This report represents the findings of the Peer Review Team that conducted a Focused Site Visit to Sacramento City College from October 10, 2022 to October 12, 2022. The Commission acted on the accredited status of the institution during its January 2023 meeting and this team report must be reviewed in conjunction with the Commission’s Action letter.
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Sacramento City College
Peer Review Team Roster
TEAM ISER REVIEW

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Coast Community College District
Chancellor

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Laney College
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Vice Chancellor Educational Services & Technology

Mr. Bryan Ventura
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**ACCJC STAFF LIAISON**
Dr. Gohar Momjian
Vice President

*These individuals served on the district team.
Sacramento City College
Peer Review Team Roster
FOCUSED SITE VISIT

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Chancellor

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*These individuals served on the district team.
Summary of Focused Site Visit

INSTITUTION: Sacramento City College

DATES OF VISIT: October 10 to October 12, 2022

TEAM CHAIR: Dr. John Weispfenning

This Peer Review Team Report is based on the formative and summative components of the comprehensive peer review process. In February 2022, the team conducted Team ISER Review (formative component) to identify where the college meets Standards and to identify areas of attention for the Focused Site Visit (summative component) by providing Core Inquiries that the team will pursue to validate compliance, improvement, or areas of excellence. The Core Inquiries are appended to this report.

A six-member peer review team conducted a Focused Site Visit to Sacramento City College October 10 to October 12, 2022, for the purpose of completing its Peer Review Team Report and determination of whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and U.S. Department of Education regulations.

The team chair and vice chair held pre-Focused Site Visit meetings with the college CEO on March 5, August 23, and October 4, 2022, respectively, to discuss updates since the Team ISER Review and to plan for the Focused Site Visit. During the Focused Site Visit, team members met with approximately 30 faculty, administrators, and classified staff in formal meetings, group interviews and individual interviews. Team members met with one trustee from the District. The team held one open forum, which was well attended, and provided the College community and others the opportunity to share their thoughts with members of the Focused Site Visit team. The team evaluated how well the College is achieving its stated purposes, providing recommendations for quality assurance and institutional improvement. The team thanks the College staff for coordinating and hosting the Focused Site Visit meetings and interviews, and ensuring a smooth and collegial process.
Major Findings and Recommendations of the Peer Review Team Report

Team Commendations

Commendation 1:

The team commends the College for its institution-wide commitment to promoting and sustaining student equity and achievement, as well as for its research reporting, data sharing, and use of data in support of equity work. (I.B.6, II.A.2)

Commendation 2:

The team commends the College for its systematic approach to professional development, particularly its thoughtful, intentional approach which includes all employee groups and has a clear, constant focus on Equity. (III.A.11)

Team Recommendations

Recommendations to Meet Standards:

None

Recommendations to Improve Quality:

Recommendation 1:

In order to increase institutional effectiveness, the team recommends the College complete and implement the in-progress updates to processes for the improvement of regular assessment reporting of student learning outcomes and evaluation of student support services. (I.B.2, I.B.4, II.A.3, II.C.1)

Recommendation 2:

In order to improve institutional effectiveness, the team recommends the College ensure consistent regular and substantive interaction in online courses and to support student success in distance education. (II.A.7, Policy on Distance Education and Correspondence Education)

District Recommendations to Meet Standards:

None

District Recommendation to Improve Quality:
District Recommendation 1:

In order to increase effectiveness, the team recommends the District develops, implements, and documents a process that consistently involves stakeholders for the regular review of all Board Policies and Administrative Regulations, as well as revisions and the initiation of new policies and regulations as needed. (IV.C.7)
Introduction

Sacramento City College is the oldest and largest of the four colleges in the Los Rios Community College District. Serving the City of Sacramento, the College was founded in 1916 as a department of Sacramento High School and was known as Sacramento Junior College. The College is the seventh oldest community college in California, and the oldest higher education institution in Sacramento. In 1964, the College joined the newly created Los Rios Junior College District. The College currently operates three centers: the Davis Center, located on the campus of University of California Davis; the West Sacramento Center; and the McClellan Center, located on the site of the former McClellan Air Force Base.

The College serves as an educational and community connection. Alumni have achieved renown in local, state, and national politics, professional sports, community advocacy and organizing, business, higher education, health care, the arts, science, and engineering.

The College enrolled 20,486 students in fall 2020, which reflects a steady decline from fall 2016’s 22,518 students. The College serves students through a variety of instructional modalities, including face-to-face classroom and asynchronous—or delayed interaction—distance education via the internet. Notably, the college saw a significant increase in distance education enrollments during the COVID-19 pandemic.

A majority (63 percent in fall 2020) of the College’s students are enrolled part-time. The student population is highly diverse with Hispanic/Latino students comprising almost one-third; one-fourth of students are White; Asians comprise almost one-fifth; and African Americans comprise about one-tenth. A majority of students are 21 and older; students younger than 21 comprise 36 percent of the student population. A majority of students are female; male students comprise 38 percent of the student population. Student household income levels indicate a substantial percentage (27.1 percent) of students come from below poverty households.

The team noted the degree to which the College extends itself to the community. Whether it is the 20,000-plus seat stadium that serves as a venue for schools that cannot hold athletic contests onsite, or the dental assistant program that offers the community free cleanings, the campus is clearly well-rooted in its community. Also, as the state continues to consider expanding baccalaureate degree offerings in community colleges, the College is well situated given that one of its centers is the only one in the state located on a University of California campus.

The College community of employees is also clearly committed to student success, with the Institutional Self Evaluation Report and interviews during the visit showing the College’s commitment to a Guided Pathways framework rooted in a professional development approach that emphasizes Student Equity and Achievement. Additionally, the College is instilling a culture of teaching and learning that touches upon the learning pillars of Guided Pathways and seems to be diverse, inclusive, and equitable in consideration of all students and employee groups.
Eligibility Requirements

1. Authority
Sacramento City College, as part of the Los Rios Community College District, has a duly elected Board of Trustees. Pursuant to California Education Code 70902, the elected board establishes rules and regulations consistent with state regulation. The College is accredited by the Accrediting Commission for Community and Junior Colleges. In addition, a number of programs are accredited through disciplinary or other accreditors.

The College meets the Eligibility Requirement.

2. Operational Status
Sacramento City College is operational and has students actively pursuing degrees and certificates. The College served 18,725 unduplicated students in spring 2021 and 18,932 in the fall 2021, as reported to the California Community College Chancellor's Office (CCCCO) and published on the CCCCO DataMart. Students pursue certificates, associate’s degrees, and associate’s degrees for transfer, with a substantial number of students continuing their education by transferring to baccalaureate degree-granting institutions.

The College meets the Eligibility Requirement.

3. Degrees
The College offers terminal associate degrees, associate degrees for transfer, and certificates. A substantial portion of the institution's educational offerings are programs that lead to degrees, and a sizable proportion of its students are enrolled in them. Degrees typically require 60 units to complete, which represents two academic years of full-time enrollment. The College catalog details the available degrees and certificates, as well as the requirements for each. The College course schedule displays the range of classes offered in the various modalities with face-to-face instruction offered at a variety of locations, times, and dates and for variable durations (e.g., four weeks to full 16-week semester). All information regarding degrees and certificates as well as a schedule of classes is published each semester both in print and online for constituent use.

The College meets the Eligibility Requirement.

4. Chief Executive Officer
The team confirmed that the Los Rios Community College District Board of Trustees employs a Chancellor as the chief executive officer and has direct oversight of the Sacramento City College President. The President of Sacramento City College serves as the chief executive officer of the College and was appointed as an interim by the Board of Trustees in 2022. The CEO does not serve as a member of the Board of Trustees nor as the board president. The team found that the Board of Trustees delegates authority to the Chancellor and College President to administer Board Policy and Administrative Regulations.

The College meets the Eligibility Requirement.
5. Financial Accountability
The team reviewed evidence that demonstrated the institution uses a qualified external auditor to conduct audits of all financial records. The audit includes an assessment of compliance with Title IV federal requirements. All audits are certified, and explanations of findings are documented appropriately. There have been no material findings or internal control weaknesses in the past four years. Any findings prior to that time were resolved without recurrence. The Board reviews and takes action to accept the audit report each year.

The College meets the Eligibility Requirement.
Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies

The evaluation items detailed in this Checklist are those which fall specifically under federal regulations and related Commission policies, beyond what is articulated in the Accreditation Standards; other evaluation items under ACCJC standards may address the same or similar subject matter. The peer review team evaluated the institution’s compliance with Standards as well as the specific Checklist elements from federal regulations and related Commission policies noted here.

Public Notification of a Peer Review Team Visit and Third Party Comment

Evaluation Items:

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

[Regulation citation: 602.23(b).]

Conclusion Check-Off (mark one):

☒ The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
☐ The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
☐ The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:

The College posted a link to the third-party comment form maintained by ACCJC on its accreditation webpage. The College presented the Institutional Self Evaluation Report (ISER) to the Board of Trustees in a public meeting and on the campus website. ACCJC did not receive applicable third-party comment in advance of the site visit. The College demonstrates compliance with the Commission Policy on Rights and Responsibilities of the Commission and Member Institutions as to third party comment.
# Standards and Performance with Respect to Student Achievement

**Evaluation Items:**

| ☒ | The institution has defined elements of student achievement performance 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. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards) |
| ☒ | 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. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards) |
| ☒ | 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. (Standard I.B.3, Standard I.B.9) |
| ☒ | 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. (Standard I.B.4) |

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

**Conclusion Check-Off (mark one):**

| ☒ | The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements. |
| ☐ | The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended. |
| ☐ | The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements. |

**Narrative:**

The College has defined institution-set standards and goals that are relevant to the institution for course completion, degree and certificate completion, and transfer. Job placement
rates and licensure exam pass rates are established for relevant CTE programs. These standards are evaluated annually by the Accreditation Standing Committee and documented in the ACCJC Annual Report. The goals in the College’s Strategic Plan and master plans are aligned with the College’s institution-set standards. All programs work toward accomplishment of the relevant master plan goals through the program review process. Course success rate, completion, and transfer data are analyzed through these processes to inform improvements and identify resources needed to support student achievement and learning.

**Credits, Program Length, and Tuition**

**Evaluation Items:**

| ✗ | Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure). (Standard II.A.9) |
| ✗ | 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). (Standard II.A.9) |
| ✗ | Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition). (Standard I.C.2) |
| ✗ | Any clock hour conversions to credit hours adhere to the Department of Education’s conversion formula, both in policy and procedure, and in practice. (Standard II.A.9) |
| ✗ | 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.]

**Conclusion Check-Off (mark one):**

| ✗ | The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements. |
| ☐ | The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended. |
| ☐ | The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements. |

**Narrative:**

The team reviewed the College catalog, website, and policy and determined that the College applies good practice in higher education when assigning credit hours and determining program lengths. This is applicable to classroom, lab, distance education classes and courses that involve
clinical practice. Tuition is consistent across degree programs. The institution does not use clock hours as part of its programming of instructional courses and programs. Finally, College practices align with the Commission Policy on Institutional Degrees and Credits.

**Transfer Policies**

**Evaluation Items:**

| ☒ | Transfer policies are appropriately disclosed to students and to the public. (Standard II.A.10) |
| ☒ | Policies contain information about the criteria the institution uses to accept credits for transfer. (Standard II.A.10) |
| ☒ | 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).]

**Conclusion Check-Off (mark one):**

| ☒ | The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements. |
| | The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended. |
| | The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements. |

**Narrative:**

Transfer-of-credit policies are made available to students through multiple sources including the College website, the catalog, the schedule, and in individual student appointments with counselors. The information contained in the policies explains transfer requirements to four-year public and private colleges and universities. The transfer policies comply with the Commission’s policy on transfer of credit.

**Distance Education and Correspondence Education**

**Evaluation Items:**

| ☒ | The institution demonstrates regular and substantive interaction between students and the instructor. |
| ☒ | The institution demonstrates comparable learning support services and student support services for distance education students. (Standards II.B.1, II.C.1) |
The institution verifies that the student who registers in a distance education program is the same person who participates every time and completes the course or program and receives the academic credit.

### For Correspondence Education:

☑️ The institution demonstrates comparable learning support services and student support services for correspondence education students. (Standards II.B.1, II.C.1)

☐ The institution verifies that the student who registers in a correspondence education program is the same person who participates every time and completes the course or program and receives the academic credit.

### Overall:

☑️ The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings. (Standard III.C.1)

☑️ 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.]

### Conclusion Check-Off (mark one):

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

☑️ The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.

☐ The team has reviewed the elements of this component and found the Institution does not meet the Commission’s requirements.

☐ The college does not offer Distance Education or Correspondence Education.

### Narrative:

The team reviewed two sets of sample distance education courses provided by the college for compliance with the ACCJC policy definitions of regular and substantive interaction (RSI). In the initial sample, the team identified 20 percent of provided courses that did not meet the policy definition of RSI. In an additional sample, provided in response to the core inquiry process, the team identified 18 percent of courses that did not meet the ACCJC RSI definition. During the visit, the team verified that the college has robust professional development and faculty training for distance education, inclusive of RSI. Some courses reviewed by the team show evidence of the training, with robust student response and templated Canvas materials that highlight instructor communication. The team recommends the college continue to scale these processes to ensure all DE course instructors are meeting the RSI policy. The team verified that services provided are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education, and that students
registered for distance education courses are verified via the college’s single sign-on and Canvas log in process. The college does not offer correspondence courses.

**Student Complaints**

**Evaluation Items:**

| ☒ | 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 seven years (since the last comprehensive review) 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. (Standard I.C.1) |
| ☒ | 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.]

**Conclusion Check-Off (mark one):**

| ☒ | The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements. |
| ☐ | The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended. |
| ☐ | The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements. |

**Narrative:**

The team reviewed the College catalog, website, and policies and determined that current policies and procedures are clear and accessible. Complaint files were reviewed for appropriate implementation of policies and practices and for issues that may indicate non-compliance. The College provides information about all of its accreditors on its accreditation webpage. The College meets the Commission’s requirements.
## Institutional Disclosure and Advertising and Recruitment Materials

### Evaluation Items:

| ☑ | The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies. (Standard I.C.2) |
| ☑ | The institution provides required information concerning its accredited status. (Standard I.C.12) |

[Regulation citations: 602.16(a)(1)(vi); 668.6.]

### Conclusion Check-Off (mark one):

| ☑ | The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements. |
| ☐ | The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended. |
| ☐ | The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements. |

### Narrative:

The team reviewed all elements of the institutional disclosure and advertising and recruitment materials and found that the College meets the Commission’s policy requirements. The College provides accurate and timely information to students and the public about its programs, locations, policies, and accreditation status.
## Title IV Compliance

### Evaluation Items:

| ☒ | 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 U.S. Department of Education (ED). (Standard III.D.15) |
| ☒ | If applicable, the institution has addressed any issues raised by ED 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 Title IV program requirements. (Standard III.D.15) |
| ☒ | If applicable, the institution’s student loan default rates are within the acceptable range defined by ED. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range. (Standard III.D.15) |
| ☒ | If applicable, contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required. (Standard III.D.16) |
| ☒ | The institution demonstrates compliance with the Commission Policy on Contractual Relationships with Non-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.]

### Conclusion Check-Off:

| ☒ | The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements. |
| ☐ | The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended. |
| ☐ | The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements. |

### Narrative:

The College demonstrates compliance with Federal Title IV regulations and Department of Education requirements. The College has no Department of Education findings and the student loan default rate is within the acceptable range. The Team examined the report of the independent auditor and confirmed that there are no audit findings related to compliance with Title IV regulations.
Standard I

Mission, Academic Quality and Institutional Effectiveness

I.A. Mission

General Observations:

The College’s Mission, along with the Vision and Values, communicates its educational purposes and goals for students and the broader Sacramento City College (SCC) community. It directly guides how the College holds itself accountable through the analysis of key data metrics and ongoing development of actions for improvement. Programs, services, and resource allocation processes are designed and implemented to make progress toward achieving college goals with particular emphasis on student success and equity. The mission is assessed annually and, at the time of writing, is being revised to focus on equity and to brand the College’s student success work.

Findings and Evidence:

The College’s mission statement, approved on January 20, 2020, addresses the requirements of designating the educational purpose of the institution, intended student population, and types of degrees and credentials. It details the College’s commitment to student learning and achievement through instructional and student support services. The College updated the mission, vision, and values to incorporate current equity and student success efforts. (I.A.1)

The College’s Planning, Research, and Institutional Effectiveness (PRIE) Office produces and publishes a comprehensive set of dashboards on enrollment and student achievement measures, each of which disaggregate data across demographics, including race, income, etc. The College’s Data Communication Plan organizes the College data within the Completion by Design Framework and outlines measures, audience, and actions related to each key indicator/metric. The examples provided demonstrate how the College reviews data and uses it to inform institutional priorities, including the First-Year Experience and equity efforts. (I.A.2)

The College uses the Completion by Design Framework (CODF) and Guided Pathways to ensure its programs and services are aligned with the mission. In particular, Student Services have clear connections to each momentum point of the CODF. To strengthen the connections between decision-making and the mission, the College has revised the Program Review, including an enhanced focus on equity and student success, and the creation of a Program Review Committee charged with evaluating the process, providing feedback, and making recommendations. Regarding resource allocation, the College’s Budget Committee ranking process is guided by the mission and the goals of the Strategic Master Plan. (I.A.3)

The College mission is widely publicized and available to students and the community on the website and in published materials. It was approved by the Board in January 2020. The College
determined that further revisions were needed to emphasize equity and student success, and to improve communication within the College’s work. (I.A.4)

Conclusions:

The College meets the Standard.

I.B. Assuring Academic Quality and Institutional Effectiveness

General Observations:

Sacramento City College maintains a sustained and substantive dialogue on academic quality and institutional effectiveness in its commitment to data-informed decision making and equity-aligned initiatives that support student achievement. The College has a comprehensive planning process to guide and align its activities with the Mission, and data is used throughout the process to evaluate and inform decision-making and resource allocation.

The college has self-identified a gap in student learning outcomes assessment completion, and is making progress toward closing this gap through updated reporting, comprehensive professional development, and faculty resources. The college has also developed an improved academic program review process with a focus on monitoring goal progress, closing the loop, and reflecting on assessment data. The college has a focus on equity in its student success data review and disaggregation processes, which demonstrates a commitment to equitable student achievement.

Findings and Evidence:

The College has a structure in place to facilitate dialogue on student equity, academic quality, and institutional effectiveness, as evidenced by committee charge documents, planning manuals, and professional development partnerships. The College demonstrates regular dialogue and planning for improvement in its program and unit review processes as described in the planning handbook. To inform institutional planning, the College has made disaggregated data accessible to its internal community of instructors, staff, and administrators, as well as to the public. This data tracks progress and informs improvements. The Planning, Research, and Institutional Effectiveness (PRIE) office’s focus on equity supports the use of data in the creation of equity action plans across the College. Dialogue also occurs within the College’s committee structure, notably the College Council and the Planning, Research, and Institutional Effectiveness Committee. During the visit, the team confirmed that both the previous and current academic program review template used by the College include sections reporting on outcomes assessment. The College’s updated template includes more focused and reflective questions designed to promote dialogue on outcomes assessment and improvement. Additional focused dialogue on student success and equity takes place within the College’s professional development communities, such as the New Faculty Academy and Teachers 4 Equity, and within other workgroups such as the First-Year Experience and Program Mapping workgroup. Student success and equity efforts are supported further through partnerships with USC’s Center for
The college has defined student learning outcomes (SLOs) for courses and programs, as evidenced by the college catalog and curriculum management system. At the institutional level, student learning outcomes have been defined for the institution and for general education. Institutional learning outcomes (ILO) are assessed via survey. The College defines student and learning support services outcomes and utilizes the unit planning and program review processes to assess them. The College acknowledges that regular SLO reporting has been uneven and provided evidence in the ISER shows reporting to be inconsistent. In response, the College has created a completion report and shared the completion report with departments, which have subsequently worked to improve completion of SLO reporting. Through interviews, the team identified that the College has made progress in institutionalizing assessment work and is focusing on improving collaboration and availability of resources for faculty. The College has noted the inconsistency of outcomes assessment and has outlined a plan within Quality Focus Essay #2 to address these challenges. During the visit, the team verified that the College is taking steps to complete its QFE improvement plan, but is still catching up on consistent SLO reporting and institutionalizing new professional development practices. In order to increase institutional effectiveness, the team recommends the College follow up on its improvement plans to ensure student learning outcomes are regularly assessed for all instructional programs. (I.B.2)

The College has set institution-set standards and stretch goals for student achievement consistent with its mission and values, including standards for course completion, program completion, transfer, job placement rates, and licensure examination passage rates. These goals are published on the web, and data used to assess them is available via online dashboards. The institution’s College Council is charged with reviewing the goals and data annually. Recent revisions were made to the standards where the College has exceeded stretch goals. It should be highlighted that the College is examining equity achievement gaps, particularly for African American and Latinx students, as a focal point for improving overall measures such as course success rate, and the PRIE office’s sustained focus on equity supports the reading of data in the creation of equity action plans across the College. The team commends the College for its overall research reporting, data sharing, and use of data in support of equity work. (I.B.3)

The College’s planning manual includes best practices to integrate assessment and student success data into unit planning, which aligns college planning with these processes. The manual describes how a “Family of Plans” (Strategic, Education Master, Institutional, Cross-Divisional Program, Unit, Resource Allocation, and Program Review) connect to one another and makes explicit how data are used in the design and implementation process. The provided program review template includes submission and review of assessment and student success data, and includes reflective questions specific to identifying and improving equity gaps in alignment with the institution’s identified goals. Institutional processes are organized to support communication and implementation of data for improvement. The team verified during the visit that student learning outcomes are scheduled for assessment on a 6-year cycle, defined by departments through a multi-year plan. The college identified that they are working to close gaps in SLO assessment reporting, and have also updated their program review template to encourage more specific reflection on student learning. In order to improve institutional effectiveness, the team
recommends the College follow up on its improvement plans to ensure assessment data is effectively used to support student learning and student achievement. (I.B.4)

The institution’s planning manual indicates that the College uses a 6-year Program Review cycle to assess the accomplishment of its mission and to evaluate goals, objectives, student outcomes, and student achievement. The provided program review template includes submission and review of assessment and student success data, as well as reflective questions specific to identifying and improving equity gaps in alignment with the institution’s identified goals. The team verified during the visit that the college has implemented this newly developed program review template and is in the second year of its use. Additional evidence submitted during the core inquiry process shows that the college data dashboards disaggregate data by program type and mode of delivery. (I.B.5)

The College has a robust set of data dashboards tied to program and unit review and a consistent system across tools to identify equity gaps in a visually accessible manner. The Planning, Research, and Institutional Effectiveness (PRIE) website makes public a range of outcome and achievement data—such as success rates, awards, drop rates—which allows users to disaggregate across various demographic groups. The PRIE website also has dashboards specifically for individual faculty data, Program Review, enrollment, and tutoring services. Focused reflection in the program review template and in professional development materials, such as the RIDA (Results-based Instructional Data Analysis) Student Success Reflection tool encourage reflection on equity data, achievement gaps, and continuous improvement for college-identified subpopulations. The planning manual indicates that unit plans are tied to the resource allocation process. Data, specifically regarding equity gaps, has been the impetus behind equity-focused professional development activities, including the College’s City Ways and Teaching for Equity programs, and more targeted equity conversations at the course level and discipline level (e.g. STEM (Science, Technology, Engineering, Math) Equity and Success Initiative). During the visit, the team verified that student learning outcomes data are disaggregated by mode of delivery within the college’s assessment management system (I.B.6).

The team reviewed evidence demonstrating the District’s responsibility to formulate and regularly evaluate policies. The current process of reviewing Board Policies and Administrative Regulations is described under Standard IV.C along with the team’s recommendation for improvement. The College also has local procedures, called “operational memorandums,” which outline procedures specific to the College. This process was adopted in 2020. An Operational Memorandum dated August 10, 2022 establishes a yet-to-be implemented process for reviewing and updating Operational Memoranda. To meet the College’s own goal, the team suggests that, once in place, the process be used annually to review institutional documents, such as the Financial Resource Plan and Faculty Handbook. The College recently reviewed its program review process for effectiveness and has planned updates. During the visit, the team verified through interviews that the College was engaged with the District in reviewing and revising both the District and the College’s Strategic goals, all of which had ended in 2021. The team also found through interviews that manuals and handbooks are updated on a six-year cycle, and the College increased its efforts post-pandemic to document those reviews. This effort, the OM Process, was initiated originally in 2018 and is ongoing. Changes in processes also typically happen at the committee level and are then vetted according to the type of change. For instance,
if the PRIE modified a program review rubric, such a change would go to the Academic Senate. (I.B.7)

The College broadly communicates the results of assessment and evaluation activities. The PRIE office communicates with internal and external stakeholders using a set communication plan. The office makes data available via a series of web dashboards which are either employee-facing or publicly available. Data is presented at professional development sessions throughout the College, and these presentations show data frequently used to highlight and address equity gaps. In addition to the interactive data dashboards, data is presented through convocations, flex activities, and newsletters. (I.B.8)

The College engages in continuous, broad based, and systematic evaluation and planning as outlined in its Planning Handbook. The College has a system that ties unit planning to overall strategic master plan goals. The budget allocation process then uses those goals as a factor in resource allocation. Various master plans (instructional, facilities, and student services) set out long-term goals, while unit planning aligns annual operation to these plans. Each type of plan—Strategic, Education, Institutional, Operational, Resource Allocation, and Program Review—address priorities at various levels and timespans for the College. The Program Review Unit Plans are the primary planning process and are intended to guide the day-to-day work of the College. Each unit is expected to review data, reflect on topical questions, and develop objectives, which are reported on the following fall semester. (I.B.9)

Conclusions:

The college meets the Standard.

Recommendation 1 (improvement):

In order to improve institutional effectiveness, the team recommends the College complete and implement the updates to processes for regular assessment reporting of student learning outcomes and evaluation of student support services. (I.B.2, I.B.4, II.A.3, II.C.1)

Commendation 1:
The team commends the College for its institution-wide commitment to promoting and sustaining student equity and achievement, as well as for its research reporting, data sharing, and use of data in support of equity work. (I.B.6, II.A.2)

I.C. Institutional Integrity

General Observations:

The College demonstrates institutional integrity by providing accurate information to students, prospective students, staff, and the community in both online and print publications. The online catalog outlines degree and certificate requirements, policies, and procedures affecting students, including the total cost of education. The College publishes policies and procedures that promote academic honesty and integrity, codes of conduct, its relationships with external agencies, and communications with accreditors and the public.
Findings and Evidence:

The College provides information to students and the general public related to mission statement, learning outcomes, educational programs, and student support programs through the College’s website, press releases, and the catalog. The College recently restructured its website to provide easy access menus, linking information about the College. (I.C.1)

The catalog is easy to navigate and includes current information on degree/certificate offerings and requirements. The College publishes an annual catalog online. The College also prints a limited number of catalogs for special requests. Information provided includes requirements and major policies affecting students. The catalog is revised yearly based on collaborative planning and collegewide opportunities for feedback. Previous catalogs are archived. (I.C.2)

Learning outcomes for course, program, general education, and student services are assessed on a regular cycle, and instructional assessment results are available on the planning and research webpage. (I.C.3)

The College’s certificates and degrees are described in terms of content, course requirements, and expected learning outcomes and are posted in the catalog and website. The catalog sections are reviewed and revised annually and include new courses and programs that are approved through the Curriculum Committee. Courses that are no longer offered are removed from the catalog. (I.C.4)

In 2019, the College identified a need to establish a process to create and codify college-specific processes and practices. In response to that need, the College’s Executive Council approved the creation of the Operational Memorandum system. In addition, the College has begun to review policies, procedures, and practices through an intentional equity lens. Beginning in fall 2020, the College established a college-wide equity audit involving administrative units, instructional programs, student services, and learning support services. A newly developed inquiry tool helps areas identify and modify policies and practices that create barriers to equitable outcomes. (I.C.5)

The website and catalog communicate total cost of education, including tuition, course materials, textbooks, other student activities, and parking. The College directs students to financial aid resources. (I.C.6)

The College uses and publishes the Board Policy on academic freedom and responsibility, making clear a commitment to the pursuit and dissemination of knowledge, and supporting an atmosphere of intellectual freedom for all constituencies. (I.C.7) The College has and uses policies and procedures to promote honesty, responsibility, and academic integrity that apply to all constituencies. Further, student behavior, academic honesty, and the consequences for dishonesty are specified. (I.C.8)

The College has established clear policies and practices on faculty codes of conduct, intellectual freedom, and distinguishing personal conviction to ensure institutional integrity (see Board
Policy 7142 and Administrative Regulation 7142). This Board Policy and Administrative Regulation have undergone updates in March 2020 through the College Academic Senate and are also represented in faculty contract. (I.C.9) The College uses Board Policies and Administrative Regulations related to codes of conduct to set expectations for students, faculty, staff, and administrators and publishes them on the College website. As a public, non-sectarian institution, the College does not promote specific beliefs or worldviews (I.C.10). The College does not operate in foreign locations. (I.C.11)

The College complies with Eligibility Requirements, Accreditation Standards, Commission Policies, and requirements. The College uses its Accreditation Steering Committee to promote dialogue around the accreditation process. All accreditation documents are posted on the College website. (I.C.12) It communicates any changes in accredited status to the Commission, students, and the general public. The College demonstrates honesty and integrity in its relationships with external agencies. (I.C.13)

The College is dedicated to providing high quality education. As a public community college, the College does not generate financial returns for investors, support external interests, or contribute to a parent organization. (I.C.14)

Conclusion:

The College meets the Standard.
Standard II

Student Learning Programs and Support Services

II.A. Instructional Programs

General Observations:

Sacramento City College offers instructional programs that connect to its mission, maintain a high quality appropriate to higher education, and provide core elements of general education throughout certificate and degree pathways. Programs maintain currency by focusing on improving teaching strategies and promoting equitable outcomes of student success. As noted by the College, while a process for regular assessment and evaluation of instructional programs exists, assessment of these programs and learning outcomes can be uneven and is in the process of revision.

Findings and Evidence:

The College follows Board Policy to ensure that all programs regardless of location or means of delivery are offered in the fields of study consistent with the institution’s mission. The program development process established by the Curriculum Committee provides criteria to ensure that all programs are appropriate to higher education and culminate in attainment of student learning outcomes. The team reviewed examples of catalog program descriptions showing that programs align to the mission, are appropriate to higher education, and list learning outcomes. District policies and the College Curriculum Committee charge and manual confirm that processes for program approval consider the institution’s mission to provide certificates and degrees to students seeking transfer and career advancement. Program descriptions include expected student learning outcomes and list the degrees and certificates that can be earned. (II.A.1)

The College demonstrates that both part-time and full-time faculty are expected to engage regularly in ensuring that content and methods of instruction meet expectations through the curriculum review process outlined in the Curriculum Committee handbook. The curriculum review process ensures that learning outcomes are updated and appear on each course outline of record to promote collective ownership. In addition, the College has an established program review calendar that triggers a curriculum review every two years for career technical education (CTE) programs and every six years for non-CTE programs. Based on the Program Review template, student achievement data including learning data, success data, and completion data, as well as student satisfaction data, is reviewed to support continuous improvement of courses and programs. Provided examples of program review confirm reflection on student success and student learning outcomes is used for continuous improvement of courses and programs; previously provided program and unit review planning manuals confirm this process is systemic, as do provided review schedules for this standard. The College is to be commended for its efforts in the Writing Center to increase success for African American and Latinx students by providing new tutor training with a focus on culturally responsive approaches, as well as targeted recruitment to increase the diversity of tutors. (II.A.2)
The College provided evidence of a multi-year SLO Reporting Plan that demonstrates that the College plans to assess learning outcomes on a regular basis. During the visit the team confirmed the established institutional procedure for outcomes assessment is department identification of a multi-year plan, with a 6-year cycle for assessment. The College identified a gap in regular reporting and tracking of SLO assessment completion and then created a completion report that it shared with departments, which have subsequently made progress on improving completion of SLO reporting. Though interviews the team verified departments have made progress in institutionalizing assessment work and are focusing on improving collaboration and availability of resources for faculty. The examples provided in the ISER showed outcomes assessment is regularly summarized in program review reporting, and the Faculty Handbook sets expectations regarding information that must be included on the syllabus, including student learning outcomes (SLOs). The college has an identified process to review syllabi to ensure included outcomes match the institution’s officially approved course outlines. In response to the core inquiry, the college submitted additional evidence including a sample of course outlines of record with corresponding syllabi for team review. The team confirmed that the majority of these samples show outcomes on syllabi match those on the course outline or record. However, the team noted that course outlines at the college combine course outcomes and objectives, which sometimes leads to a high number of outcomes for assessment. As the college works to improve its SLO reporting and completion, the team notes it may be valuable to re-examine this practice. (II.A.3)

The College has an established course numbering system to distinguish between college level curriculum and pre-collegiate level curriculum. The course numbering system is provided to students in the catalog, along with course descriptions that provide information regarding what is required to advance to and succeed in college level curriculum. The College has self-identified that the course numbering process had some errors and provided evidence that the error was being addressed by the Curriculum Committee. (II.A.4)

The College ensures programs and degrees follow common higher education practices through established policies and procedures outlined in the curriculum handbook, which references state standards and regulations. The review process ensures compliance with the guides for degree and program development. The curriculum job descriptions and responsibilities for the curriculum members and the faculty co-chair set expectations for these roles and ensure that they make decisions in adherence to practices common to American higher education. These processes ensure the review of programs for appropriate depth, rigor, and synthesis of learning. (II.A.5)

The College is committed to scheduling for completion. The College developed program maps as part of its guided pathways work and is implementing a new technology tool, Ad Astra, to assist with scheduling efficiency. To assess and continuously improve schedule development, the College includes a review of course scheduling in the program review template. In addition, the College tracks the average number of units students take towards degree and certificate attainment to assess how well it does scheduling for completion. The College is working toward continuous improvement of its scheduling processes and regularly reviews completion data as part of program and unit review. (II.A.6)
The College assesses effective use of delivery modes by reviewing success data for student success for online, hybrid, and face to face courses. The college also provides professional development to ensure that faculty teaching online are trained and methodologies are aligned with the state Online Education Initiative (OEI) course design rubric. In addition, the College offers a New Faculty Academy that introduces faculty to different teaching methodologies that increase student engagement and address equity gaps in the classroom. As part of the program plan for Distance Education and Academic Technology/Student Technology Support, the Learning Resources Division assesses the level of services provided and sets goals to ensure that provided support services reflect the changing needs of students and support equity in success. Distance Education is referenced in the college’s program review template, and additional evidence provided from the core inquiry confirms that program review dashboards disaggregate data by mode of delivery. An initial review of 50 distance education courses provided by the College demonstrated that regular and substantive interaction (RSI) between faculty and student was inconsistent with 20 percent of the courses provided. An additional sample of 50 courses was provided for team review during the visit, and in this sample the team was unable to verify RSI in 18 percent of the courses submitted. During the visit, the team confirmed in interviews that the College has comprehensive professional development and faculty training for distance education, inclusive of RSI. Some courses reviewed by the team show evidence of the training, with robust student response and templated Canvas materials that highlight instructor communication. The team recommends the College continue to scale these efforts to ensure all Distance Education course instructors are meeting the RSI policy. (II.A.7)

The College is governed by Board Policy for establishing prerequisites and other limitations on enrollment. The Curriculum Committee handbook provides direction on the process for establishing prerequisites and identifies instances in which a validation study is required to establish the prerequisite. The College currently offers two program examinations for Chemistry and ESL (English as a Second Language). These programs did assessment validation studies in 2018 to ensure that processes are in place to reduce test bias and enhance reliability. In 2020, the Chemistry department suspended use of its exam, and the ESL department moved to an instrument validated internally by the College’s PRIE office. (II.A.8)

The College is governed by Board Policy for awarding course credit, degrees, and certificates based on student attainment of learning outcomes. Curriculum development policies and procedures are used to ensure that unit of credits awarded are consistent with institutional policies. As a result of continuous improvement efforts, the College has identified a revised process to ensure that student learning outcomes will be assessed in all classrooms with greater consistency. The College does not offer courses based on clock hours. (II.A.9)

The College is governed by Board policy for transfer of credit from other institutions. The College has a process in place for students to meet with counselors to review transcripts from other colleges and to certify that the expected learning outcomes of courses transferring into the College are equivalent to the learning outcomes of the courses at the College. Information regarding credit for prior learning is made available to students through the catalog and website. Based on the evidence provided, the College also articulates courses with local high schools and universities to make it easier to facilitate mobility of students without penalty. (II.A.10)
The College identified general education learning outcome areas (GELOs). According to the curriculum handbook, GELOs are established to address communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives. For students completing certificates, programs have institution learning outcomes (ISLOs), embedded in the required courses for the certificate. The ISLOs address communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives. (II.A.11)

The College is governed by Board Policy to include General Education (GE) in all of its degree programs. This information is clearly stated in the catalog. Using a rubric, the General Education Committee reviews courses to determine if a course can fulfill a GE area based upon alignment of the course SLO with the GELO. The curriculum handbook clearly provides guidelines for faculty experts to make decisions to approve a course to be included in the GE pattern. (II.A.12)

The College follows guidelines established by the state chancellor’s office Program and Course Approval Handbook (PCAH) with regards to program development. The provided examples show that degree programs at the college include courses required for focused study and program learning outcomes. The identification of courses in the major is based on the program’s learning outcomes and includes mastery of key theories and practices within the field of study. Each degree lists required major courses, electives, and areas of emphasis in the catalog, along with program outcomes and the transfer and career objectives. (II.A.13)

The College ensures that graduates who complete career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards through the curriculum program development process, every two years as part of the curriculum review process and annually with the ACCJC Annual Report. The program development process includes an assessment of labor market information and requires the development of a program advisory group that reviews the program to see that it meets employment standards and prepares students for external licensure and certification if applicable. The College has provided evidence that the programs on the campus follow these requirements. In addition, the College annually reports the examination pass rates for students in programs that require licensure. This annual report allows the college to continually assess how well it prepares students for licensure and certification. (II.A.14)

The College has a process to determine program vitality and discontinuance. Based on the recommendation of the Academic Senate, along with the President’s recommendation, a program may be recommended for discontinuance to the Board. If approved by the Board, the appropriate vice president and dean will work with the department to implement the recommendation. When a program is discontinued, students are offered the opportunity to substitute other courses in order to meet the requirements of the program with minimal disruption. (II.A.15)

The College has a program review process that evaluates all programs every six years, with a check-in review for career-technical programs every two years. The program review template
assesses student achievement and learning, human resources allocated to the program, impact to the College or local community, and the effectiveness of curriculum and scheduling. Reflection questions within the program review template address equity implications and direct the development of action plans to address challenges. In 2019, the College conducted a qualitative study of the program review process which led to the redesign of the program review template. More recently, this process was updated to improve use of the reports and adjust the timeline for reporting. The team confirmed during the visit that the College implemented its updated Academic Program Review process in 2021, and is currently in the second year of implementation. The College does not offer community and continuing education courses or programs. (II.A.16)

Conclusion:

The college meets the standard.

See Commendation 1

See Recommendation 1 (improvement)

Recommendation 2 (improvement):

In order to improve institutional effectiveness, the team recommends the College ensure consistent regular and substantive interaction in online courses and to support student success in distance education. (II.A.7)

II.B. Library and Learning Support Services

General Observations:

The College has robust library, learning support, and computer labs available to students and employees in multiple modalities and locations. The expertise of employees and faculty is used to support college goals and the mission through library services, instruction, tutorial support, computer access, and online services. The library and learning support programs complete three-year program plans to assess and plan for future needs of the program. Outsourced resources and support contracted by the library and learning support programs are assessed to align with the mission.

Findings and Evidence:

The College supports student learning and achievement by providing library and other learning support services, including tutoring, writing and tech support, to students and to personnel responsible for student learning and support. All campus locations, including the Davis and West Sacramento centers, are supported by library services. Services provided are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education. Learning support services include library
collections, tutoring, learning centers, computer laboratories, learning, technology, and ongoing instruction for users of library and other learning support services. (II.B.1)

The College relies on the expertise of its library and learning resource employees to operate and support its services. Discipline expertise is solicited and used in collection development. The College also has a written policy for collection development for traditional and electronic resources which clearly states that the librarians have primary responsibility for collection development and that librarians will solicit input from other faculty colleagues from all disciplines to inform their decision making. Personnel used their expertise to adapt to the needs of the COVID-19 pandemic to insure continued access for students to library and tutorial services and materials in alignment with the college mission. Policies and practices are in place to select and maintain equipment and materials. The team appreciates the evidence found in the library’s comprehensive Strategic Planning System Cross-Divisional Program Plan for planning years 2020-21 through 2022-23. (II.B.2)

The College’s library and learning support programs assess their progress with usage data and student surveys. Evidence demonstrating that survey evaluations served as the basis for improvement of services, in particular, the presentation of disaggregated data used to support success rates and program reimagining to address the needs of disproportionately impacted groups. Each program completes a three-year plan that details data analysis and makes recommendations for the following three years. The Library, Tutorial Services and Writing center plan also included Administrative Unit Outcomes (AUOs). In response to the core inquiry, the college submitted additional evidence, and the team verified that student learning outcomes are assessed and attained for library and library tech courses. (II.B.3)

The College assesses external programs that are used to provide students with library and learning support to ensure their effectiveness to support student needs. The college documents that formal agreements exist and that such resources and services are adequate for their intended purposes and makes them easily accessible and utilized. The College takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. (II.B.4)

Conclusion:

The College meets the standard.

**Standard II.C Student Support Services**

**General Observations**

The College and centers provide robust, comprehensive and accessible student support services using a variety of in-person and remote modalities. General and specialized support services are organized within the Completion by Design framework that focuses efforts on key milestones of the student journey. Student surveys, collaboration with the Planning, Research and Institutional Effectiveness (PRIE) committee to assess data, and a formal program review help to guide
improvements. A review of evidence along with the College’s identified Improvement Plan highlights the need to redesign and recommit systemic program review efforts in student services.

Findings and Evidence

The College evaluates the quality of student support services through several methods, including a three-year program review cycle, annual unit plans, surveys and the Community College Survey of Student Engagement results. A breadth of services is provided to support student learning and the mission. Services are provided online and remotely at the College and centers. Through observation of the centers, the team verified services were available on-site or virtually to students in those locations. The College acknowledged and evidence provided in the ISER indicated that student services program review has been inconsistent, with the most recent student services program reviews completed in 2015. The College convened a Student Services Program Review Workgroup in 2021 to revise the template and re-engaged the cycle beginning Spring 2023. The team verified that, beyond program review, other methods of evaluation, including unit plans, have been used more consistently and recently. The College noted in the ISER it is working to improve processes and create an equity minded and systemic way of evaluating programs. In order to improve institutional effectiveness, the team recommends the College complete and institutionalize its plans to implement an improved and consistent process for program review in student services to improve regular evaluation of the quality of these services. (II.C.1)

Student Services has identified information competency, life skills and personal development, critical thinking and global and cultural awareness as outcomes for students. During the visit, the team verified in the College assessment management system that these general learning outcomes are linked to area outcomes for each student services area. These area outcomes are then assessed via area reports, although the team identified some inconsistencies in report completion within the management system. Evidence in completed reports shows that they are used to inform improvement of services. The College also uses a variety of institutional and survey data to inform student services program review. The Student Equity and Matriculation Committee and the Student Success Committee are designed to help inform the process and suggest revisions for improvement of student services. (II.C.2)

The College ensures equitable access to all its students by providing appropriate, comprehensive, and reliable services to students regardless of delivery method or location, including the West Sacramento and Davis centers. The Team notes that the outreach to high schools, online orientations, Starfish software, and programs targeting underrepresented student groups function as evidence of the College providing equitable access to services. In response to the COVID-19 pandemic, the College expanded technology services to support students off campus, including tutoring, admissions and records transactions, and support for distance learning and technology. (II.C.3)

The College has co-curricular and athletics programs that are driven by its mission to provide personal enrichment. The College currently has ten active student clubs, each with a faculty advisor, and 17 intercollegiate athletic programs. Both the co-curricular programs and the athletic programs are conducted with sound educational and statewide policy and standards of
integrity. The Team reviewed evidence of Board Policies and Administrative Regulations that govern student organizations and finances. (II.C.4)

The College provides counseling programs to support student development and success. To ensure that faculty and other personnel responsible for the advising function are prepared, counselors participate in training on a regular basis. Training includes regular updates; implementation of new technology; District One Day Conferences; and transfer information workshops regarding the California State University, University of California, and private in- and out-of-state institutions. The College has established counseling liaisons for academic programs, student populations, and designated high schools. A counselor also serves as a designated articulation officer to ensure that that curriculum is properly aligned with program requirements of transfer institutions. General counseling expands its capacity through Extended Opportunity Programs and Services, Disabled Students Programs and Services, CalWORKs, students who identify as formerly incarcerated students, RISE, Black Student Success, Puente, Mesa, and Veterans. Information is provided in the catalog, transfer and career activities, human career development courses, and the newly designed Freshman Seminar that aligns with guided pathways. (II.C.5)

The College adopts and adheres to an admission policy consistent with its mission of being an open access college. The team acknowledges evidence of the variety of ways the College offers to define and advise students on clear pathways to complete degrees, certificates, and transfer. The team reviewed evidence of programs, including First Year Experience, City Jams, the academic progress tracking tool, and the development of new meta majors, that help guide students on their educational pathways. (II.C.6)

The College regularly evaluates admissions instruments through a statewide CCCApply Steering Committee. Admissions and Placement instruments are also evaluated by the College’s Planning, Research and Institutional Effectiveness (PRIE) office to validate effectiveness while minimizing biases. The College evaluates placement practices by examining course sequence progress for first-time, new students, comparing co-requisite course success to standalone course progress. In addition, the College provided evidence of a Chemistry 400 placement assessment that involved multiple methodologies to analyze and validate placement. (II.C.7)

The College maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. These files are maintained in accordance with District policies in compliance with federal and state law. The College publishes and follows established policies, specifically Administrative Regulation 2265 for the release of student records. (II.C.8)

Conclusion:

The College meets the standard.

See Recommendation 1
Standard III

Resources

III.A. Human Resources

General Observations:

The College follows Board Policy and Administrative Regulation in recruitment, hiring, professional development, and evaluation of full-time and part-time faculty, classified professionals, and administrators. The College has been challenged to maintain staffing levels in a time of declining enrollments and less stable funding, and a hiring freeze remains in effect. The College has clearly stated codes of conduct and a robust professional development program focused on equity.

Findings and Evidence:

The College delineates the process of recruitment, verification, and hiring of employees in accordance with Board Policy to ensure that faculty and staff qualifications are validated and further developed over time through professional development in diversity and equity workshops. The College hires qualified faculty, administrators, and classified professionals. Processes are clearly defined in Board Policy, Administrative Regulations, and handbooks, such as the Faculty Hiring Manual. Job descriptions are used for specifying hiring criteria, qualifications, and processes and to ensure positions align with the college’s mission to serve students.

The College acknowledged challenges that it attributed to the COVID-19 pandemic. These include declining enrollments and fluctuations in state funding that have resulted in the College experiencing staffing challenges across all levels of the institution. It also recognizes the need to rebuild employee capacity in areas that have been understaffed. The College is taking the following steps for improvement:

- Identify areas that experience high employee turnover, and if necessary, work with those areas to implement employee retention strategies.
- Conduct a gap analysis for each employee group to identify areas of highest staffing needs.
- Work with the District to develop realistic staffing goals based on current budgets and future budget projections.
- Utilize the participatory governance process to create a longer-term employee resource plan that will serve as a road map for annual hiring prioritization processes.
• Conduct regular employee satisfaction surveys and use the results to make improvements.
• Utilize the faculty hiring prioritization process to align staffing needs with strategic enrollment, industry, and labor force market demands.

Job descriptions include an overview of the College and its goals. (III.A.1).

The College provided sample faculty job descriptions that include minimum qualifications for knowledge of subject matter. The descriptions include the alignment of the positions to their role in supporting the College mission and commitment to equity. The position summary details the role of faculty in curriculum and learning assessment. (III.A.2).

The College’s administrative job descriptions contain requirements for applicants to perform specific duties in the areas of institutional effectiveness and supporting academic quality. The College has a process, working with District Human Resources, to review job descriptions to ensure that all requirements are included in the job description. Hiring practices and policies are defined in the Hiring Practices Administrative Guide. (III.A.3)

The College has a process for evaluating degrees from non-US institutions. The faculty job description examined by the team explains the process and requirements for the evaluation of non-US transcripts. Human Resources policy requires foreign transcript evaluation by designated companies. (III.A.4)

College processes and timelines for employee evaluation have been negotiated and detailed in collective bargaining agreements. The requirements for evaluation are contained in Board Policy. Evaluations are administered to employees in each bargaining group by supervisors with consistent document collection, tracking, and summary evaluation methods. (III.A.5)

The College has a process to identify the need for positions, including faculty, administrative, and classified professional. Faculty positions are prioritized through an annual faculty hiring prioritization process informed by Program Reviews and unit planning. Classified professional positions follow a similar approach to prioritization. The College self-identified the impact of its current hiring freeze, stating that there has been an inability to backfill many positions, which has put a strain on the organization. Data provided as evidence showed a decrease in full-time faculty, part-time faculty, and classified professionals. (III.A.7, III.A.9, III.A.10)

The College’s part-time faculty are provided orientations and the opportunity to engage in professional development. The College provides part time faculty with specific programs such as the Faculty Diversity and Internship Program (FDIP) which encourages BIPOC faculty to apply for full-time positions. Part-time faculty are also supported in participating on the Academic Senate and College committees. The team noted that professional development and training opportunities from Human Resources are numerous and innovative. Interviews with College and District stakeholders established that evaluations of professional development are conducted, logged, and discussed for possible changes and improvement at the College. Evaluations and oversight of part-time faculty are detailed in the collective bargaining agreement. (III.A.8)
The College’s hiring and personnel procedures are available on the District website to the public through Board Policy and HR processes. The College provides training for administrators to manage equitably. The Team specifically noted the new faculty orientation for which employees are granted additional load credit. Interviews by the team during the visit demonstrated that development opportunities were made available to full and part-time faculty in a manner that seemed to strive toward parity and included classified professionals. As an example, the team learned through interviews that the City Ways anti-racism professional development initiative provided support for classified employees and had been designed specifically to complement the Teachers for Equity support that faculty were receiving. (III.A.11)

The College regularly reports the diversity of its applicant pools and hires, as well as an evaluation of its record in employment and diversity. This data is shared with the Board of Trustees. Activities to address deficiencies are stated in the District Equal Employment Opportunity (EEO) Plan. (III.A.12, III.A.14)

The College has committed to supporting professional ethics in its strategic plan. This work is supported by Board Policy that includes professional ethics standards and codes of conduct. Locally, the College publishes the code of ethics for each of the constituent groups in the catalog and on the website. (III.A.13)

The College has processes for storing and securing personnel records. Employees can access their official records through a designated process. (III.A.15)

Conclusion:

The College meets the Standard.

Commendation 2:

The team commends the College for its systematic approach to professional development, particularly its thoughtful, intentional approach which includes all employee groups and has a clear, constant focus on Equity. (III.A.11)

III.B. Physical Resources

General Observations:

The College and District utilize multiple strategies and methods to assure safe and sufficient physical resources at the locations where it offers courses, programs, and learning support services. The long-range capital program directly supports institutional improvement goals. Moreover, the College plans for, constructs, modernizes, replaces, and evaluates its facilities and equipment on a regular basis to assure that its physical resources are effectively utilized, support institutional programs and services, and maintain a high-quality learning environment that contributes toward achieving its mission. Planning and evaluation of physical resources also occurs through College and District processes.
Findings and Evidence:

The College and District have multiple systems and processes in place that assure safe and sufficient physical resources of all campus facilities, including its educational centers. These systems and processes apply to new construction, modernization, and ongoing maintenance and are clearly illustrated through core evidence such as the current Facilities Master Plan (FMP); compliance with Division of State Architect standards; regular meetings of the participatory governance Campus Safety Committee whose charge includes promoting campus safety, security, and emergency preparedness, and reviewing safety concerns and making recommendations for improvement; a hotline for reporting safety concerns or unsafe conditions either anonymously or through one’s supervisor; and the Injury Illness and Prevention Plan (IIPP). The College Operations Division has primary responsibility for the maintenance of campus physical resources while the District Office of Facilities Management (FM) supports the campus by performing all higher-level maintenance of facilities, maintenance of the vehicle fleet, and management of all long-range facilities planning and capital building projects. Multiple lines of communication between the College and the District align to assure safe and sufficient physical resources. (III.B.1)

The College and District collaborate through various structures and procedures to assure the effective utilization and continuing quality of the college’s physical resources, whether new construction, modernization, or ongoing maintenance. Chief among these structures is the Districtwide Five-Year Construction Plan; the College Facilities Master Plan (FMP); and the College Strategic Planning System. In combination, these structures prioritize District and College projects, utilizing key data such as projected enrollment, changes in educational programs, evaluation of capacity load ratios, funding criteria, and other variables. The FMP drives current and future major facilities growth and renovation projects. These projects have been prioritized through a collaborative districtwide process that is in alignment with districtwide and governing board priorities. Another core planning tool is the annual Space Inventory Report, which provides key planning information related to the efficiency of classroom, lab, and other physical space on campus. The College and District work in coordination to assure the effective utilization and continued quality of physical resources to support College programs and services in alignment with its mission. (III.B.2, III.B.3)

The team learned during its visit to the Davis Center that District and College engaged in an effective evaluation practice related to facilities development. Following completion of the second main building at the site, College stakeholders, architects, and District employees gathered to conduct a “lessons learned” meeting. Notably, the meeting also included staff from one of the other District colleges, which is about to begin a facilities project. (III.B.4)

The FMP considers the overall future space needs of the College and details the institution’s long-range capital plans. The College also provides projected space requirements within its capital plans through the Districtwide Five-Year Capital Outlay Plan. This plan is used to collaboratively identify and coordinate capital priorities of the District’s four colleges, educational centers, and other off-campus facilities. The Board is responsible for outlining the facilities planning process for the District. Administrative Regulation 8417 (Facilities Planning)
addresses long-range planning including growth projections, population served, staffing, space, and finances. (III.B.4)

Conclusions:

The College meets the Standard.

III.C. Technology Resources

General Observations:

The College effectively uses its technology resources to achieve its Mission and to improve academic quality and institutional effectiveness. Like most multi-college districts, technology and support are a shared responsibility for the colleges and the District. The District demonstrates effective oversight and management of technology resources. Processes, policies, training, and practices are documented and guided by the District Technology Plan 2017-22 and College Technology Plan 2020-23. The College Technology Plan is reviewed annually and revised every three years. The development of a new District Technology Plan has been delayed by the departure of the Associate Vice Chancellor of Information Technology. Most of the Board Policies and Administrative Regulations relevant to this standard were last updated in 2010 and may not reflect current technology standards.

Findings and Evidence:

The District ensures technology is appropriate and adequate to support management and operational functions, academic programs, teaching and learning, and support services. The District provides network infrastructure (including recent improvements to WiFi), a learning management system (LMS), email, and an ERP (PeopleSoft) to the District Office and all campus locations. College oversight includes local operational functions, academic program support with hardware and software, and direct faculty and staff support services. The College supports the physical hardware and software needs of students and employees. In addition, the District and College coordinate cloud services such as Canvas, email, and username/password authentication. All students at the College are provided free access to a suite of software applications to support learning. Students are provided a college email address. The College routinely replaces computers, servers and network equipment and maintains an inventory of the equipment. The technological needs of students and employees are fully met. (III.C.1)

Technology planning is based in the District Technology Plan 2017-2022 and the College Technology Plan 2020-23. The College Technology Plan is reviewed annually and revised every three years. The development of a new District Technology Plan has been delayed by the departure of the associate vice chancellor of Information Technology. The District Office is in the process of filling this position. Once a new permanent replacement is hired, the process of developing a new District Technology Plan will start. The College maintains a regular replacement cycle for PCs and Macs at individual workstations, classrooms, and computer labs. Computers are equipped with a standard set of software, with additional software available by
request. Computer network services provided by the college include access to information technology resources and to the Internet. (III.C.2)

Technology resources exist at the College main campus, the Davis Center, the West Sacramento Center, and at the District Office. The District and College share responsibility for providing and maintaining services, hardware, and software. The College provides more than 2,500 computers used in employee workstations, classrooms, and student open computer labs. The main campus has a number of department-specific computer labs that are available to students enrolled in corresponding courses. Other services on-site and by remote desktop include software installation, PC and Mac support and replacement, network services, and information security. Ongoing IT needs are handled through an online ticketing system, which handles requests from all campus locations. Both the District and the College Information Technology departments maintain a network disaster recovery plan, which allows the institution to respond to an interruption of network services. During the COVID-19 pandemic, students who met eligibility requirements were given a Chromebook, a more powerful laptop, or a desktop computer, depending on their educational needs. These computers were distributed at the main campus but were available to students taking classes at either the main campus or the centers. Students are also given information about free or low-cost computers and WiFi. (III.C.3)

For the purposes of reliability, safety, access, and security, the College has several relevant policies and procedures in place. Specifically, Board Policy 5030 (Acceptable Technology Use), Board Policy 4006 (Software Use), as well as several district and college standards and procedures. Security on the campus network is secured by user authentication whereby users are assigned appropriate privileges. (III.C.3)

The College provides employees with IT training through the Staff Resource Center. The College and the District Office collaborate on providing training for implementation of new software applications, including the Starfish Early Alert and Student Engagement tool, Ad Astra and Platinum Analytics, and Degree Planner. Longer-term professional development opportunities in technology include the Online Teaching and Learning Academy, which instructs faculty in a wide range of skills from instructional design to accessibility and copyright in the online environment. On-demand academic technology support for instructors is provided throughout the year and is available on the College website. (III.C.4)

For students needing IT support, a student help desk is available, regardless of location. In addition, the College seeks to support students who lack access to consistent and reliable computers, Internet, or other forms of technology, and to support those students who lack the knowledge needed to utilize these tools effectively. To address these issues, the College has created a Digital Inclusion workgroup that provides education to the College community about the technology challenges students face, and works to identify and recommend solutions to close digital equity gaps. The workgroup developed a vision statement for digital inclusion, disseminated definitions from National Digital Inclusion Alliance, and participates in the Sacramento Coalition for Digital Inclusion. (III.C.4)

The College and District have separate and specific areas of responsibility with respect to technology usage. Board policies on the appropriate use of technology in the teaching and
learning process are Board Policy 7811 (District Systems, last revised in 2010), Board Policy 7821 (Access, last revised in 2010), Board Policy 7831 (User Rights, Responsibilities, and Ethics, last revised in 2010), Board Policy 7841 (Nondiscrimination, last revised in 2016), Board Policy 7851 (Privacy and Confidentiality, last revised in 2010), Board Policy 7861 (Copyright, last revised in 2010), Board Policy 7871 (Security, last revised in 2010), Board Policy 7136 (Information and Communication Technology Accessibility, adopted in 2019), Board Policy and Administrative Regulation 7145 (Distance Education, adopted in 2015). The team suggests that the District Office and the Colleges review and update the Board Policies last revised in 2010 to ensure that they reflect and are consistent with current technology standards. (III.C.5)

The College has developed guidelines for regular and effective contact in distance education, and the College’s curriculum process evaluates whether course proposals meet those guidelines. The Academic Senate has approved a set of guidelines for the distance education modality, as well as faculty preparation and professional development guidelines for teaching distance education courses. These guidelines are made available to faculty through the Faculty Handbook. During the COVID-19 pandemic, the College’s distance education team increased the offerings of the Online Teaching and Learning Academy. Faculty experienced in online teaching volunteered to serve as mentors and coaches for faculty learning how to teach online. (III.C.5)

Conclusion:

The College meets the Standard.

III.D. Financial Resources

General Observations:

The fiscal practices of the District and College are strong and effective as evidenced by annual reports from external independent auditors, strong financial reserves, high bond ratings, and documented existing practices that allocate sufficient resources to support student learning programs and services and to improve institutional effectiveness. The College supports and maintains a high integration of financial resource planning with institutional planning. In conjunction with the District’s “X, Y, Z” budget model that defines possible and likely funding levels, the College’s Financial Resource Allocation Plan provides a realistic assessment and distribution of ongoing and one-time financial resources and is widely distributed throughout the campus. College budget matters are regularly discussed and prioritized through participatory governance and acted upon, as necessary. Annual independent audits demonstrate that institutional finances are thoughtfully managed with integrity and to ensure financial stability. The District has set aside funds for long-term liabilities. The annual districtwide allocation of resources and related level of financial reserves provide a reasonable expectation of both short- and long-term financial stability and solvency.

Findings and Evidence:

As one of four colleges within a multi-college district, the College receives an annual revenue allocation from the District’s well-defined formula that designates 80 percent of new revenues to
fund compensation and related improvements with the remaining 20 percent directed to operational costs. The College has multiple formal plans and processes that work vertically and horizontally throughout the institution, involving all campus constituencies, to comprehensively ensure that resources are sufficient to support and sustain student learning programs and services, improve institutional effectiveness, and support continuous improvement in distributing resources according to strategic needs. The priorities of the College guide the allocation of resources. The College and District plan and manage financial affairs with integrity and to ensure financial stability. (III.D.1)

The College’s mission and its commitment to the academic goals of its students are the basis for institutional planning and financial planning. Moreover, the College budget is closely aligned to institutional planning through a clear connection that integrates planning and budgeting through participatory governance committees and methodologies as illustrated within the Family of Plans, a holistic mechanism that links core elements such as the District Strategic Plan, College Strategic Master Plan, Educational Master Plan, Financial Resource Allocation Plan, Institutional Plans, Cross-Divisional Program Plans, Unit and Program Plans, Budget Committee recommendations, and more. Each component of the Family of Plans defines budget and finance guidelines. Moreover, all constituencies can participate in the development of institutional plans and budgets through one or more of the Plans. In conjunction with the District’s “X, Y, Z” budget model, the College’s Financial Resource Allocation Plan provides a realistic assessment and distribution of ongoing and one-time financial resources and is widely distributed throughout the campus. The District Adoption Budget includes substantial detail about the College budget and is also widely distributed. College and District planning incorporate and reflect a realistic assessment of financial expenditures and available resources and, also, the development of partnerships that provide revenue to enhance and support enhanced services for students, in alignment with institutional strategic goals and objectives. (III.D.2, III.D.3, III.D.4)

The College and District budget development processes are transparent, with financial and budget information disseminated at various times throughout the year to inform stakeholders and provide an opportunity for input. This dissemination of information leads to constituency knowledge, discussion, and understanding in an iterative process that supports sound financial decision making. Current and future fiscal needs are identified by the priorities and goals of the District and College. The integration between District and College planning and budgeting ensure that resources are distributed in support of the College’s mission and vision through a well understood allocation model. The monitoring and internal control of College financial resources is a shared process between the District and College that includes software level expenditure controls, administrative approval requirements, and annual reviews by an independent auditor team. Appropriate approvals are integrated into the various processes and provide an adequate control environment for the tracking and reporting of expenses. The District’s independent auditor annually reviews transactions utilizing the guidelines established by the California Community Colleges Chancellor’s Office. Any findings are brought to the attention of District and College management, who share responsibility to resolve issues timely and implement corrective action, as required. There have been no audit findings for the past three years. The annual independent audit reports substantiate that internal controls are sufficient. Notably, the District conducts a self-assessment of its financial practices by utilizing the state’s Fiscal Health Risk Analysis for Community Colleges self-assessment, developed by the Fiscal...
Crisis & Management Assistance Team (FCMAT). This assessment is used to regularly evaluate and improve upon its fiscal management practices and is annually disseminated to stakeholders within the District’s Adoption Budget. (III.D.5)

The College and District utilize and update multiple financial documents, including the budget, throughout the fiscal year. Regularly scheduled updates are presented to constituencies verbally and in writing through committees, forums, and Board meetings. Updates enable financial documents to have the highest degree of point-in-time credibility and accuracy. Annual independent audit reports substantiate a high degree of credibility and accuracy. College and District financial documents reflect an appropriate allocation and use of available financial resources to support student learning programs and services. (III.D.6)

The team reviewed the District’s independent audits for the past three years (FY 2019-2021). Each received an unmodified opinion, which is the best audit opinion possible. Further, there were no findings in the reviewed audits. The District and the College exhibit reliable financial practices and oversight in all areas. The team is confident that any audit findings would be timely and appropriately addressed and communicated. (III.D.7)

Appropriate approvals are integrated into the various College and District processes and provide an adequate control environment for the tracking and reporting of expenses. The annual independent audit assesses internal control systems for federal and state programs, with no identified deficiencies during the years (FY19-21) reviewed by the team. The financial and internal control systems are regularly evaluated, assessed for validity and effectiveness, and improved upon by qualified internal staff and through the external independent audit process, as necessary. (III.D.8)

The District has a higher reserve than required by the state and sufficient cash flow to ensure stability and support for appropriate unforeseen contingencies and emergencies. The District has appropriate risk management strategies in place and an appropriate level of insurance coverage through its membership in the Statewide Association of Community Colleges (SWACC), a Joint Powers Association. (III.D.9)

The oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations, institutional investments, and assets is conducted through District and College oversight. External entities such as independent audit firms, grantors, and state and federal agencies also have a role in oversight matters concerning individual programs or overall financial matters. District and College staff fulfill effective oversight in alignment with this standard. (III.D.10)

The District and College budget and planning processes assure there is a reasonable expectation of both short-term and long-term financial solvency. The District demonstrates prudent management for fiscal stability through its long-standing practice of expending funds only when revenues materialize. Further, the District maintains a 5 percent reserve that is required by the California Community Colleges Chancellor’s Office. To supplement this amount, the governing board has established a contingency reserve of an additional 5 percent. Maintaining an ample level of reserves helps assure short-term solvency by conserving resources that can be utilized to
mitigate financial shortfalls that might arise during emergency conditions or challenging economic circumstances. Further, the balances of other select funds can be utilized for financial stability, as necessary. Notably, the District sets aside funds, invests funds, and identifies future funding sources that will pay for long-term and future liabilities such as worker’s compensation claims, compensated absences, and other post-employment benefits (OPEB). This is recognized within the GASB 75 Actuarial Report and Annual Independent Audit Report for FY20. The Actuarial Study is current and was prepared as required by appropriate GASB 74/75 accounting standards. Admiringly, the District’s total OPEB liability of $120 million exceeds full funding with a Net OPEB asset of $12 million. (III.D.11, III.D.12)

The District passed General Obligation Bonds Measure A (2002) and Measure M (2008) for the acquisition, construction, and remodeling of District property. As a result of the passage of the Bonds, property taxes are assessed by the County Assessor on the property within the District specifically for the repayment of the debt incurred. The taxes are assessed, billed, and collected as noted above. The District and College do not have any other locally incurred debt instruments at the time of the visit. (III.D.13)

All financial resources of the College and District, including debt instruments, auxiliary services, fund-raising efforts, and grants, are used with integrity and in support of the intended purpose of the funding source. Several mechanisms are in place to ensure this occurs. These include: (a) General Obligation Bond expenditures are reviewed by a Citizens’ Bond Oversight Committee and audited by an independent auditor to attest that the expenditure of these funds are consistent with each bond measure’s stated purpose; (b) grant resources are evaluated, processed, and monitored by the College and District to ensure alignment with the mission and goals of the College and that grant expenditures and actions adhere to the intended purpose of each grant; (c) revenues and expenditures of the Los Rios Colleges Foundation are audited each year to ensure expenditures support the mission of the college and fulfill the donor’s intent; (d) restricted and unrestricted revenues and expenses are handled in compliance with all federal and state requirements and in accordance with District policies and procedures; and, (e) internal District and College audits coupled with annual independent auditor reports assure that all financial resources are expended appropriately and with integrity, according to the intended purpose of the funding source. (III.D.14)

The College monitors and manages all aspects of student loan default rates in compliance with federal requirements, including Title IV. For the last three reported years, the College’s default rates on federal loan repayments are well below the compliance requirement with a multi-year downward trend from 20.4 percent to 17.4 percent to 17.3 percent. The College provides a comprehensive Financial Aid website that assists students in a variety of ways including the ability to schedule one-on-one workshops. Moreover, District oversight and College processes utilize standardized system infrastructures and accounting standards to ensure compliance with federal guidelines. Through proactive monitoring and management, the College can implement proactive measures to reduce default rate percentages, particularly if the percentages are approaching noncompliance thresholds. (III.D.15)

Contractual agreements with external entities are governed by Board Policies and Administrative Regulations, regulations of other agencies, and documented District and College procedures. All
contracts undergo appropriate review to assure they contain appropriate provisions that are consistent with the mission and goals of the District, to maintain institutional integrity, and to ensure quality programs, services, and operations. The District maintains Board Policies and Administrative Regulations that outline the processes for purchasing goods and services. All contracts/agreements being considered for execution include College and District review, and as necessary review by the District Legal Counsel. (III.D.16)

Conclusions:

The College meets the Standard.
Standard IV

Leadership and Governance

IV.A. Decision-Making Roles & Processes

General Observations:

The College recognizes the contributions of leadership and governance throughout the College and District. Roles within the structure of governance are clearly defined in Board Policies and Administrative Regulations and in campus procedures. Space is created for innovative practices to emerge and challenges to continually be addressed. As evidenced in the Guide to Participatory Decision Making at SCC, the College encourages the participation of the entire campus community—students, faculty, classified staff, and managers—in the process of leadership and making decisions that directly and indirectly affect them. The College provided an Improvement Plan for this standard. The plan is rooted in the need for an improved communication planning process and District Governance.

Findings and Evidence:

Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students in taking initiative for improving the practices, programs, and services in which they are involved. The College is guided by its Guide to Participatory Decision-making, and evidence has been provided showing that when ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation. The College implemented innovative programs including Achieving the Dream, impacting all college stakeholders, to advance student equity and success; and City Ways, which outlines four “commitments” for faculty and classified professionals to engage students and ways that will boost their chances of academic success. The College has also engaged Campus Caring work that crosswalks with City Ways. In addition to the programs above, the team was impressed by the creation of the 2016 Makerspace, which was born out of a faculty sabbatical and serves as hub for innovation and collaboration for faculty, staff, and students. (IV.A.1)

The College follows Board Policies and Administrative Regulations outlining administrator, faculty, and staff participation in decision-making processes. The College makes provisions for student participation and consideration of student views in those matters that directly impact students. (IV.A.2)

As evidenced by Board Polices and Administrative Regulations and the Guide to Participation and Decision-making, administrators and faculty have substantive and clearly defined roles in institutional governance and exercise a substantial voice in institutional policies, planning, and budget as they relate to their areas of responsibility and expertise. The team highlighted the use of tri-chairs for all standing committees and appreciated how roles and timelines were further delineated in the Guide to Participation and Decision-making. (IV.A.3)
Through Board Policy 7141 and Administrative Regulation 7141, faculty and academic administrators have responsibility for recommendations about curriculum and student learning programs and services. The College’s Curriculum Committee Handbook provides well-defined structures and demonstrates that faculty and academic administrators have responsibility for recommendations about curriculum and student learning programs and services. (IV.A.4)

Referencing the 2017 Summary Report Governance and Communication Survey, the College noted that functioning of standing committees and communication processes have been on the decline for years with classified professionals expressing the least satisfaction with roles in decision making. The College has amplified voices of classified through Caring Campus and classified professional offerings, including the Classified Leadership Academy. (IV.A.5)

Further, there are opportunities for timely action to take place beyond the regular planning cycle. The example of the African American Student Taskforce, in response to murder of a former student of the College and the killing of George Floyd, demonstrated this flexibility. The team notes this work resulted in a comprehensive anti-racism action plan reviewed broadly and presented at the Fall 2020 Convocation. (IV.A.5)

The College provided evidence of its involvement in District governance groups that are the venue for collegial consultation on academic and professional matters. The College noted the Academic Senate’s concerns with the District collegial consultation process and discussions of key issues, including AB 705, hiring of counselors, and centralization. While efforts have been made in this area, some concerns persist. (IV.A.5)

The College has identified processes for decision-making as outlined in Board Policies and Administrative Regulations. These processes are outlined in the College’s Guide to Participatory Decision-Making. The team observed that campus and committee decisions are widely communicated via Board Docs, the website, at meetings, and shared by newsletter. While the College noted that communication has improved over the years, the team notes the identified ADT (Associates Degrees for Transfer) goal to improve communication of student success work. Efforts seem to be in the initial stages. Monitoring and tracking will be key. (IV.A.6)

Leadership roles and the institution’s governance and decision-making policies, procedures, and processes are evaluated to assure their integrity and effectiveness. The Governance and Communication Survey is administered every three years. The College desires to have these surveys administered more frequently. Results are shared broadly and evaluations have resulted in the creation of a Quick Guide to Standing Committees and of a new process in which tri-chairs are invited to provide reports to the Executive Council. The most recent survey was conducted in fall 2021. Based on the results of the survey, at the time of the visit, the team observed that the College is engaged in a process of updating the Guide to Participatory Decision-Making. During discussions with the leadership of constituent groups, the team learned that the College is engaged in updating the handbooks for various College participatory governance committees. The team suggests that the College completes these updates in order to provide clarification for the current charges of the participatory governance committees. In addition, members of the Executive Council noted that the College is also in the process of
determining whether some of the committees are still necessary in light of overlapping charges
between different committees such as the Campus Development Committee and the Vice
Presidents’ Review Group, as both bodies review facilities related needs and requests. (IV.A.7)

Conclusion:

The College meets the Standard.

IV.B. Chief Executive Officer

General Observations:

The College president maintains primary responsibility for the quality of the institution. The
College’s administrative structure is appropriate per the institution’s size and complexity, and the
president maintains an appropriate emphasis on accreditation compliance. The president ensures
comprehensive planning is a key component of the College decision-making process and takes
active measures to stay connected to community constituency organizations in the service area.

Findings and Evidence:

The President has primary responsibility for the quality of the institution, as evidenced by Board
Policy 4111 in which decision making is delegated to the resident by way of the Board and the
chancellor. Operational planning and implementation are delegated to the participatory
governance structure, with the President serving as the College decision maker on proposed
strategies and plans. The President is the decision maker for faculty and staff hires and works
through, as chair of, the College Council, for recommendations on budgetary allocations.
(IV.B.1)

The President maintains an administrative structure that is appropriate for the College given its
size and complexity. The President holds regular meetings with College leadership in the areas
of classified staff, faculty, and management. The President delegates operations to the College’s
three vice presidents (instruction, student services and administration). In response to a
districtwide hiring freeze, the President strategically identified administrative positions that are
crucial and need to be filled versus those that can remain vacant for the time being. (IV.B.2)

The President guides institutional improvement of teaching and learning through process,
performance standards, research-based planning, integration of planning with allocation that
supports student achievement, and procedures to evaluate planning and implementation efforts.
The President chairs the College Council, the main college participatory governance committee.
The College Council annually reviews the College’s mission, vision, and values and makes
revisions as necessary. The College’s mission was approved by the Board in January 2020. Other
functions of this group include establishing College goals and institutional performance
standards, reviewing outcomes data in relation to goals and standards, and making
recommendations to improve the communication and governance processes at the College. The
College utilizes an integrated planning model, which relies heavily on a team-based approach in
which the President and direct reports collaborate to ensure institutional effectiveness. (IV.B.3)
The President cultivates an appropriate institutional emphasis on adhering to accreditation standards and eligibility requirements. The dean of Planning, Research, and Institutional Effectiveness, reporting to the President, is the designated Accreditation Liaison Officer. The Accreditation Steering Committee has appropriate constituency representation, and regular trainings were conducted in advance of accreditation. The ALO is a member of the Accreditation Steering Committee. The President attends Accreditation Steering Committee meetings as needed and attends all meetings and trainings with the College ACCJC liaison. (IV.B.4)

The President assures the implementation of statutes, regulations, and governing board policies. The President is a member of the Chancellor's Cabinet, which is a districtwide participatory governance body composed of the Chancellor, the Deputy Chancellor, the four college presidents, the constituency group leads from all four colleges, and the union presidents. The President shares information about changes in Board Policies and Administrative Regulations with the executive team, the Executive Council, and the entire college community via email, office hours, newsletters, and President’s Updates. College Operational Memoranda are reviewed by the Executive Council and by any other committees, task forces, or groups deemed appropriate by the president. The President assures effective control of college level budget expenditures. In response to allocation recommendations made by the Budget Committee, the President releases a college-wide budget memo at the beginning of each fiscal year indicating approval, modification, or rejection of those recommendations. (IV.B.5)

The President maintains communication with communities served by the College, as evidenced by participation in select community-based events and leadership organizations. (IV.B.6)

Conclusions:

The College meets the Standard.

IV.C. Governing Board

General Observations:

The Board of Trustees (“Board”) of the District exercises its authority and responsibility by working as a single entity to ensure Board Policies and Administrative Regulations are appropriate to assure academic quality, integrity, and the effectiveness of student learning programs and services.

Findings and Evidence:

The Board exercises the authority and responsibility it has in policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services. The Board works in unison; once it reaches a decision the full Board supports it. In 2016, the Board updated the Administrative Regulation for selecting and evaluating the District Chancellor and College Presidents. The work of the Board aligns with its role as a policy-making body that is focused on the educational quality of the District. (IV.C.1)
The Board, through documented evidence in meeting minutes, illustrates it acts as a collective entity. Based on evidence, the Board votes on action agenda items, once it reaches a decision, the Board acts as one in support of the decision. (IV.C.2)

The Board follows a clearly defined policy for selecting and evaluating the CEO of the district. This is evidenced by policies and regulations that outline the timelines for these respective processes. (IV.C.3)

The Board acts on behalf of the District as an independent body that sets policy and maintains a focus on community as it applies to high quality educational programs. Through policies and regulations, the Board has set attributes, guidelines, and ethics for Board behavior in protecting the District. (IV.C.4)

The Board has established policies that ensure the quality, integrity, and improvement of student learning programs and services. This is evidenced by the Board receiving regular reports on student achievement both at regular Board meetings and at retreats. The Board has policies that set its authority for educational quality, legal matters, financial integrity, and stability. (IV.C.5)

The Board composed of seven members has established bylaws and policies that outline operating structure, responsibilities, and procedures. (IV.C.6)

The Board acts in a manner consistent with its policies and bylaws and conducts an annual self-evaluation as evidenced in the Fall 2020 Board Retreat Agenda in accordance with Board Policy 3112. (IV.C.7)

The District General Counsel reviews annually the Board Policies and Administrative Regulations for legal compliance. If the District General Counsel determines that a substantive revision is needed, General Counsel engages specific college vice presidents in discussion when the policy addresses their areas of responsibility. General Counsel also engages the Academic Senates in discussion, if the proposed revision is in the senates’ purview. Then the proposed revision is brought to the Chancellor's Cabinet for discussion before going to the Board for consideration. The District General Counsel also drafts new Board Policies and Administrative Regulations, as needed, and follows the same consultation process as noted above. The team learned during interviews that any constituent group or employee can propose revisions of existing Board Policies and Administrative Regulations or creation of new ones. However, the process for doing so is not clear or documented. It is also apparent that stakeholders are not involved in the regular review of all Board Policies and Administrative Regulations. (IV.C.7)

The Board Policies and Administrative Regulations that the District General Counsel determines do not need to be revised are brought to the Board to be reaffirmed as a consent item on the Board agenda. Those Board Policies and Administrative Regulations that underwent substantive revisions are agendized for discussion and two readings by the Board. During the visit, the Board vice president confirmed this process. However, the date when Board Policies and Administrative Regulations were last reaffirmed by the Board is not noted on the specific Board Policy or Administrative Regulation which creates the impression that many of them were not
revised or reviewed in many years or decades and are severely outdated. The team suggests that the date of last review or reaffirmation by the Board be consistently added to the respective Board Policies and Administrative Regulations. (IV.C.7)

The Board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality as noted on the Board’s retreat agenda in fall 2020. A review of Board agendas confirms that the Board requests updates on student learning and achievement, such as dual enrollment and course success in English and Math. Board reports include disaggregated data to highlight trends that may lead to disproportionate impact, as evidenced in the October 2020 Board retreat agenda. (IV.C.8)

Consistent with Board Policy 3113, the Board maintains an ongoing training program for board development and new member orientation. New Board members are oriented to the District and colleges through briefings provided in a Trustee Candidates Workshop (September 2020), that includes the Chancellor’s executive team, and through their participation in the California Community League of California Effective Trusteeship Workshops. Additionally, new Board members are introduced to Board Policies, such as P-3113, regarding the expected attributes of and guidelines for the conduct of board members. The Board maintains staggered terms of office to provide continuity of board membership. (IV.C.9)

Board Policy 3112, Section 2.3.4, establishes the process for board evaluation, goal setting, regular review of progress toward goals at midyear, and regular informal discussion of performance. In concert with its policy, the Board’s annual evaluation begins with a self-evaluation during the Fall retreat and concludes with results of the evaluation being discussed at a spring retreat. The results are used as a basis for the Board’s annual goals set in the spring. The Board’s self-evaluation assesses its success in promoting and sustaining academic quality and institutional effectiveness and the results of that evaluation are made public. (IV.C.10)

The Board adheres to a code of ethics as outlined in Board Policy 3114 (Statement of Ethics) and to conflict of interest policies and processes to address violations as outlined in Board Policy 8630 (Conflict of Interest Rules) and Board Policy 8610 (Conflict of Interest Code). Board members are required to recuse themselves from participating in issues/decisions where they have a conflict of interest. (IV.C.11)

The Board delegates full responsibility and authority to the Chancellor to implement and administer Board Policies, as outlined in Board Policy 4111 (Chancellor Authority) and Board Policy 3112 (Duties and Responsibilities). The Board holds the Chancellor accountable for the operation of the District, as outlined in Board Policy 9142 (Evaluation). In concert, these policies provide the Chancellor with full authority to operate the District without Board interference, and the Board evaluates the Chancellor annually to provide accountability toward achievement of mutually established goals. (IV.C.12)

Through Board retreats, regular Board updates, relevant reports, and trainings, the Board is informed and knowledgeable regarding eligibility requirements, accreditation standards, commission policies, and accreditation processes. The Board supports the District and College’s efforts to maintain full accreditation through institutional effectiveness initiatives. (IV.C.13)
Conclusions:

The College meets the Standard.

District Recommendation 1 (improvement):

In order to increase effectiveness, the team recommends the District develops, implements, and documents a process that consistently involves stakeholders for the regular review of all Board Policies and Administrative Regulations, as well as revisions and the initiation of new policies and regulations as needed. (IV.C.7)

IV.D. Multi-College Districts or Systems

General Observations:

The Chancellor provides leadership and communication to the college presidents and holds them accountable for the effective governance and operation of their respective colleges. The team noted that roles and the division of responsibilities of the District and the colleges may not be sufficiently clear as outlined in the Functional Map. Board Policies, Administrative Regulations, and business processes provide a clearer understanding of the roles and responsibilities of the District and the College.

The District has agreed upon resource allocation formulas that allow the colleges to operate in alignment with their missions, and allow for the operations and sustainability of the colleges and the District. The college presidents are given full authority to implement programs, college resource plans, and Board Policies and Administrative Regulations.

There are various districtwide standing committees that provide for involvement and communication between the colleges and the District in support of effective decision making. The District does not have a district-level decision making guide or similar document that would help clarify the roles of the various districtwide committees as well as the flow of recommendations and decisions.

Constituents are engaged to participate in district planning. The colleges align their strategic plans to the District’s strategic plan. Decisions are communicated through the organization by the Chancellor through Chancellor’s Executive Staff and Chancellor’s Cabinet meetings.

Findings and Evidence:

The Chancellor provides leadership for the operation of the District and in cooperation with the executive leadership through weekly meetings with the Chancellor’s Staff, which includes the Presidents, Vice Chancellors, Associate Vice Chancellors, and District General Counsel, and the at-least monthly meetings of the Chancellor’s Cabinet, which includes leaders of constituent groups. (IV.D.1)
The Functional Map uses the accreditation standards to identify primary, secondary, and shared responsibilities between the District and the College. While this approach provides a high level view of responsibilities relative to each accreditation standard, it does not identify the actual functions and operations performed by the District Office making it difficult to determine the delineation of responsibilities. The team suggests that the District Office publishes, preferably on the District website, a list of the departments at the District Office and a brief description of the responsibilities and functions of each department. (IV.D.2)

The District started the process of reorganizing and centralizing Admissions and Records and Financial Aid, respectively. At the time of the visit, the team learned that the reorganization of Financial Aid is further along but still in the initial stages of a three-phase implementation. The reorganization of Admissions and Records has not yet started but an initial analysis was performed. Ultimately, it is the team’s understanding that all staff in Admissions and Records and Financial Aid, respectively, will report to the District Office but some staff will continue to be located at each of the Colleges. It will be important to monitor and evaluate the effectiveness of the new structures and operations once implemented. (IV.D.2)

The resource allocation model, which uses the proportionate share or “bucket” concept, was mutually agreed upon by all constituencies and is followed as part of the budgeting process. Allocations and reallocations of resources are defined and followed in the District budget model. If the District receives new funds, 80 percent of the new funds are allocated to the respective collective bargaining units based on a proportionate share. The compensation formula includes a provision known as the “trombone clause” whereby a reduction in base funding is applied, also following the 80/20 split. The District recognizes that this method ensures equity in the distribution of 80 percent of its resources, but it also has the effect of limiting the District’s operating revenue on an annual basis to 20 percent. It also limits growth in the District’s ending reserve. Program Development Funds (PDF) refers to the 20 percent of the new funds available after the distribution of the 80 percent bucket revenues. This 20 percent of new revenue is used to fund increases in operational costs as well as program improvement costs. To administer the 20 percent PDF, the District Budget Committee reviews recommendations of priority items. Formulas are used for many of the allocations of the PDF. (IV.D.3)

Board Policy 4111 notes that the Chancellor serves as the CEO of the District and that the Board delegates the administration of the District and the implementation of Board Policies to the Chancellor. The same policy states that the College President serves as the chief administrator of the College and is responsible for the overall supervision of the operation of the College in conformity with the directives and duties as defined by the Chancellor and consistent with Board Policy. The Chancellor delegates full responsibility and authority to the college presidents to implement and administer delegated Board Policies without interference and holds the college presidents accountable for the operation of the colleges. Board Policy 9142 states that the Chancellor reviews the college presidents’ performance annually based on achievement of each’s established goals for the year. The college presidents’ job description sets the expectations for the responsibilities of the position, including implementing Board Policies at the colleges. The college presidents are given full responsibility to run their respective colleges. (IV.D.4)
Planning is integrated between the District and College. The Board delegates to the Chancellor, and the Chancellor ensures that each College has plans that align with its mission, vision, and values. College constituents, college committees, and District committees are involved in the formulation, review, and implementation of the colleges’ and District strategic plans. In response to longstanding achievement gaps for African American and Latinx students, the colleges have agreed on shared metrics and targets for overall course success and equitable achievement for these students. The team suggests the College clarify the timetable for the achievement of these targets and conduct regular evaluation of progress towards the targets. (IV.D.5)

The District communicates with the colleges in a variety of ways. Through the Chancellor’s Executive Staff, the Chancellor meets with the college presidents and District Office executives to discuss districtwide issues. Through the Chancellor’s Cabinet, the Chancellor meets with the college presidents and leaders of all constituent groups to also discuss districtwide issues. There are a number of districtwide standing committees–budget, educational technology, curriculum, accreditation, and research–and the District Academic Senate that provide for involvement and communication between the colleges and the District in support of effective decision making. The District does not have a district-level decision making guide or similar document that would help clarify the roles of the various districtwide committees as well as the flow of recommendations and decisions from the districtwide committees to the Chancellor and to the District Office and College Executive teams. The team suggests that the District develops such a document. During the visit, the members of the Executive Council indicated that College representatives in the various districtwide committees relay the information, recommendations, and decisions to their colleagues on campus. (IV.D.6)

The District conducts regular employee satisfaction surveys to inform the evaluation of District and College role delineations, governance, and decision-making processes. Governance and structure are also discussed at the Chancellor’s Cabinet. The team encourages the College to more clearly document and communicate how improvements are made as a result of these surveys and discussion. (IV.D.7)

Conclusion:

The College meets the Standard.
Quality Focus Essay

The College completed a Quality Focus Essay with three action projects. After summarizing each project, the report included a matrix with related activities, expected outcomes, a target date for completion and responsible parties. The projects were named as follows:

- **Equity-minded Strategic Enrollment Management**: Noting declining enrollments overall and among Latinx and African-American students that were exacerbated by the global pandemic, the College identified the need for an equity-minded strategic enrollment management plan, specifically one that “focuses not only on bringing students to our college, but keeping them here, helping them complete their educational goals in a timely manner, and supporting them in their transition to a four-year institution or into the workforce.” Activities related to this project include mapping of the student educational journey, identifying effective enrollment/completion/retention activities, developing and utilizing data tools, setting goals, completing a draft of the plan, and developing a cycle for revision of the plan as needed.

- **Integrating student learning outcomes into the Guided Pathways framework**: This project seeks to make SLO work more meaningful and take it beyond the perception of being a mere compliance activity through two strategies.

  1. The College will move SLO work from its existing tool and integrate it into an embedded approach using Canvas. By linking assessment directly to coursework, faculty will be more readily able to identify student learning gaps. Additionally, with this approach, it is hoped faculty will be able to better identify equity gaps. Activities will include developing a professional development plan, identifying needed technical support, and assessing how the outcomes committee may better support faculty in SLO work.

  2. The College will modify SLO work to reframe it within its Guided Pathways efforts. Doing so will allow the College to address Pillar 4 (Ensuring Learning) as it has the first three pillars during its three years of implementation. This will also support the College redesign toward the tenets of Guided Pathways. Activities will include incorporating Guided Pathways efforts into the SLO professional development plan, incorporating equity-based SLO work into the College’s SLO professional development plan, and working closely with departments on several equity and GP-grounded practices to improve assessment.

- **Communication planning**: In an effort to make student success initiatives and efforts more readily known to the campus community, the College will engage in activities that include identifying key channels of communication and initiatives that need to be disseminated more broadly, doing a gap analysis as it relates to communication, using professional development as an opportunity to increase awareness of the Communication Plan, developing a regular evaluation process for
communication, and creating an implementation process for the Communication Plan.

The team recognizes and appreciates the College's identification of the three action plans, as they are all related to student success. Further, the team acknowledges the thoughtful steps that have been identified within each action plan, as they will be tangible markers whose progress can be shared in updates provided as part of the next Midterm report. Additionally, it is apparent that the three plans were created with student success and an institutional investment in Guided Pathways in mind, which seems to give the College a clear direction forward.
Appendix A: Core Inquiries
CORE INQUIRIES

Sacramento City College
3835 Freeport Boulevard
Sacramento, CA 95822

The Core Inquiries are based upon the findings of the peer review team that conducted Team ISER Review on February 24, 2022.

Dr. John Weispsfenning
Team Chair
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Sacramento City College

Peer Review Team Roster

Team ISER Review
February 24, 2022

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<tr>
<th>Dr. John Weispfenning, Team Chair*</th>
<th>Dr. Rudolph Besikof, Vice Chair*</th>
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<tr>
<td>Coast Community College District Chancellor</td>
<td>Laney College President</td>
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**ACADEMIC MEMBERS**

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<tr>
<th>Ms. Stephanie Curry</th>
<th>Dr. Sarah Harris</th>
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<td>Reedley College</td>
<td>College of the Sequoias</td>
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<td>Academic Senate President/ Faculty Grant Coordinator/ Librarian</td>
<td>Curriculum &amp; Outcomes Assessment Coordinator</td>
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<tr>
<th>Dr. Anne Kingsley</th>
<th>Ms. Tram Vo-Kumamoto</th>
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<td>Diablo Valley College</td>
<td>Saddleback College</td>
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<td>Professor of English</td>
<td>Vice President for Instruction</td>
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<th>Dr. Henry Young</th>
<th>Dr. Ashanti Hands</th>
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<td>Victor Valley College</td>
<td>San Diego Mesa College</td>
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<tr>
<td>Department Chair Business Administration</td>
<td>Vice President, Student Services</td>
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**ADMINISTRATIVE MEMBERS**

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<th>Dr. David El Fattal</th>
<th>Dr. Andreea Serban*</th>
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<td>Ventura County Community College District</td>
<td>Coast Community College District</td>
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<td>Vice Chancellor, Business and Administrative Services</td>
<td>Vice Chancellor Educational Services &amp; Technology</td>
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<th>Mr. Bryan Ventura</th>
<th>Dr. Gohar Momjian</th>
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<td>Cypress College</td>
<td>Vice President</td>
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<td>Director, Institutional Research and Planning</td>
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**ACCJC STAFF LIAISON**

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<th>Dr. Gohar Momjian</th>
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<tr>
<td>Vice President</td>
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*These individuals served on the district team.*
Summary of Team ISER Review

INSTITUTION: Sacramento City College

DATE OF TEAM ISER REVIEW: February 24, 2022

TEAM CHAIR: Dr. John Weispfenning

An eleven-member accreditation peer review team conducted Team ISER Review of Sacramento City College on February 24, 2022. The Team ISER Review is a one-day, off-site analysis of an institution’s self-evaluation report. The peer review team received the college’s institutional self-evaluation report (ISER) and related evidence several weeks prior to the Team ISER Review. Team members found the ISER to be a comprehensive, well written, document detailing the processes used by the College to address Eligibility Requirements, Commission Standards, and Commission Policies. The team confirmed that the ISER was developed through broad participation by the entire College community including faculty, staff, students, and administration. The team found that the College provided a thoughtful ISER containing several self-identified action plans for institutional improvement. The College also prepared a Quality Focus Essay.

In preparation for the Team ISER Review, the team chair attended a team chair training workshop on December 1, 2021, and held a pre-review meeting with the college CEO on January 24, 2022. The entire peer review team received team training provided by staff from ACCJC on February 3, 2022. Prior to the Team ISER Review, team members completed their team assignments, identified areas for further clarification, and provided a list of requests for additional evidence to be considered during Team ISER Review.

During the Team ISER Review, team members spent the morning discussing their initial observations and their preliminary review of the written materials and evidence provided by the College for the purpose of determining whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and US ED regulations. In the afternoon, the team further synthesized their findings to validate the excellent work of the college and identified standards the college meets, as well as developed Core Inquiries to be pursued during the Focused Site Visit, which will occur in the week of October 10, 2022.

Core Inquiries are a means for communicating potential areas of institutional noncompliance, improvement, or exemplary practice that arise during the Team ISER Review. They describe the areas of emphasis for the Focused Site Visit that the team will explore to further their analysis to determining whether standards are met and accordingly identify potential commendations or recommendations. The college should use the Core Inquiries and time leading up to the focused site visit as an opportunity to gather more evidence, collate information, and to strengthen or develop processes in the continuous improvement cycle. In the course of the Focused Site Visit, the ACCJC staff liaison will review new or emerging issues which might arise out of the discussions on Core Inquiries.
Core Inquiries

Based on the team’s analysis during the Team ISER Review, the team identified the following core inquiries that relate to potential areas of clarification, improvement, or commendation.

**Core Inquiry 1:** The team would like further clarification concerning the following:
- b. Status of the improvement plan for communication and governance.
- c. Frequency of review and updates to decision-making structures and processes.

**Standards or Policies:** I.B.7, IV.A.6, IV.A.7

**Description:**
- a. In the ISER it is noted that there is an annual review, but some of the documents, such as the guide to participatory decision making, curriculum handbook, and the faculty handbook, were last revised in 2016.

**Topics of discussion during interviews:**
- a. Locus of responsibility for ensuring that documents outlining the college’s decision-making structures and processes are reviewed and revised in accordance with the college’s established timelines.
- b. Status of the improvement plan for communication and governance.
- c. Methods for updating processes/handbooks, frequency and cycles of their review or what determines when review and updating are necessary, if a cycle is not identified.
- d. Methods for vetting and communicating updates to the college community.

**Request for Additional Information/Evidence:**
- a. Documentation of regular cycle of evaluation for governance, especially documentation of processes/activities listed in the body of IV.A.7.

**Request for Observations/Interviews:**
- a. Members of the College Council and PRIE
- b. Chairs of other governance committees
**Core Inquiry 2:** The team would like further clarification of how the College evaluates its delivery methods for distance education. Specifically, the team would like additional information about how regular and substantive interaction between students and the instructor is ensured.

**Standards or Policies:** I.B.5, II.A.7, Policy on Distance Education and Correspondence Education

**Description:**

a. The team reviewed a random selection of distance education courses provided by the college and saw inconsistent evidence of regular and substantive interactions for 10 of the 50 courses.

b. The team’s review of the ISER found that data disaggregation by program type and mode of delivery are not directly addressed within the program review process. Moreover, the data dashboard screenshot provided did not include delivery mode.

**Topics of discussion during interviews:**

a. College assessment of effective use of distance education as a mode of delivery.

b. Program review data disaggregation by method of instruction and student demographics.

c. Professional development opportunities to ensure regular and substantive interactions, including needs assessment and evaluation of them.

**Request for Additional Information/Evidence:**

a. Documentation of the definition of regular and substantive interaction

b. Training materials for Distance Education faculty members

c. Dashboards or other evidence of review of success by modality

d. Review another sample of distance education courses from a subsequent term (Spring 2022)

**Request for Observations/Interviews:**

a. Distance Education Coordinator/Committee

b. Professional Development Coordinators

c. Instructional Designer

d. Deans/chairs
### Core Inquiry 3: The team would like to better understand how the College conducts the following:

a. Regular Program/Administrative Review and Outcomes Assessment  
b. All outcomes assessment, including reporting of data and findings  
c. Steps taken as part of the College’s and units’ continuous improvement cycles or practices  
d. Ensuring that all class section students receive a course syllabus that includes learning outcomes

### Standards or Policies: I.B.2, II.A.3, II.A.16, II.B.3, II.C.1, II.C.2

### Description:

a. Although student services general learning outcomes are referenced in the narrative, the team needs more evidence to see how these outcomes are established and regularly assessed.  
b. More evidence is also needed to show that student learning assessment is incorporated in systematic and regular review of the college’s instructional and student support services, as the college acknowledges that “regular SLO reporting has been uneven,” which was consistent with the evidence provided.  
c. The College provided evidence that there is a cycle and process in place, however the team did not locate evidence of the level of college wide progress.  
d. The team did not locate a definition of AUOs that delineated them from program goals and would like to better understand this.

### Topics of discussion during interviews:

a. Cycles of assessment, including responsibilities for coordination of cycles, and review of assessment reports.  
b. Applications of AUOs and/or SLOs in non-instructional programs and curricular classes for the library and tutorial programs.  
c. Status or percentage of the SLO/AUO assessment completed.  
d. Status of the Student Services Program Review improvement plan (workgroup, timeline, cycle and process, etc.).

### Request for Additional Information/Evidence:

a. Access to the SLO repository  
   (https://planning.scc.losrios.edu/SLO/Logon.aspx?ReturnUrl=%2fSLO%2f)  
b. Update on Quality Focus Essay Action Project 2: Strategy #1 and #2 activities  
c. Summary reports of SLO and AUO assessment cycles and percentage completed.  
d. AUO training resources and related materials.  
e. Completed AUOs.
f. Evidence of prior and current outcome assessment for library services and courses.
g. A sample of syllabi with corresponding course outlines of record

**Request for Observations/Interviews:**
   - a. SLO committee
   - b. DE Committee/Coordinator
   - c. PRIE Committee
   - d. Student Services Program Review Workgroup
   - e. Program Review Coordinator

**Core Inquiry 4:** The team would like further clarification on the following:
   a. Evaluation activities that assess the effectiveness of professional development and training activities offered by the College.
   b. Tracking of employee evaluations to ensure timely completion in accordance with collective bargaining contracts and district board policies.

**Standards or Policies:** III.A.5, III.A.14

**Description:**
   a. The ISER makes reference to activities related to professional development. Examples of activities within Human Resources include the New Hire Orientation, New Faculty Academy, Faculty Diversity Internship Program, as well as other professional development sessions and training. The team would like to know about the assessment of effectiveness of these efforts.
   b. The team would like to know how employee evaluations are tracked for timely completion.

**Topics of discussion during interviews:**
   a. Overview of professional development activities and how they are assessed for effectiveness.
   b. Methods for tracking of employee evaluations and ensuring timely completion.

**Request for Additional Information/Evidence:**
   a. Evaluation documentation for professional development activities and programs
   b. Report showing due dates and completion dates for employee evaluations.
Request for Observations/Interviews:
   a. Human Resources manager/District HR
   b. Staff Resource Center personnel
   c. Coordinators or other staff charged with professional development
   d. Faculty professional development/FLEX coordinator

District Core Inquiries

Based on the team’s analysis during the Team ISER Review, the team identified the following district core inquiries that relate to potential areas of clarification, improvement, or commendation.

**District Core Inquiry 1:** The team would like to better understand how the Board ensures a regular cycle of review of its board policies to ensure their effectiveness in fulfilling the district’s mission and revises the policies as necessary.

**Standards or Policies:** IV.C.7

**Description:**
   a. The team reviewed the college’s ISER, which indicated that policies and regulations are created and amended to address changes in law, District operations, and the needs of students. The evidence supports the ISER’s statement that “On a quarterly basis, the general counsel informs the board of the need to update policies or regulation.” The team also confirmed that the Board re-affirms all Board Policies and Administrative Regulations in batch form (1000-9000). The Board has Board Policy 3112, which addresses the process for adoption of policies.
   b. However, in a random sampling of the Board Policies and Administrative Regulations online, the team found Board Policies that had not been updated since the 1980s and 1990s. The team would like to better understand how the Board ensures a regular cycle of review of its Board Policies and Administrative Regulations to confirm their effectiveness in fulfilling the District’s mission.

**Topics of discussion during interviews:**
   a. Cycle for the regular assessment and revision of Board Policies and Administrative Regulations.
Request for Additional Information/Evidence:

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<th><strong>Request for Observations/Interviews:</strong></th>
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<tr>
<td>a. Individuals responsible for ensuring the regular updating of Board Policies and Administrative Regulations (e.g., Board Office).</td>
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**District Core Inquiry 2:** The team would like to deepen its understanding of the specific delineation of college and district roles and responsibilities to better understand the following:
- The interface between district level governance and college level governance
- The autonomy of the colleges
- The functions carried out at the district office
- The impact of completed reorganizations on the colleges and the district office
- The analyses being done for planned reorganizations

**Standards or Policies:** IV.D.2, IV.D.3, IV.D.4, IV.D.7

**Description:**
- The Functional Map uses the accreditation standards to identify primary, secondary, and shared responsibilities between the District and the College. While this approach provides a high-level view of responsibilities relative to each accreditation standard, it does not identify the actual functions and operations performed by the District Office making it difficult to determine the delineation of responsibilities. There are references to District reorganizations and centralizations but it is not clear what the impact on the delineation of responsibilities is.
- The team read the references to the 80/20 resource allocation formulas; however, it is not completely clear what would happen in the event the district experiences a revenue reduction in terms of impact on personnel and the colleges.
- The team did not see a district-level decision making guide that would help clarify the roles of the various districtwide committees.
- District governance and structure are discussed at the Chancellor’s Cabinet. However, it is not evident how improvements are made as a result of these discussions.
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<th>Topics of discussion during interviews:</th>
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<tbody>
<tr>
<td>a. Delineation of responsibilities between the District and the colleges.</td>
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<td>b. Resource allocation mechanisms.</td>
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<tr>
<td>c. The evaluation of district/college delineations, governance processes, and improvements.</td>
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<tr>
<td>d. How the colleges place items of interest on the agenda of the Chancellor’s Executive Staff meetings.</td>
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<th>Request for Additional Information/Evidence:</th>
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<tbody>
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<td>a. Brief description of the functions carried out at the district office.</td>
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<td>b. Minutes of Chancellor’s Cabinet meetings when District governance and structure were discussed.</td>
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<tr>
<td>c. Agendas of Executive Staff meetings where college-initiated items of interest were discussed.</td>
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<td>d. Evidence of examples of any changes made in District governance.</td>
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<tr>
<td>e. Example of how the 80/20 allocation formula works in the event of a reduction in revenue.</td>
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<td>f. Reports or analyses done leading to completed reorganizations, such as the centralization of the Public Information Officers and the Philanthropy office.</td>
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<td>g. Analyses of proposed reorganizations such Admissions and Records and Financial Aid.</td>
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<th>Request for Observations/Interviews:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Members of the Chancellor’s Executive Staff</td>
</tr>
<tr>
<td>b. Members of the Chancellor’s Cabinet</td>
</tr>
<tr>
<td>c. Members of District Academic Senate and other district-level participatory governance committees/councils (e.g., Technology, Curriculum, Research)</td>
</tr>
</tbody>
</table>