants. For online students, the Writing Center records and posts workshops on the internet and is currently conducting a tutoring pilot using Google Hangout. The Learning Skills and Tutoring Center has identified a specific room to support online tutoring and the College will furnish four computers for the room; however, the Learning Skills and Tutoring Center has not engaged in a pilot program for tutoring. Both the Davis Center and the West Sacramento Center have Writing Centers as well as open computer labs, which also function in the same way as the discipline/department labs do on the main campus. (II.C.1.c)

In 1998, SCC opened its Learning Resource Center (LRC), a three-story building housing the library and a variety of learning support services. Custodial Services and the Facilities Maintenance Department maintain the buildings. Locks and alarms secure all doors. The library uses a 3M security system with sensor gates to ensure the protection of library materials. Campus police and campus IT staff support the LRC. The LRC is evaluating the installation of security cameras in some areas of the building to enhance security. (II.C.1.d)

The institution does not rely on outside organizations to provide direct library and learning resource services to students. The library and tutoring center contract with a number of vendors for electronic database and software services. The institution regularly evaluates these services and maintains records of contractual agreements. (II.C.1.e)

Library and learning support services conduct program review every six years and annual Unit Plans. The library uses a variety of strategies to assess services, including analysis of library usage statistics, review of student input on the library's search box and regular surveys of students and faculty. Because of this assessment, the library has made a number of changes to its web page, including the creation of a tabbed search box. (II.C.1.e)

Regular assessment ensures the effectiveness of Learning Support Services. The Learning Skills and Tutoring Center and the Writing Center both participate in the Unit Plan and Program Plan. Both Centers also regularly track student usage and survey students regarding satisfaction of delivery of services. Additionally, the Writing Center uses information from tutoring evaluations and the Writing Center Advisory Committee to inform practices and initiate changes. The other department/division support labs also engage in Unit Planning. In conjunction with the Planning, Research and Institutional Effectiveness group, a tutoring work group and the Standardized Survey of Tutoring ensures cohesiveness in delivery of services. (II.C.2)

Conclusion

The College provides accessible, quality library and learning support services to meet the learning needs of SCC students. The College partially meets the Standard for learning support services. (II.C.1.c, ER 16)

Recommendations

See College Recommendation 2.

Standard III – Resources
Standard III.A – Human Resources

General Observations

The Sacramento City College (SCC) team is highly qualified faculty, classified staff, and administrators with a focus on student learning and programs that support the needs of students. Hiring and evaluation processes are clearly established and disseminated. Their practices insert support for equity and diversity. The College promotes a climate of integrity, fairness, and equity. Professional development opportunities abound for all categories of employees and cover a wide array of topics, including instructional development and technology. The College integrates human resource planning into its planning process beginning at the unit level with programs assessment and the identification of needs.

Findings and Evidence

SCC assures the integrity and quality of its programs and services by employing personnel with the appropriate education, training and experience to support these programs. For faculty and administrative hiring, the College uses the Minimum Qualifications for Faculty and Administrators in California Community Colleges, a list developed by the State Academic Senate and adopted by the Board of Governors. Beyond the minimum qualifications for a discipline, a department may establish additional criteria for faculty positions. Human Resources develops hiring criteria for classified staff in consultation with the collective bargaining unit and with input from area employees and supervisors. (III.A.1)

The Los Rios Community College District (LRCCD) Board approves hiring policies and procedures for all categories of employees: management, classified, and faculty (both full-time and part-time). In addition to current job announcements, the LRCCD Human Resources Department posts a wide array of information about employment in the LRCCD, including job descriptions, hiring procedures, salary schedules, and contact information. The website also includes an online application system. The staff of Human Resources verifies the academic qualifications of all personnel. The Academic Senate, in May 2015, adopted departmental responsibilities for Distance Education. This document clearly describes the qualifications required for online teaching and the processes by which Department chairs, in consultations with faculty, determine classes and faculty assignments for the Distance Education format. (III.A.1.a)

In consultation with the Academic Senate, the District has developed the LRCCD Faculty Hiring Manual, which covers both contract and adjunct hiring. The manual, which was updated in Spring 2015, provides a complete overview of the hiring process from identification of need in department planning documents to interviewing procedures. Faculty and administration play a central role throughout the hiring process. The process encourages the use of teaching demonstrations and writing samples in the selection process. Recently, in response to a suggestion from the Staff Equity and Diversity Committee, hiring committees were given the option of conducting live teaching demonstrations with students. SCC established distance education guidelines, which require appropriate training for faculty teaching online courses. (III.A.1.a)

The College follows established evaluation procedures for all employee constituency groups with identified intervals for regular evaluations. The procedures are negotiated with the appropriate collective bargaining unit and include criteria to assess performance of assigned duties, participation in appropriate institutional responsibilities, and effectiveness. As negotiated, evaluations encourage improvement with specific measures and timelines for completion to address recommendations. The College posts a comparable process for evaluation of online instruction. Human Resources maintain a website for evaluation forms; however, the posted evaluation forms are limited. Additionally, this website does not provide an overview of the evaluation process for each classification of employee. The College also posts a process for student evaluation of online instruction. (III.A.1.b)

The Los Rios College Federation of Teachers (LRCFT) contract identifies effective assessment of student learning outcomes as part of the professional responsibilities of classroom faculty. Effective assessment of student learning outcomes is a component of faculty evaluations. (III.A.1.c)

SCC has a written code of professional ethics for classified, faculty and administrative employees. The District publishes the employee code of ethics in the College catalog, and the codified code of ethics for the Board of Trustees on the District website. (III.A.1.d)

The State Chancellor's Office establishes the full-time faculty obligation number (FON), which The Los Rios Community College District follows. In accordance with an established planning process, the College allocates new faculty positions by discipline. The College identifies hiring needs in Unit Plans and forwards them to a committee of Academic Senate leaders and administrators who rank the positions and identify which positions will move forward for consideration at a District-wide level. The College takes faculty prioritizations to a District meeting of VPIs who negotiate and identify a distribution of District positions by college. (III.A.2)

Requests for classified positions also begin at the Unit Plan level and follow an established process that involves the Vice President of Administration (VPA). Similar to the faculty prioritization process, a District-wide committee of College VPAs meets with District administrators to finalize a District-wide allocation list. (III.A.2)

The District conducts a systematic review of all policies every three years. The District updates personnel policies as needed to stay in compliance with new or revised state and federal laws. Proposals for changes to personnel policies and procedures may originate from various stakeholders in the District. The District posts personnel policies on the LRCCD Board website. Additionally, the Human Resource website posts a wide range of personnel procedures and forms. (III.A.3)

To ensure fairness, the institution follows employment procedures identified in its Equity Handbook for Hiring. The Institution defines hiring processes on the Human Resources website, and embeds Board regulations in the employment procedures. Equity representatives serve on all hiring committees to ensure a fair and unbiased hiring process. (III.A.3.a)

The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with the law. Human Resources keeps and maintains personnel files securely in a password-protected system (OnBase) (III.A.3.b)

SCC demonstrates through policies and practices an understanding and concern for issues of equity and diversity. SCC fosters institutional appreciation for diversity through its mission statement. The Employee Accreditation Survey 2014 indicates that 85% of respondents agreed or strongly agreed that the College demonstrates an understanding of and concern for issues of equity and diversity (Question 25). The College established two standing committees that address issues of equity and diversity: the Staff Equity and Diversity Committee and the Student Equity Committee. SCC established support programs such as Disability Services Programs and Students (DSPS) and Extended Opportunity Programs and Services (EOPS) aimed at ensuring equity for all students. Equity Representatives serve on all hiring committees, and there is Human Resource training for all staff on non-discrimination policies in the workplace. (III.A.4.c)

The College creates and maintains appropriate programs, practices and services to support its diverse personnel. In order to provide for staff development at varying levels, the Staff Resource Center website hosts a My Needs/My Wants assessment to determine what type of training staff need. The Cultural Awareness Center promotes intercultural understanding and education through a wide range of activities and programs. The Faculty Diversity Internship program (FDIP) built a pool of diverse adjunct faculty. SCC also provides a workshop on moving from adjunct to full-time teaching. Although staff and student equity committees are in place, planning it is not clearly or specifically evident for the diversity programs. (III.A.4.a)

SCC assesses its employment equity and diversity by reviewing data on employee diversity in the Staff and College Processes Report, 2014. SCC employees are a diverse group with respect to demographic characteristics such as age, gender, and ethnicity. (III.A.4.b)

The institution demonstrates its advocacy for integrity in the treatment of its employees through policies and procedures such as the Student Code of Conduct, Faculty Code of Ethics, Classified Code of Ethics, Collective Bargaining Agreements, and Title V regulations pertaining to staff equity. SCC uses a conflict resolution process called Interest Based Alliance (IBA). Other examples of activities that demonstrate institutional integrity toward employees are the Classified Leadership Academy, New Dean Academy, and the District's Equal Employment Opportunity (EEO) Plan. There is also a workplace hotline where callers can report— anonymously, if desired—any incidents of workplace bullying or other nonprofessional behaviors. (III.A.4.c)

Together, the College and the District provide a wide assortment of opportunities for professional development. SCC offers Flex Day workshops at the beginning of each semester. Additionally, the College offers a multitude of staff development opportunities including training to support skills building, workshops, and retreats directed toward classified staff, mandated training, conferences related to College initiatives, online professional development and training, and individual professional development. (III.A.5)

The Staff Resource Center (SRC) plans professional development activities for College employees. The Center produces a Staff Development Plan that includes assessment of previous activities and plans for upcoming activities along with identified outcomes. The SRC surveys employees to determine teaching and learning needs, and what schedules work best. Participants evaluate professional development workshops and provide presenters with the feedback. The College provides limited funding for individual professional development activities. Professional development sabbatical leaves are also available to faculty through an application process. The SRC website provides a My Needs/My Wants assessment to determine what type of training staff needs. SCC emphasizes instructional development. The Professional Development Activities and Resource Database offers several courses and trainings specifically addressing Distance Education. SCC also provides a Faculty Online Teaching Lab, allowing faculty to drop in to learn how to use various online tools and technology. SCC also offers an online course, Introduction to D2L, targeted to faculty teaching in an online environment. (III.A.5.a-b)

SCC utilizes Program Review and Unit Plans to assess program effectiveness and identify the need for classified and faculty positions. Once the Unit Plan or program review identifies the need, the College ranks positions at the division and College level, with the District determining the ultimate allocation of positions. Planning for Human Resources is evident in Unit Plans and in program review. The College meets the Standard. (III.A.6)

Conclusion

The College meets all elements of Standard III.A.

Recommendations

None.

Standard III – Resources
Standard III.B – Physical Resources

General Observations

Sacramento City College makes a strong commitment to safe and sufficient physical resources needed to execute the educational programs and services to Sacramento and the surrounding communities as evident in the Institutional Self Evaluation Report on Standard III.B. The Visiting Team toured the facilities at SCC’s Main Campus, the West Sacramento Center, the Davis Center, and McClellan Center. These four locations provide students with safe, accessible, and well-maintained educational facilities that help students achieve their academic goals. After review of the Educational Master Plan and the Facilities Master Plan, it is apparent that these plans guide the development and design of facilities on the main campus and off campus facilities.

In general, the main campus and the off campus facilities are very clean, provide appropriate signage for the campus community, and maintain the vast majority of the classrooms. SCC commits to the safe and secure working environment for staff and students as noted in the 2014 Employee Accreditation Standards Survey. Furthermore, the SCC administrators and campus community groups invest quality time, energy, and fiscal resources required to plan and to be prepared for campus emergencies.

Findings and Evidence

In the Self-Study and during the site visit, SCC demonstrates ample evidence that it provides safe and sufficient physical resources to the campus community that support and assure the integrity and quality for all of its programs and services. Information gathered by the College through forums, the 2014 Employee Satisfaction and Perceptions Survey, committee meetings, and other venues all point to a commitment of a collegial planning process (short and long-term planning) of facilities. SCC planned, built, and upgraded some of its physical resources to safe and functional spaces for the students and employees over the past six years. Campus Police and the Campus Safety Committee provide timely information and training to reinforce a safe educational environment. (III.B.1)

The College also demonstrates that it assures access, safety, security, and a healthful learning and working environment for all students, faculty, and staff. The theme of access for students and community members to SCC’s facilities continues since the last accreditation visit. Accesses to the main campus (i.e. light rail station for Hughes Stadium, and parking facilities) have improved. Off campus facilities are impressive and will service the communities for many year years to come. The team observed most of the facilities on the main campus during the visit. Modernization projects to highlight are the Fine Arts Building, the Performing Arts Center, and Hughes Stadium. The transformations of these excellent facilities foster educational spaces to assist in the development of students. (III.B.1.a, III.B.1.b, III.B.2)

SCC displays effective utilization and the continuing quality necessary to support its programs and services in a variety of ways, and demonstrates this best through the off-campus facilities.

Each of the three centers offers a clean and safe educational environment with excellent programming and equivalent resources and services for its students when compared to the main campus. (III.B.1)

The West Sacramento Center growth and development supports a healthy relationship between the city of West Sacramento and the College. An on-site dean, educational supervisor, and various other classified employees provide clerical, technological, and instructional support for a three-story building that houses a student service area, classrooms, faculty offices, and a learning center. Classrooms are equipped with current technology (“smart” classrooms), including large whiteboards, screens, a computer for instructor use, and ceiling-mounted projectors. The center maintains partnerships with the adjacent city library and community center, both of which offer diverse cultural programming. (III.B.1.a)

For the Davis community, the College invests in a unique partnership with UC Davis by developing an educational facility known as the Davis Center. Located on the UC Davis campus, the Davis Center is the only community college center in California that has a permanent location on a UC Campus. This innovative LEED Silver Center is the first building of a two-phase plan, with a second building to break ground in 2017. The facility is operational with the leadership of a full-time dean, a full-time counselor, as well as administrative support. The Davis Center exposes community college students to a UC Campus environment and all it has to offer. (III.B.1.a)

The programs at McClellan Center include four aeronautical programs, a well-staffed facility with dedicated, full-time faculty and adjuncts as well as College support. Although expensive to maintain due to equipment and computer needs, the McClellan Center receives support through the budget process with additional grants for large purchases. Several industry partners support the programming via donations to the program or serving on their Advisory Committee. Instructional aides support the programming and maintain the labs. The leadership and the employees responsible for the programming warrant praise for their dedication to student learning. (III.B.1.a)

SCC and the off campus Centers have committed to upgrading their campus facilities, giving much attention to meeting Americans with Disabilities Act (ADA) Standards and making the locations safe and accessible for all. (III.B.1.b)

The topic of safety arose several times during the site visit. The result of a serious incident in September 2015, this subject is naturally a sensitive one. The Campus Safety Committee, tasked with promoting safety and emergency preparedness on campus, regularly reviews reports of incidents and injuries. Evidence from the minutes and site visit interviews shows that this Committee has taken action to reduce risks on campus. Additionally, the recent incident demonstrates the resources, training, and level of responsiveness by the District and College administration as well as campus employees. The team recognizes SCC’s commitment to learn from this tragic incident and to share its experiences with other institutions. (III.B.1, III.B.1.b)

After conducting interviews and analyzing the evidence, the team confirms the feasibility and effective utilization of physical resources in support of programs and services. Multiple plans

created by the campus and District like; the Facilities Master Plan, the Five Year Construction Plan, the Five Year Capital Outlay Plan, and the Facility Resource Allocation Plan display the planning tools including total cost of ownership and data to support its decision-making and long-range capital planning processes. The evidence reviewed indicates that physical resources are an integral part of institutional planning. (III.B.2.a)

Meetings with administrators and representatives of the Campus Development Committee, reviews of the plans and committee minutes, and testimonies from students and staff indicate the integration of physical resource planning and institutional planning. Prior to the site visit, the team reviewed the Educational Master Plan, the Facilities Master Plan, as well as the Program Plans, the Resource Plans, and Unit Plans. These plans align and guide the development and design of facilities on the main campus and off campus facilities. (III.B.1.a, III.B.1.b)

During the site visit, SCC groups and employees describe assessments to assure effective and improved use of physical resources. The 2014 Accreditation Survey as well as information gathered from the Campus Development Committee provides an evaluation of how effective the campus uses physical resources. The Committee along with administrators, divisions, departments, student and constituent groups analyze and review the evaluation results. To close the loop, governance committees discuss and implement action steps, improvements, and initiatives. (III.B.2.b)

Conclusion

The College meets all elements of Standard III.B.

After review of the Self-Study and visiting the campus, it is clear that the institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services. The Sacramento City College 2014 Employee Accreditation Standards Survey shows that the College provides a safe campus environment and delivers a high quality educational and work environment for its students and its employees. The Campus Safety Committee reports and discusses campus incidents, accidents, and injuries on a consistent basis and makes recommendations to reduce future incidents.

SCC and the Los Rios District have made substantial gains in the development, planning and design of physical resources, and actively communicate the plans to campus community in meeting minutes, on the campus website, and in College forums.

SCC provides detailed plans and evaluations of its facilities and equipment on a regular basis through collection and analysis of relevant data; this process demonstrates that the College's physical resources function effectively in supporting institutional programs and services.

Recommendations

None.

Standard III – Resources
Standard III.C – Technology Resources

General Observations

Sacramento City College’s planning efforts support technology resources through needs assessments, planning, and resource allocations, evaluations and continuous improvement strategies. The District and College identify roles and responsibilities as well as areas of shared responsibilities for information technology. These effective planning efforts result in demonstrated technology upgrades and improvements throughout the campus.

To completely meet the Standard, the Los Rios Community College District needs to create a collaborative and comprehensive District Information Technology Plan.

Third party professional development and in-house training opportunities offer technology professional development to all employees. The College implements replacement cycle for technology and provides resource allocations for projects. The College’s technology plans and resource plans address ongoing strategic goals and objectives.

Findings and Evidence

Sacramento City College’s (SCC) technology services and programs enhance the operations and effectiveness of the College. The College provides evidence of planning and evaluation through the various technology planning documents. The Information Technology Program Plan (2014) builds on previous informational technology program plans and addresses support, facilities, hardware, and software. The campus planning process integrates the plan and includes an environmental scan, multi-year strategies (including replacement hardware, networking and services), and evaluation of previous strategies and work. The plan identifies unit objectives and outcome measurements as well as needed resource requirements. The plan aligns with educational goals and strategies. (III.C.1.a)

SCC IT Resource plan identifies needed resources with timelines, and the plan is adequate to meet the Standard. Other important IT strategic plans include Distance Education and Media Productions and Service Plan. Again, these plans meet the Accreditation Standards. The District Office is responsible for enterprise-wide information technology systems that are common to all four Colleges of the Los Rios Community College District. These systems include Peoplesoft, Powerfaids, Desire2Learn (D2L), and Google (Student Gmail Accounts). There are areas where there is joint responsibility (District and College) and evidence and supporting documentation explain these areas. (III.C.1.a)

The LRCCD addresses critical information technology needs and critical infrastructure needs District-wide. At the District level, a Unit Plans exists, and the individual colleges develop IT Unit Plans. In reviewing the Self-Evaluation reports and through interviews with key leaders at the colleges and the District Office, the District Evaluation Team concludes that the LRCCD needs to collaboratively create a comprehensive District Information Technology Plan in order to

more completely meet the Standard. Finally, to ensure currency, a routine assessment of the plan must occur.

The Staff Resource Center provides professional development opportunities based on needs assessment conducted by campus and IT. The Professional Development Activities and Resource Database (SCC website) provide excellent Information Technology training and resources. The Information Technology site is easy to use and readily provides information. Specific Information Technology training includes Lynda.com and the @One Project. WordPress tool for web page management is an excellent tool for distributing management web content to the service providers. The College offers a number of training opportunities for WordPress training. (III.C.1.b)

The College provides evidence to support the planning, acquisition, maintenance and replacement of information technology. The College's information technology plan and supplemental documents (Program, Resource, Distance Education, and Media Productions and Service Plan) provide the instructional and campus support needs. The campus has a developed replacement plan cycle, which takes into account areas where computers are integral to instruction. Procedures are well defined and documented on the College website. The Education and Information Technology Committee (EITC) reviews and recommends resource requests and presents requests to the College Budget Committee and President for review and funding. (III.C.1.c)

The College demonstrates an ongoing development and maintenance of technology resources. The College sets an information technology baseline, or set of expectations, and performs and implements the information technology strategies. The College commits to information technology resources as demonstrated through resource allocations and strategies. The College supports the distribution and utilization of technology resources. (III.C.1.d)

The college integrates technology planning and intuitional planning. Technology planning considers unit plans and technology evaluations. The College provides adequate evidence (i.e., a list of evaluations) of information technology measurement and improvements. (III.C.2)

The College meets most elements of Standard III.C except for III.C.2 at the District level.

Conclusion

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

Recommendations

District Recommendation 1: In order to meet the standards, the District Evaluation Team recommends that the LRCCD develop a comprehensive Technology Plan for the District. The plan should be integrated with the program review process and with the on-going and routine technology assessments done by District Information Technology. The Technology Plan should align with and directly support the District Strategic Plan and the colleges' strategic plans. Finally, the plan will need to be routinely assessed and updated to ensure currency. (III.C.2)

Standard III – Resources
Standard III.D – Financial Resources

General Observations

Based on a review of the evidence and Self Evaluation Report, the College meets the Standard for III.D. The College makes significant efforts to meet the OPEB obligations and fully funds this obligation. The College clearly defines resource planning and financial management procedures and there is a good connection between planning and resource allocations. The College and District use annual audits and periodic evaluations for control and continuous improvement practices. The College and District have clean audits and resolve findings in a timely manner when necessary.

Findings and Evidence

Sacramento City College has an extensive planning effort with a Strategic Master Plan and a “Family of Plans” which support integrated institutional and financial planning. The District and College both have planning efforts, which support each other. Through both the District and College efforts, facilities, master planning, and long-range capital needs perform significant work. The College has been successful in the passage of two bond authorizations and integration of financial resources with strategic plans. (III.D.1.a)

The College documents its planning efforts and procedures within the College’s strategic master plan and “family of plans.” The College documents its financial resource plan. Planning efforts reflect realistic assessments of financial resources and expenditure requirements. The District is primarily responsible for revenue projections and utilizes a X, Y, Z budget strategy for revenue and expenditure projections. Budgets reflect ongoing, one-time, short and long-term commitments and liabilities. The College President and Vice President of Administration regularly communicate about financial resources through budget memos, and the College Budget Committee’s engagement with budget procedure review and resource allocations. The Los Rios Community College District has a conservative approach to financial resources, and processes are defined in the Financial Resource Allocation Plan. (III.D.1.b)

Sacramento City College and the Los Rios Community College District address long and short-range financial obligations to assure financial stability. The annual budget identifies and accounts for long-range financial obligations (debt, retiree health benefits, insurance costs, and building maintenance costs). Every two years, Los Rios Community College District addresses the OPEB obligations and performs and actuarial study on the District OPEB obligations. The District manages and maintains compliance with the two bond issuances, funding, and oversight committee requirements. (III.D.1.c)

Los Rios Community College District and Sacramento City College budget and planning documents clearly define guidelines and processes. Constituencies have clearly defined roles and responsibilities on committees and have the opportunity to participate in District and College Budget Committees. The College’s professional development (Flex Days) and division/department meetings make financial planning and budgeting presentations available.

College Budget Committee is responsible for integrated planning through the College's Strategic Planning Committee and makes meeting minutes and agendas available on the College's website. The Strategic Planning committee has a participatory structure and allows all constituencies to participate. (III.D.1.d)

The District contracts with a certified public accounting firm to perform an independent audit. Based on a review of 2013-14, 2012-2013, and 2011-2012 the District has a high degree of credibility and accuracy. The College's resource allocation plan documents the District/College planning and budget processes and procedures. The College's uses strategic plans and family of plans during resource allocations for funding allocations. (III.D.2.a)

Annually, the Los Rios Community College District contracts with a certified public accounting firm to perform an independent financial and compliance review. For the year ending 2014 there were no audit findings. When audit findings were identified (years 2013 and 2012), the District and College responded in a timely fashion and corrected the finding recommendations. The District/College responses to external auditors are appropriate. (III.D.2.b)

The District and the College makes financial information available. Annually the District publishes online an adopted budget with information on budget allocations, funding levels, expenditures, and future budget projections. The independent auditor reports are also available for scrutiny by the public and campus community. The College makes budget information available online to authorized College employees via the PeopleSoft Financial Information website and reports via Crystal Reports. (III.D.2.c)

Budget information is shared through Board of Trustee reports, President Budget memos, VPA Budget Memos, and College Budget Committee memos and communications. There is a process for mid-year evaluation of budgets and expenditures, which embeds information sharing with the College Budget Committee. The College posts all budget information on the external website where it is available to the campus community and the public. (III.D.2.c)

The District and College engage the services of an external audit firm that reviews internal controls and ensures financial integrity. The District and College have a good history with audit controls and reports. The District has sound procedures for ongoing and continuous evaluation. The procedures are clear and define the overall process and financial resources (bonds, debt, auxiliary, categorical, grants and fund raising efforts). The College reviews the procedures for integrity and integration with District and College mission and goals. (III.D.2.d)

Annual evaluation and assessment for effectiveness on the District and College's internal control systems occur. For the past six years, the District has received unqualified audit opinions. The District and campus have adequate financial professionals to ensure that internal controls are in place and working. The College corrects any recommendation identified in annual audits in a timely manner and there have been no repeat findings. (III.D.2.e)

The District and College maintain sufficient reserves to meet cash flow obligations. For the 2013-2014 year the District had reserves of 11% of unrestricted general fund revenues. (Note: The California Chancellor's Office recommends reserves of 5%.) In addition, the District

accounts for retiree liability benefits since 1980 and allocates funds to fully fund all past service liabilities. The District and College have contingency plans to meet financial emergencies and unforeseen occurrences. (III.D.3.a)

The District and College have effective practices and oversight of finances. The District and College coordinate the annual review of internal controls by the external independent auditors, and the District Business Services oversees all College funds including grants, categorical programs, enterprise funds, trust funds, and foundation funds. The College has a Foundation and Associated Student Government accounts. The College provides annual audit procedures and internal control reviews to all accounts. In addition to external auditors, the District has two internal auditors to assist in the oversight of finances, investments, and assets. (III.D.3.b)

In accordance with GASB 45, the District's calculates the annual OPEB. The District fully recognizes and funds liabilities, such as retiree health, compensated absences, bank leave program, vacation liability and collective bargaining contract limits. (III.D.3.c)

The District conducts an actuarial report of its Other Post Employee Benefits (OPEB) on a two-year basis. The District has funded its OPEB obligation since 1986 and established an irrevocable trust in 2007-2008. The District currently overfunds its OPEB obligation and does not have an annual required contribution. The annual budget also allows for a \$3.3 million continuing line item for the funding of OPEB. (III.D.3.d)

On an annual basis, the LRCCD and Sacramento City College assess and allocate sufficient resources for the repayment of locally incurred debt instruments. The District has two long-term debt general obligation bond programs, funded by local property tax assessments. The District accounts for and funds costs related to compensated absences and employee vacation benefits. In addition, the District fully funds the OPEB obligations and maintains a reserve of 11%. (III.D.3.e)

The District and College monitor and manage student loan default rates to ensure compliance with federal requirements. The USDE three-year cohort default rate is 20.6% and is shown on annual fiscal reports and audited by the external auditors. The College and District regularly monitor the default rate, and it is within the federal guidelines. (III.D.3.f)

The LRCCD Board of Trustees adopt policies and regulations regarding all contracts. There is a review process for all contracts, which includes both College level and District level reviews and oversight. In accordance with board policy, District General Counsel reviews contracts before signature by the appropriate Vice Chancellor. The Board of Trustees approves or ratifies contracts regularly. (III.D.3.g)

The College and District coordinate the review and acceptance of grants to ensure grants are consistent with the mission and goals of the College. After the grants are accepted, the District Grants and Contract department work with College administration on financial reporting and compliance requirements. The District General Services Office reviews and approves contracts for goods and services. (III.D.3.g)

The District and College have regular opportunities for evaluations of financial management. These evaluations occur through the annual external audit conducted by a certified public accounting firm. The two regular internal auditors conduct periodic evaluations, which include internal controls and process of financial management. The College Budget Committee reviews and evaluates the budget development process. The College President and Vice President of Administration receive the committee's evaluation and recommendations in a form of a memorandum. Financial management is responsible for the implementation, internal controls and compliance requirements. (III.D.3.h)

The District and College have a well-defined planning process set forth in the Strategic Master Plan and the College's "Family of Plans," both of which are interconnected and driven by the strategic direction of the College. The College service area, programs, and operational unit plans link resource allocations. The College Budget Committee oversees the resource allocation and budget process. The College documents resource plans (i.e., financial, facilities, faculty, classified staff and information technology) which link to Institutional plans (i.e., Educational Master Plan, Student Equity Plan, Resource Management and Capital Outlay Plan, Student Services Master Plan, and Student Success and Support Programs Plan). The College evaluates Institutional and program plans and activities and makes recommendations to the College President. The President makes the final determination for funding and communicates her decision to the College's Budget Committee. The College Budget Committee preserves documentation of Memos and actions on the website, which is available to the public and campus community. Through budget memos, recommendations, and interviews with College Budget Committee members, the College demonstrates a systematic and routine evaluation of the resource allocation planning process. (III.D.4)

Conclusion

The College meets all elements of Standard III.D.

Recommendations

None.

Standard IV - Leadership and Governance
Standard IV.A - Decision-Making Roles and Processes

General Observations

Sacramento Community College and the Los Rios Community College District have clear, written policies and procedures in place to define the roles of four constituency groups, students, faculty, administrators, and staff, in participatory governance processes. According to these guidelines for the District and College, committees are typically comprised of representatives from all four-constituency groups. The results of the two most recent surveys conducted by the College to evaluate the implementation and effectiveness of participatory decision-making on the campus indicate dissatisfaction for both faculty and classified staff for some elements of participatory governance. In the semester following the 2014 survey, a task force convened to update the College's primary document on participatory governance.

Findings and Evidence

Sacramento Community College utilizes a comprehensive website to disseminate information to the campus community, including mission and goals, instructional programs and support services, Institutional Effectiveness Reports that include student achievement data, SLOs and SLOs assessment, planning policies and procedures, and program review. It is clear that extensive dialogue regarding teaching, learning, and improvement exists. Committees, minutes, formal and informal reports, and the extensive documentation of activities on the College's website all speak to the presence of dialogue among the various stakeholder groups on the campus and within the Los Rios District. (IV.A.1)

Both the LRCCD and the College have written policies that define roles and responsibilities for different constituent groups. The LRCCD Board of Trustees has official, written policies pertaining to student participation in participatory governance (e.g., P-2311), District-level participatory governance (P-3411) and various faculty policies, including decision-making (P-3412). The LRCCD Board Regulations include R-3411, regarding the Chancellor's Cabinet, a LRCCD participatory governance group, and R-8122, which directs that the District Budget Committee comprised in part by administration, faculty, staff, and students from the District. R-8122 further specifies that the role of the Academic Senate is to "help shape the processes used for the development of plans and budgets." SCC uses "A Guide to Participatory Decision-Making at Sacramento City College," also known as the "Blue Book," that provides detailed information about the policies and procedures for participatory governance at the College. The College also publishes a "Planning Handbook" that specifies roles and responsibilities by various constituencies. Policy and practice support the central role of faculty. According to the Self-Study, only faculty may access the sections of the curriculum management software that deal with curriculum development. This policy effectively communicates the central role of faculty for establishing quality and improving instructional courses and programs. Other written policies include the *Campus Issue Process*, overseen by PRIE, *Guidelines for Standing Committee Tri-Chairs*, and *Formation of New Committees*. Additional publications are available on the participatory decision-making page of the College's website. In addition, the College posts committee-meeting minutes on the website, and disseminates updates to policies and procedures

on a weekly basis to faculty and staff through by email. (IV.A.2, IV.A.2.a)

The Communication and Governance Survey 2014 specifically assessed the degree of engagement experienced by College employees. It shows that about two-thirds of faculty respondents feel engaged in the decision-making processes. This result is lower than that for the 2011 survey. The 2014 survey found that, when asked whether College communication processes share information effectively across the College, 36% of faculty, 33% of classified staff, and 73% of administrators answered *agree* or *strongly agree*. When asked whether the College is moving in the right direction with respect to campus climate and communication, 38% of faculty, 33% of classified staff, and 71% of administrators agreed. These results are similar to those of the LRCCD survey in spring, 2014. This evidence suggests that policies and roles for communication and participatory governance are not functioning optimally. These results are consistent with the 2012 Academic Senate White Paper on Shared Governance, which requested transparency and collaboration in decision-making. (IV.A.3)

In fall 2014, the Academic Senate Task Force on Participatory Decision-Making published a report citing the need for the various constituent groups to work together to define and implement effective practices. According to interviews with faculty, classified staff, and administrators, communication and participatory governance function well for well-established procedures, such as the Budget Committee and the Education and Information Technology Committee; however, problems arise when administrative decisions do not align with recommendations, and the feedback loop to the various constituencies fails to occur. Two examples include the choice of logo and recommendations regarding hiring. Per discussion with representatives of the Academic Senate, a different problem arose when faculty leadership informed the administration that faculty did not support the Bill and Melinda Gates Grant and they rated it as a “1,” but the final version of the grant indicated that the faculty supported the Grant with a rating of “3.” (IV.A.3)

As evidenced in the surveys, documents such as the Academic Senate White Paper, and the interviews with the Academic and Classified Senate representatives, ongoing communication problems exist along with frustration and dissatisfaction of faculty and classified staff for at least several years. The President’s process or style of decision-making causes some faculty and staff dissatisfaction. At times, the President reaches a decision contrary to the recommendation of various constituency groups, which faculty and staff understand to be necessary in some cases; at other times, however, faculty and staff report frustration with the lack of information on the about the reason a particular decision was made. (IV.A.3)

The Administration also reports communication issues. There have been times when the Administration indicates that the Academic Senate delays sending recommendations through as a way to slow down processes that might affect changes to the institution or forwarding previously denied recommendations. One example concerns the recommendation for a Sustainability Committee from the Senate. Initially, some constituencies’ requests included a community farm plot in front of the Library. In this particular example, the President received the recommendation and created an alternative plan that used raised beds in a different location of the campus to meet the same need. Placing a community farm plot in the middle of campus was not appropriate for a number of factors, including a lack of a plan as to who would maintain it on

an ongoing basis, a lack of an agriculture curriculum tied to the farm plot, and no suggestion for funding this initiative. She also established a Sustainability Committee; she had the College join a national Sustainable Group, and sent staff to a sustainability conference. Rather than accepting the President's alternate plan and a decision on a Sustainability Committee, the constituency groups reported to the Visiting Team that the President had not acted on their recommendation to start a Sustainability Committee. (IV.A.3)

The Blue Book Task Force convenes to review, evaluate, and make improvements to the participatory governance processes. This Task Force helps all constituency groups improve processes that allow for transparent decision making. The College implements an Actionable Improvement Plan as part of continuous improvement and has the full support of all constituencies and the President through a review of participatory decision-making as codified in the "Blue Book." (IV.A.1, IV.A.2, IV.A.2.a, IV.A.2.b)

Each of the primary constituencies has its own representative group, i.e., Student Associated Council, Academic Senate, Senior Leadership Team, and Classified Senate. Each constituency group has its own leadership as well as participation across the campus community. The Department Chairs Council promotes faculty leadership for campus-wide issues, and there is a policy that specifies that the various committees must be comprised of administrators, faculty, staff, and students ensuring that each constituency has representation. The College's website clearly reinforces the governance structure with its description of the process. The description includes the participatory decision making process and includes the following statement: "At Sacramento City College has three complementary components that support and comprise the governance function: 1) the administrative structure and process, whereby the operations of the College are implemented at the unit level and above within established policies and procedures facilitated by the management staff; 2) a committee system wherein the various constituencies review and recommend policies, regulations, and processes of the College/District that affect all aspects of the College community; and 3) the constituent groups who assure representation and participation and speak for the interests of their members." As evidenced by the SCC Planning Handbook, the College's approach to planning promotes and supports participatory decision-making by ensuring participation by students, faculty members, administrators, and staff members through a policy that identifies the participatory governance group(s) that contributes to both the plan and its implementation. (IV.A.3)

Adherence to the Accrediting Commission's standards, policies, guidelines, and requirements are evident and documentation is present on the College's accreditation website and in various reports. Additionally, other documentation filed as required by the Accrediting Commission (for example, the 2012 Midterm Report, responses to the 2009 recommendations made by the Comprehensive Evaluation Visiting Team, and the substantive change reports regarding distance education and recently adopted air traffic control program), the College complies with the Accrediting Commission's Standards, policies, guidelines, and requirements. The College is consistent in compliance and responds expeditiously. The public information on the College's website regarding institutional effectiveness and accreditation is accurate. (IV.A.4)

The two recent surveys conducted by the College to assess the effectiveness of communication and participatory governance policies and practices were administered in 2011 and 2014. The

2014 results of the Communication and Governance Survey indicated that the faculty has a diminished sense of engagement in decision-making. In addition, both faculty and classified staff feel a decreased sense of respect for engagement across the campus in decision-making. Faculty and staff reported a decline in their perception that their jobs allow time to participate in College decision-making. The Blue Book Task Force engages in the revision and updating of the “Blue Book,” which delineates the College’s guidelines and policies for participatory governance. (IV.A.5)

Conclusion

There appears to be some frustration and dissatisfaction of the faculty and classified staff as evidenced in the surveys, various documents such as the Academic Senate White Paper, and the interviews with the Academic and Classified Senate representatives related to participatory governance and the process by which final decisions are being made. The College evaluates its participatory decision-making processes as codified in the “Blue Book” to make improvements in the process.

The College meets Standard IV.A, with one recommendation for improvement below.

Recommendations

College Recommendation 3: In order to improve institutional effectiveness, the College needs to move forward on the action plan to utilize the Blue Book Task Force to make recommendations that will help improve participatory decision-making processes and enhance communication College-wide. (IV.A.1, IV.A.2, IV.A.2.a, IV.A.2.b, IV.A.3)

Standard IV - Leadership and Governance
Standard IV.B - Board and Administrative Organization

General Observations

The Board of Trustees, the Chancellor, members of the Chancellor's Cabinet, and the leadership team at Sacramento City College support accreditation process. Most impressive, nearly every Board member completed the ACCJC online orientation. Each Board member spoke enthusiastically about the hard work and student-centered accomplishments of the College.

Based on the evidence, it is apparent that Board members perform admirably in many aspects of their duties and they adhere to the Accreditation Standards. The District governing board has been relatively stable for many years, with four of the members having 10 years of service or more, two of the Board members taking seats in 2010 and one in 2014. This stability of Board members provides the District and the College with a majority of veteran Board members to guide the District. This Board develops a dynamic for working together as a group that makes decisions based on the interest of students in the entire District and not just in their own elected trustee Districts.

The President and administrative team provide strong leadership and guide the College to ensure policies and practices utilize data in decision-making to promote student success. There are structures in place to provide for College-wide sharing of information. The College community understands the decision-making process for allocation of resources.

The updating and vetting of District policies and regulations occurs regularly by all constituency groups; however, there are some inconsistencies between Board policies and the actual operation of the District.

Findings and Evidence

The Board adheres to LRCCD Policies 3111 and 3114, which state that Board members have authority only when acting as a Board of Trustees legally in session. It further states that Board members have no individual authority unless given specific instructions by the Board of Trustees to take a specific action and, further, that the Board of Trustees take action only as a full Board of Trustees, not as individuals. The Visiting Team verified that the Board of Trustees is a very collaborative group that represents the culture of the entire District. (IV.B.1.a)

The Board sets policy, via LRCCD Policy 3112, for the District that reflects the public interest, provides oversight, and sets a strategic direction for the District. The Board oversees educational quality and financial health of the District through approving curriculum changes and establishing fiscal policies by means of LRCCD Policies 8321, 8323. The institution makes available to the public on the District website, Board bylaws and policies that specify the Board's size, duties, responsibilities, structure and operating procedures. Several of the LRCCD policies, include Board size, structure and operating procedures, i.e. 3112, 3132. (IV.B.1.b, IV.B.1.c, IV.B.1.d)

The General Counsel's website publishes the reviews and revisions to the District policies on a rotating schedule or as need. The Visiting Team also verified that Board minutes reflect that the Board acts in a manner consistent with its policies and bylaws and that it takes actions as a whole. Any constituent group to the Chancellor's Cabinet can request board policies and regulation updates, which is the District's Participatory Governance group. The Chancellor's Cabinet receives the requests for change and then passes them back to the College constituency groups as appropriate. The District Legal Counsel may request an immediate update to Board Policies, Regulations based on new laws passed, and the Chancellor's Cabinet will review those requested changes and approve them. Lastly, it was clear that the Board approves all final updates or changes. The District Legal Counsel then routes those emergency Board Policy changes back through constituency groups for modification when necessary. (IV.B.1.e)

The Board has a program for Board development and new member orientation as specified in LRCCD policy 3113. A new trustee as well as seasoned members received a new Board Orientation Manual as part the training for Trustees. The seven-member Board serves four-year staggered terms to insure continuity of Board membership, as prescribed in LRCCD Policy 3132. The Visiting Team verified the existence of a comprehensive Board Orientation Manual and that the newest Board member received training in February 2015. (IV.B.1.f)

LRCCD Policy 3112 describes the Board of Trustees self-evaluation process, which includes establishing annual goals for the Trustees and Chancellor as well as an annual informal discussion on their performance. The Board completed the self-evaluation at the October 2013 retreat and discussed the results at the February 28-March 1, 2014 retreat. (IV.B.1.g)

The Board has a code of ethics as defined in LRCCD Policy 3114 that includes an overall statement of ethics as well as 12 elements that each Board member is to follow while performing the duties of the office. There have not been any Board member ethics violations to date. (IV.B.1.h)

The Board received regular updates on the accreditation process as a longstanding practice of the District. The Midterm Report 2012 was presented at the June 13, 2012 Board Meeting and at the Board of Trustee Retreats held on Oct. 11, 2013; February 28-March 1, 2014; October 2-4, 2014; and a special Board Workshop on Accreditation on November 19, 2014. An additional Board meeting occurred on November 19, 2014 to address issues related to the Accreditation Site Visit of October 2015. At all of these meetings, the Board receives regular updates on the accreditation process and on the Standards. The Visiting Team met with the trustees on October 5 and confirmed their knowledge of the accreditation process and their support of the Standards. (IV.B.1.i)

In LRCCD Board Polices 4111 and 9142, the Board of Trustees is responsible for the recruitment, selection, and evaluation of the Chancellor. The Visiting Team verified that the Board evaluation of the Chancellor takes place during a regular Board of Trustees business meeting held in closed session in the month of October.

LRCCD Board Policies 9141 and 9142 also identify the process and timing for evaluation of the College Presidents. While Board Policy 4111 identifies a specific process for hiring the

Chancellor, it does not have a specific process for hiring the College Presidents. To fully comply with the Standard, the LRCCD needs to adopt such a process in policy. (IV.B.1.j)

The Visiting Team notes that LRCCD Board Policy 4111 specifically delegates the administration of the District to the Chancellor. The policy also states:

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

Although the president of the College has the primary responsibility for the quality of the institution and leading the planning, budgeting, personnel issues, and institutional effectiveness, Board Policy 4111 is not clear that the Chancellor delegates full responsibility and authority to the presidents. (IV.B.2)

The President utilizes its adequate administrative structure to plan, oversee, and evaluate the College's goals and mission. The President clearly delineates, measures, reviews the vice presidents and other direct reports responsibilities. The main administrative structures are the President's Executive Staff, the President's Cabinet, the Executive Council and the Senior Leadership team. The President also meets on a regularly scheduled basis with the various governance leadership groups to insure participatory decision-making. (IV.B.2.a)

The President guides the institutional improvement of teaching and learning through setting and modeling the values, goals, and priorities. The College Strategic Planning Committee reviews the set of Institutional Effectiveness Reports from the Office of Planning, Research and Institutional Effectiveness (PRIE) and guides the strategic planning process across the College under the guidance of the President. The College established a strategic planning process that includes broad Institutional Plans for instruction, student services, student equity, student success and support programs and administrative services. Under these broad plans are Program Plans, Unit Plans and Resource Plans. These "family of plans" include data from PRIE. The plans guide the President's decision-making and resource allocation. All of these plans designate achievement, student learning outcomes and student success. The President ensures that education planning aligns with resources planning and ensures that the College follows the established planning procedures. (IV.B.2.b)

LRCCD Board Policy 2411 establishes the role of the President as the chief administrator of the College, responsible for the overall supervision of the operation of the College in conformity with the directives and duties as defined by the Chancellor and consistent with the Board Policies. Board Policy 2411 is under the Student Rights and Responsibilities Board Policies and, more appropriately, should be part of the 4000 Board Policy series. The Visiting Team verified that the President uses her authority appropriately through constituent groups to ensure that statutes, regulations, governing board policies, and Accreditation Standards are the foundation for decision-making and implementation. She has done an excellent job of keeping the College community focused on the College vision, mission, and students. (IV.B.2.c)

The President has final authority on all budget recommendations and is able to control the budget and expenditures to insure fiscally sound budget practices. The College budget process begins with the President's Annual Budget Memo completed in consultation with President's Cabinet, Executive Council and especially the input from the Vice President for Administration, identifying the available resources for the next year and projections of revenues and expenditures for the next three years. The Budget Committee reviews funding for Unit Plan objectives and makes final recommendations to the President. The President works directly with College governance groups and leaders to address any changes in the financial resources and using a three-year approach in evaluating both expenditures and revenues, ensures financial viability and support for the College operations. (IV.B.2.d)

The President serves on numerous community boards and establishes meaningful connections to several community service organizations. She demonstrates a strong commitment to communication on the campus and in the communities the College serves through regular and open communications, attendance at community events and functions, and through multiple channels of communication. (IV.B.2.e)

The Visiting Team verified that the District Functional Map clearly delineates the distribution of responsibility for various functions as they pertain to the ACCJC Accreditation Standards. The functional map identifies primary responsibility, secondary responsibility or shared responsibility between the District and the College. The Visiting Team further verified that the College and District consistently adhere to this delineation in practice through meetings with the Chancellor's Cabinet. The Cabinet is the largest constituency District Participatory Governance Committee. The members of the Chancellor's Cabinet are very knowledgeable about the distinctions between the responsibilities of the District versus those of the College, as well as those shared responsibilities. (IV.B.3.a)

The District provides a number of services in the fiscal, human resources, information technology, facilities development and maintenance, research, public information, and other areas to support the College's mission and function. The District units go through their own Program Review and planning processes to assure the quality of services. This District Program Review process does not formally seek input or assessment of services from various College consumers of the services. In fact, the 2014 Employee Satisfaction and Perception Survey indicates that 41.8% of the College employees believe that there is a collaborative work environment between the District and the College, 28% had a neutral opinion, 18.8 % either disagreed or strongly disagreed, and 11.3% did not know. There was an average rating of 2.95 where 5 was Strongly Agree. The Visiting Team found that this Standard could improve by the Colleges including District Services as part of the Program Review process. (IV.B.3.b)

The District has an elaborate budget allocation process to ensure a fair distribution of resources to support the College. The District effectively controls its expenditures and is in excellent financial condition. Independent outside audits occur annually in conformity with Board policy. The District maintains a strong ending balance. (IV.B.3.c, IV.B.3.d)

The Chancellor meets with the College President bi-annually to review progress on the desired outcomes, meets weekly at the Chancellor's Executive Staff meeting and at periodic executive

staff retreats. At these times, the Chancellor delegates responsibility for administering the College to the President and holds her accountable for the operation of the College without interference; however, as previously mentioned in IV.B.2, Board Policy 4111 does not clearly specify the delegation of authority from the Chancellor to the President to administer the operation of the College without his/her interference. (IV.B.3.e)

The District through the Chancellor serves as liaison to the College. The Chancellor uses many forms of communication to keep the College updated on District issues: the Chancellor's Updates, emails and at the College convocation twice a year. In addition, the District uses the many District-level participatory governance committees to insure that there is wide participation in District-level decisions. (IV.B.3.f)

The District evaluates its effectiveness through District-wide employee satisfaction surveys and through the Community College Survey of Student Engagement. The Visiting Team verified that the District disseminates the results of these surveys widely and, based on the results, makes necessary changes. (IV.B.3.g)

Conclusion

The College meets all Standards except Standards IV.B.1.j, IV.B.2.c, and IV.B.3.b, IV.B.3.e.

The District has a very stable long term Board that has experienced limited turnover in the last 20 years. As a result, the Board is fully aware of their governance role as policy makers, and they clearly delegate authority to the Chancellor. While the Board may not always agree with one another, they are clearly respectful in their decision-making and act as a whole in their final decisions.

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

The Chancellor does an excellent job of helping the College constituency groups to understand clearly how the District allocates budget and sets strategic direction for the District. His leadership with the Board has helped the District to maintain a strong fiscal reserve and insure smooth running District operations.

Recommendations

District Recommendation 2. In order to meet the Standards, the District Evaluation Team recommends that the LRCCD develop a clearly-defined policy for selecting and evaluating the presidents of the colleges (IV.B.1.j)

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

APPENDIX - Off Campus Site Visits

Sacramento City College
McClellan Site Visit
October 5, 2015 (9-11:00)
Norma Ambriz-Galaviz and Jonna Schengel

The programs at McClellan site include the aeronautical programs at Sacramento City College. There are four aeronautical programs include Air Traffic Control, Aircraft Dispatcher, Airframe and Power plant Maintenance as well as Flight Technology.

The Aeronautical programs employ sufficient and dedicated full time faculty and adjunct. The faculty confirmed college support and direction provided by the Center's Dean. Although an expensive program to maintain due to equipment and computer needs, it has good support through the budget process with additional grants for large purchases.

The support for this off campus site is sufficient and is located among several industry partners. The lab area has plenty of supplies, tools, computers and lab stations for each student. It is extraordinarily clean. The program is satisfactorily employs sufficient instructional aides. It was impressive to see such a well-developed simulation lab area without any lab fees required of the students. The yearly unit planning identifies the budget needs of the program. However, there was less awareness of the Program Review cycle at the faculty level. The PRIE office supports faculty for the Program Review process.

Although no specific Student Services, such as tutoring are available at the site, faculty and students' tutors will meet, as needed. In fact, every other Saturday, open lab and tutoring is available for students who have had to miss class. Faculty do possess a good understanding of the needs of their students, who often work full time, which is why this program is taught in the afternoon and evenings.

The faculty team is commended on their dedication to student learning. The Flight Technology aspect of the program is offered in 4-week modules. This was in response to previous dropout rates, so the shorter more intense format emerged with improved student retention. The completion rate is approximately 33-35 out of 40 students a year, and this is without any type of screening process for basic skills competency. The faculty asserts a very high employment rate for the graduates of the program, but there was no official front facing reporting on the employment rates from this CTE program. The Perkins CTE report for 2014-2015 listed the employment rate at 69.57% for the Aviation/Airport Management Services.

Sacramento City College
West Sacramento Center Site Visit
October 5, 2015 (9:00 – 11:00 am)
Tanya Renner and Evelyn Lord

The West Sacramento Center (1115 West Capitol Avenue, West Sacramento) is a three-story building housing a student service area, classrooms, faculty offices and a learning center. The current facility opened in spring 2010. The center is open Monday – Thursday (8-6 pm) and Friday (8-4 pm).

An on-site dean, educational supervisor and various other classified employees providing clerical, technological and instructional support, staffs the center. Two team members met with Dean Art Pimental, who discussed the history of the facility and provided a tour. They also talked to four classified staff, a counselor, and several students.

The student service area offers assistance with enrollment and financial aid, as well as assessment services and counseling. The learning center includes a computer lab, writing center, math tutoring center and library circulation services. SCC librarians offer online research assistance through a reference chat service (Ask a Librarian). Students may also make appointments with librarians for on-site assistance. Numerous tables accommodate single or group studying and a couple of sitting areas with couches.

The center is clean, well lit, and comfortable. Classrooms are equipped with current technology (“smart” classrooms), including large whiteboards, screens, a computer for instructor use, and ceiling-mounted projectors. The center uses several types of classroom furniture configurations, but all allow for flexibility and accommodate different sizes of students. There is one classroom equipped with a computer for each student.

The center has established partnerships with the adjacent city library and community center. For example, the library manager encourages students to use the library and provides group study rooms. The city library’s hours are at some variance with those of the center, but this is useful for students who need access to study areas in the evenings and on weekends.

Cultural programming is diverse. Five different programs were offered in the spring of 2015: Chinese New Year Celebration, Student Appreciation Day, Photographer Francisco Dominguez, Artist/Author Maceo Montoya, and Kinders Go to College.

Overall impression: the Center offers equivalent services for its students.

Sacramento City College
Davis Center Site Visit
October 5, 2015 (9:00–11:00 am)
Mallory Newell and Tim Harrison

The Davis Center is a newly constructed, 14,200 square foot facility completed in January of 2012. This educational space has many features for the students and the employees to utilize. The highlights of this two-story structure include a library, computer lab, tutoring center, an inter-library loan program, a bookstore vending machine, an information desk, and a nice food selection in the building and across the street. Students also have the option to live across the street in the UC Davis housing facilities.

There is an appropriate level of staffing to support students at the Davis Center. It includes a dedicated full-time Dean who oversees all operations, a full-time counselor, an administrative assistant, a variety of full-time faculty assigned to the center, and a full-time student services specialist.

In terms of services, students have access to all the services that a student on the main campus would have. Noted was support for DSP&S and EOPS students as well as transfer and career planning services. Although online courses are not a focus at this facility, students in the area who do have an online SCC course can come to the center for assistance.

The facility, a LEED Silver building, is very clean, well maintained, and has an open and inviting feel. There are offices for full-time faculty and a spacious room to serve multiple part-time faculty. The center also includes a multi-purpose room that serves physical activity courses. All the educational classrooms are state-of the-art and equipped with smart technology.

The visit included an interview and tour with Center's Dean. He proudly described a great partnership with UC Davis administration during the entire design and implementation of this unique facility. He was pleased to offer a two-year general education track that students complete through a cohort model.

Overall, the team experienced an incredible facility filled with equivalent services for students to enjoy. This center is a model for the California Community College system. A commendation is in order for this unique center and partnership.