

SACRAMENTO CITY COLLEGE

Midterm Report

Submitted to the Accrediting Commission
For Community and Junior Colleges
Western Association of Schools and Colleges

October 9, 2006

Sacramento City College
3835 Freeport Boulevard
Sacramento, CA 95822
(916) 558-2573

SACRAMENTO CITY COLLEGE

Midterm Report Table of Contents

	Page
Statement of Midterm Report Preparation.....	i
President’s Signature Page.....	ii
Responses to Recommendations:	
Recommendation 1	1
Recommendation 2	6
Recommendation 3	8
Summary of Self-Identified Action Items.....	12
Appendices	
Appendix 1: Accreditation Midterm Report Committee Membership.....	16
Appendix 2: Timeline for Accreditation Midterm Report.....	17
Appendix 3: Documentation and Evidence List	18
Appendix 4: Status Matrix (Recommendations)	21
Appendix 5: Status Matrix (Self-Identified Action Items)	25
Appendix 6: Status Matrix (Updates)	39
Appendix 7: Unit Plan and Resource Allocation Timeline	42

SACRAMENTO CITY COLLEGE

Statement on Midterm Report Preparation

In fall 2003, Sacramento City College (SCC) underwent a comprehensive site visit by representatives from the Accrediting Commission for Community and Junior Colleges for the purpose of reaffirmation of accreditation. The evaluation report in its entirety was posted on the college website in January 2004.

The college's Executive Council immediately initiated plans to address the team's recommendations. Members of the Executive Council include shared governance representatives from administration, faculty, classified staff, and student government. The Council members reviewed the recommendations, determined the lead person (or group) who would assume primary responsibility for each task, and established an overall timeline with annual progress reports due in spring.

This Midterm Report, submitted in the third year following the evaluation team's site visit, addresses the college's progress on the evaluation team's recommendations (Appendix 4) as well as provides a forecast of where it expects to be at the time of the next comprehensive evaluation visit in 2009. The Midterm Report also updates the college's progress on the self-identified issues (Appendix 5) outlined in the Planning Agenda of the 2003 Self-Study Report. These institutional issues were identified as a direct result of the campuswide review for the comprehensive visit.

At the beginning of spring 2006, Sacramento City College established an Accreditation Midterm Report Committee composed of several administrators, faculty members, and classified staff (Appendix 1). A representative from management, faculty, and classified staff was then appointed to perform tri-chair responsibilities. Although invited to participate, student government leaders were unable to appoint any representative. Notwithstanding their direct participation, the tri-chairs shared all pertinent information with student leadership.

Smaller working groups were formed to ascertain and verify the progress made on each recommendations and supplemental action items. Select Committee members not only interviewed campus administrators, faculty members, district staff and trustees, classified staff, and students, but also examined supporting evidence and documentation (Appendix 3). Their conclusions were reported back to the entire Committee.

The faculty tri-chair compiled a draft report that was again reviewed by the entire Midterm Report Committee. This draft report was subsequently distributed to all college constituent groups, and two campus open forums were held for input and feedback. At the same time, the tri-chairs presented the report for discussion to the Managers' Council, the Academic Senate, Classified Senate, and finally to the Executive Council which includes a student representative (Appendix 2).

Based on feedback and responses, changes and revisions were made to the report with the final Midterm Report submitted to the Los Rios Community College District Board of Trustees for their review (Appendix 2).

Arthur Q. Tyler, President
Sacramento City College

Date

SACRAMENTO CITY COLLEGE

Midterm Report Responses to Recommendations

Sacramento City College (SCC) underwent a site visit in October 2003. The Accrediting Commission for Community and Junior Colleges (ACCJC) reaffirmed its accreditation at its January 2004 meeting. As required by ACCJC, the college submits a Midterm Report addressing the following areas:

- I. Responses to Team Recommendations and Commission Action Letter
- II. Summary of Self-Identified Action Items

I. Responses to Team Recommendation* and Commission Action Letter

Recommendation #1

To fully meet the standards related to planning, the college must:

- *Clarify the mission statement to better address the accreditation standard, especially as it relates to its link to the planning process and to defining the students that the college intends to serve; (Standards 1.2, 3.A.3, and 5.7)*
- *Refine an integrated and streamlined planning process, as well as a college plan, with standardized terms that faculty, staff and their departments can fully implement; (Standard 3.C.1)*
- *Ensure that all college faculty and staff are fully engaged, aware of, and implementing the planning process; (Standard 3.B.1)*
- *Identify college and student outcomes in such a fashion that collaboration for continuing improvement consciously and systematically occurs; (Standard 3.C.1)*
- *Emphasize the research and evaluation component of planning in order to use focused research information constructively and systematically to continually improve identified student achievement and college effectiveness outcomes. (Standards 3.1.4 and 3.B.2)*

Sacramento City College (SCC) has made significant progress on *clarifying its mission statement and integrating all institutional planning and review processes*. The college's Planning, Research, and Institutional Effectiveness (PRIE) Committee, composed of representatives from the campus shared governance groups, has been given primary responsibility for these two priorities.

During spring 2004, the PRIE Committee completed work on simplifying and clarifying the college's mission statement. First, the committee reviewed the philosophy of institutional mission statements and examined different community college interpretations. Second, this information was utilized to form a revised college mission

* Direct references to the visiting team's recommendations are noted throughout the narrative in *italics*.

statement as it relates to the student population and accreditation standards. At the same time, to reaffirm its currency, the committee also developed comprehensive criteria to evaluate and update the mission statement.

As a part of this initial review, the PRIE Committee prepared an informational report for the entire college community outlining several key themes and requesting feedback on a web-based survey. The 28-item survey focused on four themes: (1) what we are (2) who we serve (3) what we do, and (4) why we do it. The majority of respondents agreed favorably to 17 of the 28 statements.

The respondents believed that SCC should be an open-access, comprehensive community college serving a diverse student population and providing a wide range of student services and academic/vocational experiences. The college should offer opportunities for personal and life-long enrichment, career placement and job training, lower division and general education completion, and basic skills development while enhancing the intellectual, cultural, and economic vitality of the community.

The PRIE Committee used these survey results as the basis for a proposed mission statement. The Executive Council and all campus constituent groups reviewed the proposed mission at the end of spring 2004 semester. It was formally adopted in fall 2004, and the revised mission statement was published in the 2005-2006 College Catalog replacing all previous statements. In spring 2006, the college also adopted its first vision statement.

Currently, both the PRIE Committee and the Executive Council are continuing their work on two equally important areas: *refining, streamlining, and integrating all departmental /institutional planning and review processes; and, linking these processes directly to the college's mission statement, goals, and objectives*, the SCC Master Plan for Student Success, and to the priorities outlined in the districtwide Education Initiative. Of particular importance are the joint efforts of the Budget Committee, the PRIE Committee, and the Department Chairs Council to develop a unified Unit Plan and Resource Allocation Timeline that links individual department planning efforts with budget and resource allocations.

An essential element in the campuswide planning processes is the focus on individual departmental goals and objectives as presented in annual Unit Plans and expanded during the six-year program review process. Using a specialized web-based application program, all departments complete individual Unit Plans that outline curricular development on student learning outcomes and program outcomes. These Unit Plans also include current accomplishments, future directions/plans, resources needed to accomplish those plans as well as key performance indicators (KPIs) for on-going evaluation. In turn, the Planning, Research, and Institutional Effectiveness (PRIE) Office is able to provide *direct customized reports, research, and pertinent databases as documentation for continuous improvement and resource needs*.

Individual departments are able to utilize this data to assist in their six-year program

review and evaluation process. The data includes information on program effectiveness and outcomes with respect to degree/certificate completion, course persistence, and student achievement. Increasingly so, the PRIE Office is working to provide *specific surveys and statistics to assist in planning efforts, to assess programs, to help measure and determine outcomes, and to improve student achievement*. Some survey examples include the Noel-Levitz Student Satisfaction Survey, Dropped Class Survey, and Applicants Who Did Not Register Survey.

The PRIE Office also provides specific data to individual programs. The Tutoring Program tracks the success rates and persistence of students receiving tutoring assistance through the Beacon program and the Tutoring Center; the Distance Education program is able to examine the success and retention rates in distance education classes by different delivery modality, i.e., online, interactive TV, and hybrid as compared to face-to-face classes.

As such, campuswide efforts to *incorporate measurable learning outcomes as integral components of both educational programs and student services* have increased significantly since 2003. In fall 2003, the SCC Curriculum Committee adopted the formal inclusion of student learning outcomes (SLO) for all courses and programs submitted for review and approval. Particularly, each proposal was evaluated for the relationship between course objectives and student learning outcomes.

In fall 2004, the Academic Senate established a Student Learning Outcomes Advisory (SLOA) Group with membership from all instructional divisions and student service areas. During the following year, the SLOA Group developed a formal “Statement of Philosophy” that was subsequently adopted by Academic Senate (May 2005). Concurrently, the Faculty Research Coordinator and members of the Advisory Group have assisted individual departments to develop learning outcomes, and have presented numerous campus/district workshops including sessions at the first Los Rios Community College District Curriculum Institute (January 2005) and the Los Rios Counseling Association’s bi-annual meeting (October 2005).

At present, the SLOA Group is working with various disciplines to develop program outcomes for certificates/degrees, and has begun *campuswide dialogue on general education outcomes within associate degrees*. Individual Advisory Group members have also volunteered to mentor various departments undergoing program review. As of spring 2006, 16 academic and occupational departments have submitted program learning outcomes for 83 degrees and certificates. These figures are expected to increase as different disciplines begin the program review cycle.

Although considerable progress has been made in student learning and program outcomes, more work still needs to be done. Relevant research data to support assessment of courses and programs must be determined; methods for ongoing evaluation and improvement of outcomes must be established; methods for incorporating learning outcome assessment into institutional processes need to be discussed with full college participation; comparable outcomes must be designed for operational and administrative

services; and, intradistrict collaboration needs to be promoted and supported. One prime example is the current pilot project on student follow-up and program outcome in Psychology at all four colleges within the Los Rios Community College District. Initial results of this project have already been presented at the Cosumnes River College's Student Learning Outcomes Workshop in fall 2005, and complete results from this project are scheduled to be presented at a fall 2006 statewide conference.

From these department level reviews and planning processes, the college has begun work *correlating college goals and objectives with its own institutional planning and budget allocation cycle* as outlined in the Master Plan for Student Success. With input from various college groups, the PRIE Committee and Budget Committee completed a proposal for developing and linking both short- and long-term college goals with campuswide planning and budget preparation. This proposal will be submitted to the Executive Council in early fall 2006 semester and will be distributed back to various constituent groups for input and feedback.

Additionally, other essential planning projects are currently in progress. Both the PRIE Committee and the Budget Committee are working at integrating the annual departmental Unit Plans within the broader college planning process, while the Executive Council continues to focus on an institutional prioritization process.

The college has made several efforts to *maximize campuswide understanding and participation in these planning efforts*, but failure to regularly include faculty continues to be an issue. Despite many structural efforts to engage faculty in the planning process, numerous discussions in the Academic Senate, Department Chairpersons Council, Executive Council, and other shared governance committees have pointed out the lack of inclusion in planning efforts, information technology, resource allocation, and decisions on honors and awards. Although initial efforts at joint involvement have been implemented, such as the tri-committee dialogue on resource allocation, the college recognizes that inclusive participation is of primary concern, and that considerable work still needs to be done to assure active input from every campus group in all stages of planning and resource allocation.

Notwithstanding, in many cases, departmental and institutional planning efforts are guided by the SCC Master Plan for Student Success. This Master Plan identifies programs and services to meet student needs, prepares the college for future expenditure allocations, and links all planning elements into a single cohesive integrated process. Importantly, *to assist in campuswide understanding and participation in these planning efforts*, the PRIE Office maintains a web site outlining all components of the Master Plan for Student Success as well as supporting documents. This web site contains the profiles for all academic and vocational programs, student services, and administrative services with specific implications for resource allocations based directly on both program and service needs.

In the end, Sacramento City College will be able to link all elements of department and institutional planning not only to the college mission statement, but also to the priorities

set in the Education Initiative. The Education Initiative is the districtwide strategic plan developed with active participation of all district constituent groups. Beginning in 2004 and continuing into the present, the Education Initiative has focused on a dynamic strategy to retain students by addressing student success and retention as well as teaching and learning effectiveness. It is anticipated that by 2009, relevant data developed for the Education Initiative would result in critical analyses of all elements of student success and would be utilized to modify, create, or improve instructional programs and student services.

Finally, in order to fully *ensure and maximize campus involvement in the planning processes*, the PRIE Committee is currently developing a “dashboard” method of sharing measures of institutional effectiveness with all college constituent groups. This tool provides quick access to key performance outcome measures. Although institutional effectiveness (IE) data are already available in several formats, a unified dashboard structure and metrics would increase ease of understanding and would clearly outline the relationship of outcomes to college mission and goals.

Dashboard metrics are being developed for individual college goals, for focused college initiatives, and for all elements of mission statements. It is anticipated that dashboard data would be integrated into systematic processes for continuous assessment of student success and college effectiveness. The first "dial" or component of the dashboard will begin in fall 2006; other dials will be added in spring 2007, with the full dashboard established by fall 2007.

At the districtwide level, instructional and student services deans are working with district staff to develop a “decision support system” database and enrollment management system that would be accessible for queries and “what if” scenarios related to enrollment, outcomes, and student needs. Work will also be done on data or reports that would better support analysis and planning for future class schedules.

Along with these relevant data and reports, another element key to the successful integration of all the college’s planning processes is *continuous dialogue and evaluation*. Extensive efforts have been made to inform all administrators, faculty, and staff of each phase of the review and planning processes. Numerous workshops, training sessions, campus forums, and staff development activities for both campus and district constituent groups have been presented over the last several years. Group discussions at department meetings continued to focus on learning and program outcomes. Members of the Curriculum Committee have conducted additional Flex Day workshops and day-long sessions on the accreditation standards and the importance of learning outcomes in individual course curricula, certificates, and degrees.

Several campus committees and offices have also been involved in training activities. The Instruction Office conducts yearly program review meetings where information on student success and retention, enrollment trends, and course completion is distributed. Both the PRIE Office and the PRIE Committee have developed and distributed web-based informational reports and surveys. In conjunction with the Instruction Office, the

PRIE Office also offers specialized training sessions on components of the Unit Plans, on data collection and utilization, as well as the importance of key performance indicators.

The PRIE Committee and the Executive Council continue to inform faculty and staff on the planning process through outreach efforts and the shared decision-making process. Additionally, the Executive Council is planning to administer two surveys in 2006-2007: a "satisfaction survey" focused on the participatory governance process similar to the 2002 survey, and an "awareness" survey to ascertain faculty and staff awareness of the planning processes and their role in it.

As the college proceeds with its plans to integrate the mission statement, goals, and objectives with its planning processes, it is mindful that all constituent units must be actively involved at all stages. There are still concerns that consultation with constituent groups is not consistent in all planning and decision making proceedings, all academic and professional issues, and all student-related activities from inception to implementation. Data and research documentation, clear directions, and training must be provided for informed participation. As such, timely and informative communications remain a key commitment of the college. Campus input and feedback on various review and planning processes continue to be actively sought through various bulletins, flyers, brochures, or e-mail. Pertinent information from surveys, committee meetings and deliberations, and data analyses have been shared with the entire college through the printed media, electronic bulletins (eNews), recorded minutes, specialized web sites (e.g., the PRIE Office web site), and target mailings.

Recommendation #2

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

In response to this districtwide recommendation, the district has *reaffirmed its commitment to the development of centers as a regional approach to growth and has developed a common set of expectations concerning their development and support.* During 2004-2005, a series of discussions occurred in both Chancellor's Executive Staff meetings and Chancellor's retreats about the development of centers, and a series of critical elements and guidelines were proposed. These elements included the development of a common definition of "center"; the relationship of the center to the college; basic tenets of staffing and budgeting based on established formulas and procedures; and the use of district discretionary funds.

Fundamental to the concept of a "center" is the key premise that any center would be under the direction of one college. As such, the center would be developed and operated

as an integral part of the college and supported according to the established formulas and support systems of the district. A draft paper has been developed that incorporates these concepts and outlines support mechanisms. Major elements in the development of centers include facilities planning; curriculum and programs in both academic and vocational areas; administrative, faculty, and classified staffing; and student support services.

As enrollment grows, facilities would be expanded in three phases to accommodate this growth, beginning with a minimum of 15,000 assignable square feet (ASG) to a high of 75,000 ASG. Curriculum would continue to be designed and delivered by college faculty following curricular guidelines established by the college, and would support the college's general education, transfer, and appropriate vocational education programs. The first year of instruction of a program would be scheduled at a center, with second year courses offered only if they do not require specialized facilities.

The draft concept paper also assumes that staffing would be provided at a breadth and level consistent with the college's growth. Both full-time faculty and staff would be responsible for these programs and services, but not be assigned permanently to the center. Currently, faculty positions are allocated by a formula based on growth and retirements. This formula determines the number of positions for each college, and it would be the college's responsibility to allocate faculty positions for teaching assignments at a center. Classified staff positions are allocated by growth, facilities needs, and determination of available funds. Like faculty staffing, the college establishes its classified needs and makes decisions accordingly. Administrative oversight would begin with a dean level position and move to an associate vice president level as the center develops and is generating significant full-time equivalent students (FTES). The college and the district would be responsible for agreeing to this change in administrative oversight as growth and program complexities are analyzed.

Additionally, student support services would be developed to meet student demand and need. Such basic services include counseling, financial aid, enrollment assistance, and bookstore services. Again, the college determines how these services are delivered.

This draft concept paper is now in review and discussion at the colleges with input and feedback requested by the end of spring 2006 semester. It is expected that the Board of Trustees will receive the policy in fall 2006 semester.

At present, Sacramento City College is working under these proposed guidelines. There are two educational centers in Davis and West Sacramento and one outreach location in Downtown Sacramento. Both the Davis and West Sacramento centers are scheduled to move to new facilities in the next three years. The Davis Center holds classes at two locations: one in south Davis and the other in Olson Hall at the University of California Davis campus during the evenings. It is anticipated these two would be consolidated into a single new facility. The West Sacramento Center is scheduled to complete construction in 2009 as part of the new City Center development project.

Currently, programs at the Downtown outreach site and at the Davis and West Sacramento locations are slowly expanding. Academic and vocational classes as well as student support services are on the rise. Of continued concern, however, is the level and availability of resources to support these programs and services. The centers have adequate resources to maintain their programs but are limited by very tight budget constraints affecting both staffing and basic operations. For instance, at the two outreach locations, staffing is currently stable or has increased slightly. At the Davis and West Sacramento centers, there are personnel to staff the office on a regular basis. However, on the other hand, at the Downtown outreach center, there is only one permanent office staff member, making regular hours problematic.

At Davis, although counseling services are provided four days a week, the ratio of students to counselors remains higher than standard requirements. At the Downtown outreach site and at the West Sacramento Center, counseling services are provided only one day per week which is inadequate for present needs and demands.

Despite limited staffing, all the centers have been able to provide an increasing range of basic student services. Registration at the centers has been enhanced by the districtwide online registration, allowing staff to focus their efforts assisting special needs students with enrollment questions. Financial aid services are currently limited to assistance with Board of Governors waivers and to offering general financial aid workshops; all other financial aid questions are referred to the main campus. Assessment tests are by appointment only, and all assessment for the Disabled Student Programs and Services (DSP&S) occurs at the main campus. Finally, tutoring services have been limited, although special funding was allocated for spring 2006 semester and renewed for 2006-2007. This increased allocation would allow more tutoring hours available to students and for experimentation with online tutoring.

Classroom facilities and equipment are adequate to meet current instructional needs. Lecture classrooms are generally large, clean, and equipped with overhead projectors and white boards. Since 2003, the Downtown outreach location has upgraded the computer lab, while all the computers at the Davis Center have been upgraded to join two existing smart classrooms with computer overhead projectors. In summer 2006, the Davis Center would likely be connected as a Wi-Fi site, improving instructional options significantly. In addition, "smart classrooms" are available at each center for faculty who wish to use that technology.

As the district finalizes work on its policy of center development and implements the guidelines, consideration needs to be given to campus factors influencing center operations. For example, the decrease in categorical funding on campus has resulted in a decrease in course offerings at the centers. The district, college, and centers need to continue working together to assure that offerings and services at all centers adequately meet student demands and needs.

Recommendation #3

To fully meet the standards related to student support services, the college must:

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

As mentioned in the narrative for Recommendation #2, during 2004-2005, a series of discussions at the district level resulted in a draft policy that *focused on the development of centers, defined the relationship between the college and the centers, and proposed a series of critical elements, support mechanisms, and guidelines*. Essential to this proposed policy is the basic premise that any center would be under the direct leadership and supervision of one college. That is, the centers would be developed and operated as an integral part of the college offerings utilizing established formulas, budget, and support systems. Major factors that are considered include facilities planning; curriculum and programs in both academic and vocational areas; administrative, faculty, and classified staffing; and student support services.

After the formal adoption of this policy in fall 2006, the college can begin to link its major themes into an overall student services planning strategy. Student services departments will be able to *develop an integrated and comprehensive planning agenda that would address the type and level of student support services not only on campus but also at the outreach centers*. The PRIE Office, with the assistance of the PRIE Committee, Student Services departments, and other campus units, would be directly involved in the design of this plan. This integrated plan would incorporate existing campus planning and evaluation processes, information from the Unit Plans of individual areas, pertinent research data and statistics, student satisfaction survey results, as well as input and feedback from student leadership groups. Importantly, the data would provide *reliable research data and evidence* of student needs and demands, the type and availability of services for students, and *guidelines for future programs, projects, and services*.

In the interim period, individual student services areas are utilizing information and data results outlined in their program review findings and in their annual Unit Plans. Initial steps taken in spring 2004 to formalize the review and planning processes that would provide evidence of student needs and future guidelines among all student services staff have been suspended due to several key staffing vacancies and transitions. The vice president for student services responsibilities have been temporarily assumed by the president of the college; the director of student services is an interim position assigned only to special projects; the dean of counseling position has just recently been filled; and, transfer center tasks will soon be assumed by other staff members.

In spite of these staffing uncertainties and changes, student services faculty and staff continue to provide a wide variety of services to the students and the entire college community. Two particularly notable examples of major initiatives are: (1) a better relationship between the instruction and student services areas that has resulted from regularly scheduled meetings that coordinate activities and programs and discuss/resolve common issues; and, (2) electronic support to all campus and outreach students concerning assessment scores, registration and enrollment are now available online; educational plans are scheduled for online availability in 2006-2007.

In particular, updated specialized administrative software (PeopleSoft) has improved overall staff accessibility of student documentation and transcripts, with online prerequisite checking scheduled for completion during 2007-2008. Importantly, student access has increased dramatically with 85% of the students using online services before and during the semester.

Other planning projects and services have been initiated and implemented. Student services counselors are active participants on the Student Learning Outcome Advisory (SLOA) Committee. Student learning outcomes are being identified for areas in student services including general counseling and Disabled Students Programs and Services (DSP&S). The Education Initiative has focused on a dynamic strategy to retain students by addressing student success and retention, as well as teaching and learning effectiveness. By 2009, relevant data developed for the Education Initiative would result in critical analyses of all elements of student success and would be utilized to modify, create, or improve both instructional programs and student services.

Specific research projects, such as classroom and facilities utilization, *analyze available research data and new kinds of information to efficiently implement improvements to programs and services*. Work has begun on enhancing the publication of student performance data and on developing new outcome-based assessment, particularly for non-traditional students. This assessment process is being refined and improved to meet changing student needs, while other resources are being collected as part of effectiveness indicators of the Education Initiative and as baseline statistics for a Title III grant application that would explore a case management approach to counseling.

Although campus student services programs, projects, and activities have continued, the lack of an overall planning philosophy and staffing transitions/vacancies have influenced the level and the availability of services at the outreach centers. Currently, budgetary constraints, staffing inequities, and limited assistance for onsite counseling services, financial aid, matriculation, and assessment continue to be major impediments to a full range of student services for outreach students (see Recommendation #2). It is hoped that staffing would stabilize in 2006-2007 allowing the resumption of initial attempts at designing and implementing a research-based comprehensive review and planning strategy for both campus and outreach center operations.

Another program negatively impacted by the lack of a strategic plan and staff vacancies is an inclusive professional development plan directed at assisting staff with their training

needs. Regardless of limited progress, however, one positive factor in student services is the continued commitment to professional improvement to better assist students in their academic programs and collegial experiences. There is *active and constant participation in a variety of staff development activities at the state level, within the district, and on campus*. These activities include workshops, seminars, or training sessions in information technology, cultural awareness, curriculum and student learning outcomes, teaching effectiveness and performance indicators, and the role of accreditation standards in institutional planning processes.

At the state level, Sacramento City College has been a participant in several workshops such as the @ONE project funded by the Chancellor's Office of the California Community College. The major goal of this project is to enhance instruction and services through expanded uses of technology at the colleges. The Foundation for California Community Colleges (FCCC) and Microsoft sponsors eLearning Training. One major goal of FCCC is to enhance curriculum through innovation and cultivate staff knowledge in technology.

Within the district, specific workshops have centered on the use and implementation of the technological services and curriculum development. Of particular importance are the training sessions focused on updating skills with all elements of the Student Information System. The topics include the use of PeopleSoft software as it relates to student registration and class enrollment, and how to effectively assist students using eServices or completing financial aid applications.

In conjunction with individual colleges, the district also has provided workshops on curriculum preparation using SOCRATES (System for Online Curriculum Review and Technological Education Support), on the importance of student learning outcomes, and on the major themes of the new accreditation standards. Other sessions have assisted staff in effectively interpreting Education Initiative survey results on student success and persistence.

The Cultural Awareness Center, the Staff Resources Center, and Instructional Development have sponsored other opportunities on campus. They have offered an extensive list of different workshops, activities, online tutorials, and events given by professionals with expertise in a variety of areas. Major themes have included art and music performances, computer technology workshops, cultural diversity information, and other general interest topics such as workplace ergonomics. In February 2006, a series of Cultural Democracy workshops began, and resultant discussions have continued on campus.

Although an evaluation survey is still administered at each staff development activity, efforts have been sporadic at developing a formalized assessment tool specifically aimed at the value of the workshop to the person's work environment or responsibilities. The current survey only collects qualitative and quantitative data from attendees regarding aspects of the workshop that were most valuable, suggestions for improvement, means of learning about the workshop, and optional division identification.

Other specific research data linking student services goals and objectives with professional development activities is still lacking. Specialized evaluation tools to collect data on student learning outcomes needs must be designed and administered, while analytical data on student services needs should be generated in conjunction with the PRIE Office. Future staff development emphases can then be linked to the new technological advances, student academic demands, and awareness of cultural diversity.

II. Summary of Self-Identified Action Items

As part of the 2003 Accreditation Self-Study Report, Sacramento City College identified over 50 action items. Many of the tasks and broad themes that emerged from the planning agendas of the 1996 Standards 1, 2, and 3 in the Self-Study Report have already been discussed previously (see Section I) as these plans are closely related to the accreditation recommendations made by the visiting team. During 2004-2005, the college, through the PRIE Committee, evaluated the current mission statement and, with campus input, developed a revised statement. This statement was subsequently made available for printing in all college publications beginning in fall 2005. Currently, the PRIE Committee is developing evaluation criteria and plans that would integrate planning goals and objectives with the mission statement.

The college has made good progress at developing, publishing, and disseminating institutional policies and procedures, and in assuring that all publications are timely and accurate. For example, since 2004, multiple publications have outlined and articulated a systematic process regarding plagiarism. At present, both the Instruction Office and the Public Information Office (PIO) are evaluating their own processes and staffing to improve the development, publishing, and disseminating of both the college catalog and schedule of classes.

Although extensive work has already been completed on institutional review and planning processes, more still needs to be done. The PRIE Office in conjunction with the PRIE Committee and various participatory governance groups is working on several interrelated projects. These include identifying indicators for institutional effectiveness; implementing a feedback and evaluation process as indicated in the Master Plan for Student Success; aligning planning processes and resource allocations; and developing a comprehensive on-going program review process that encompasses all district and college operations and administrative services.

These ongoing planning projects also affect educational programs and student services (Standards 4 and 5). The PRIE Office is currently conducting surveys aimed at improving outcomes-based assessment and the achievement of competencies. Student performance data and other information from surveys and research projects are shared with the college community and integrated into the college's Education Initiative.

One element of determining institutional effectiveness focuses on student learning

outcomes. Since 2004-2005, the college has put a high priority on incorporating outcomes within the curriculum at the course, program, and degree levels. As such, student learning outcomes have been completed for a majority of the course offerings; program learning outcomes are developed as disciplines complete the six-year program review process; and, beginning in spring 2006, widespread efforts began on formulating general education learning outcomes.

A critical part of this curricular development is the increasing importance of information technology. Since 2003, the Information Technology (IT) Office and Committee, the Instruction Office, and the Curriculum Committee have jointly worked on several key projects, such as the technological infrastructure needed for on-site and distance education offerings. Campus forums have also been conducted on the establishment of an information competency graduation requirement.

Integrated technology support for course offerings is also taken into account. As such, the Instruction Office and IT Office are developing and implementing an integrated plan designed to meet the college's varied educational technology demands. These needs include information management systems used for curriculum; facilities inventory; enrollment; new and updated hardware and software for faculty and computer labs; and new technology-enhanced instructional facilities such as multimedia classroom and computer labs.

Equally important is the level of student involvement in the governance structure of the college. Since 2004, active student participation has increased dramatically with a variety of projects and activities. Regular meetings and focused student groups have looked at issues relative to student involvement and participation, and several recommendations have been implemented. Some recommendations include: developing a training and mentoring program for student representatives on faculty/staff hiring committees; encouraging a campus culture that values student involvement; and promoting and supporting students in co-curricular activities.

Other institutional activities that the college must integrate into the comprehensive review and planning processes are those focused on resources: adequate support for learning resources, budgetary and facilities needs, and qualified staffing (Standards 6, 7, 8, and 9). At present, the Budget Committee, the Learning Resources Center, and the college president are working to link funding requests and budgetary allocations to individual Unit Plans and to institutional goals and objectives. As available funds become increasingly restrictive, the college recognizes that fiscal priorities and individual unit budgetary allocations must correlate with those of the institution.

Since 2005, these participatory groups and other campus units have made important progress at setting budget priorities in information technology for the support of instructional programs and services for students, and for maintaining library and learning center resources. One major project focuses on shifting annual requests for software renewals and new or replacement computer hardware from a yearly basis to ongoing funding. Additional progress has been made in transferring tutoring funds and library

materials from a division-based line item to collegewide priorities.

Importantly, institutional work on facilities planning has been completed. The college has incorporated the completed Facilities Master Plan into the SCC Master Plan for Student Success with components on transportation, access, and parking. Publicized through the PRIE website, this Facilities Master Plan includes a prioritization process for all projects; a “best practice” model for building modernization based on needs and utilization; and a process to update room designations according to utilization categories.

Human resources continue to be a major priority for the college. Although the district has primary responsibility for all employee contracts and negotiations, the college has focused on separate activities in several areas: a better assessment of performance effectiveness; evaluations aimed at professional improvement; and increased cultural sensitivity.

Because teaching effectiveness remains a paramount goal of the institution, the candidate for a faculty position generally must present a teaching demonstration and must respond to in-depth questions regarding classroom management, pedagogical approaches, and teaching strategies. In fact, performance effectiveness and improvement are considered critical components in the evaluation processes for all employee groups.

Of equal importance is the college’s commitment to meeting the changing cultural diversity of the student population. Since 2004, the Education Initiative Cultural Democracy project has focused on issues related to diverse cultural approaches to learning and enhanced sensitivity to different diversities, including sponsoring a two-day workshop entitled “Beyond Diversity.” The Faculty Diversity Internship Program and the “Pathways to Los Rios” workshops have both attempted to increase the cultural diversity of applicants for open positions at the college. In spite of these efforts, additional work still needs to be done to recruit more qualified faculty and staff with experiences and understanding of the college’s increasingly diverse student groups.

Lastly, in the area of governance, the Los Rios Community College District Board of Trustees continues to provide leadership and support to all college activities, programs, and services. Board members have also focused on performance effectiveness and have held their own evaluative discussions, most recently at a spring 2006 Board Retreat.

Although strategies to improve college and district participatory governance processes continue to evolve, joint collaboration is happening in several areas. In 2004, in conjunction with the District Facilities Management Office, the college completed work on the Facilities Master Plan establishing the overall plan for the development of campus facilities to support the college’s mission. During the last several years, both the district and college have focused on better communications within all campuses and district constituent groups as well as increased active participation of faculty and staff at the early planning stage of major projects.

Of particular note is the increased campus accessibility to district information. Through

the district employee website, updated information is now made available to everyone: employee benefits, training opportunities, districtwide academic senate meeting minutes, emergency response procedures, job safety analysis, updated Board policies and procedures, and institutional research.

On campus, ongoing dialogue currently focuses on the increased role of all constituent groups in the governance of college programs and services. This improved communication would greatly clarify specific roles and responsibilities of each shared governance group on campus. Also, within the next two years, the PRIE Office plans to develop and administer an employee satisfaction survey to determine future collaborative efforts. Timely information on campus participation in institutional activities continue to be disseminated through various means: eNews, Executive Council representatives, the network-based Unit Plans, and various college websites. It is anticipated that this active involvement of the college community would greatly enhance widespread awareness of the institutional mission, goals and objectives, and planning processes.

APPENDIX 1

SACRAMENTO CITY COLLEGE Accreditation Midterm Report Committee Membership

The following list of individuals served on the Accreditation Midterm Report Committee representing their respective groups:

Elaine Ader	Administration
Julie Brootkowski	Classified Staff
Cathy Chenu-Campbell.....	Faculty
Karen Chewning	Classified Staff/Tri-Chair
Barbara Davis-Lyman.....	Faculty
Richard Erlich	Faculty
Charlene Graham	Classified Staff
Celina Sau Lin Ing	Faculty/Tri-Chair
Angelia Jovanovic.....	Faculty
Alan Keys.....	Faculty
Debra Luff.....	Administration
Pat Maga	Administration
Nelle Moffett.....	Administration/Tri-Chair
Don Palm	Faculty
Victoria Rosario.....	Administration
Dennis Smith.....	Faculty
Sharon Terry	Classified Staff
Robert Ullrey	Classified Staff

APPENDIX 2

SACRAMENTO CITY COLLEGE Timeline for Accreditation Midterm Report

Spring 2006-Fall 2006		
Date	Action	Comment
February 21	Committee Meeting	Discussion of Timelines Identification of Recommendations Identification of Action Items Committee Responsibilities
March 21	Committee Meeting	Working Groups Initial Reports
April 4	Committee Meeting	Working Groups Final Draft Reports
April 7		Final Draft to Tri-Chairs
April 17-20	Draft of Final Report	Committee members review and feedback
April 24	Draft of Final Report	eNews to all campus constituent groups
May 2	Academic Senate	1st Review and Feedback
May 3	Deans' Council	Review and Feedback
May 3-9	Revisions to Final Report	Tri-Chairs
May 10-11	Campus Open Forum	Review and Feedback
May 11	Classified Senate	Review and Feedback
May 15-16	Revisions to Final Report	Tri-Chairs
May 16	Academic Senate	2nd Review and Feedback
May 17	Executive Council	Review and Recommendation
May 18-23	Final Report Preparation	Tri-Chairs
May 24	Final Report	Forward to District Office
September 20	Board Presentation	Tri-Chairs
September	Final Report Preparation	Tri-Chairs and Accreditation Liaison Officer
October 9	Final Report	Forward to ACCJC

APPENDIX 3

SACRAMENTO CITY COLLEGE Documentation and Evidence List

Recommendation #1

Education Initiative Proposal, Los Rios Community College District, 2004.
Strategic Plan, Los Rios Community College District, 2002.

Campus Issues, #05-06-07, Executive Council, Sacramento City College, 2005-present.

College Catalog, Sacramento City College, 2005-2006.

Dashboard Matrix, Planning, Research, and Institutional Effectiveness Office,
Sacramento City College, 2005-present.

eNews, Sacramento City College, 2004-2005, 2005-present.

Informational Packets, Staff Development Office, Sacramento City College, 2004-
present.

Master Plan for Student Success, Sacramento City College, 2002.

Mission Statement Survey, Sacramento City College, 2004.

Planning, Research, and Institutional Effectiveness Committee Minutes, Sacramento City
College, 2003-2004, 2004-2005.

Program Review Reports, Sacramento City College, 2003-2004, 2004-2005.

Student Learning Outcomes, Program Outcomes, System for Online Curriculum Review
and Technological Education Support (SOCRATES), Sacramento City College,
2002-present.

Student Success and Distance Education Reports, Planning, Research, and Institutional
Effectiveness Office, Sacramento City College.

Survey on Mission Statement, Sacramento City College, 2004.

Survey of Staff Development Needs, Sacramento City College, Fall 2005.

Unified Unit Plan and Resource Allocation Timeline, Sacramento City College, 2006.

Units Plans and website, Planning, Research, and Institutional Effectiveness Office,
Sacramento City College, 2003-2004, 2004-2005.

Recommendation #2

Board Policies and Administrative Regulations, Los Rios Community College District,
2004-present.

Board of Trustee Minutes of Meetings, Los Rios Community College District, 2003-
present.

Centers Development Policy (Draft), Los Rios Community College District, March 2006.

Education Initiative Proposal, Los Rios Community College District, 2004.

Strategic Plan, Los Rios Community College District, 2002.

Master Plan for Student Success, Sacramento City College, 2002.

Planning, Research, and Institutional Effectiveness Committee Minutes, Sacramento City
College, 2003-2004, 2004-2005.

Program Review Reports, Sacramento City College, 2003-2004, 2004-2005.
Student Survey, Davis Center, Sacramento City College, 2005.
Student Survey, Downtown Center, Sacramento City College, 2005.
Student Survey, West Sacramento Center, Sacramento City College, 2005
Survey of Staff Development Needs, Sacramento City College, Fall 2005.
Unit Plans, Davis Center, Sacramento City College, 2005.
Unit Plans, West Sacramento Center, Sacramento City College, 2005.
Units Plans and website, Planning, Research, and Institutional Effectiveness Office,
Sacramento City College, 2003-2004, 2004-2005.

Recommendation #3

Board Policies and Administrative Regulations, Los Rios Community College District,
2004-present.
Centers Development Policy (Draft), Los Rios Community College District, March 2006.
Education Initiative Proposal, Los Rios Community College District, 2004.
Los Rios Classified Employees Association Contract, 2005-2010.
Los Rios College Federation of Teachers Contract, 2005-2010.
Strategic Plan, Los Rios Community College District, 2002.

College Catalog, Sacramento City College, 2005-2006.
Master Plan for Student Success, Sacramento City College, 2002.
Mission Statement Survey, Sacramento City College, 2004.
Program Review Reports, Sacramento City College, 2003-2004, 2004-2005.
Staff Development Activities, Staff Development Office, Sacramento City College, 2003-
present.
Student Learning Outcomes, Program Outcomes, System for Online Curriculum Review
and Technological Education Support (SOCRATES), Sacramento City College,
2002-present.
Student Survey, Davis Center, Sacramento City College, 2005.
Student Survey, Downtown Center, Sacramento City College, 2005.
Student Survey, West Sacramento Center, Sacramento City College, 2005
Survey of Staff Development Needs, Sacramento City College, Fall 2005.
System for Online Curriculum Review and Technological Education Support
(SOCRATES), Sacramento City College, 2002-present.
Unit Plans, Davis Center, Sacramento City College, 2003-present.
Unit Plans, Student Services, Sacramento City College, 2003-present.
Unit Plans, West Sacramento, Sacramento City College, 2003-present.
Website, Planning, Research, and Institutional Effectiveness Office, Sacramento City
College.

Action Items

Advertising Packets, Los Rios Community College District, 2005-2006.
Board of Trustee Minutes of Meetings, Los Rios Community College District, 2003-
present.
Centers Development Policy (Draft), Los Rios Community College District, March 2006.
Education Initiative Proposal, Los Rios Community College District, 2004.

Employee Satisfaction Survey, Los Rios Community College District, 2004-2005.
Pathways to Los Rios Summary, Los Rios Community College District, 2005.
Strategic Plan, Los Rios Community College District, 2002.

Academic Senate Guidelines for Distance Education, Sacramento City College, Spring 2006.

Academic Senate Meeting Minutes, Sacramento City College, 2004-present.

Budget Committee Minutes, Sacramento City College, 2005-present.

Executive Council, Issues Reports, Sacramento City College, 2004-present.

Faculty and Student Ethnicity Report, Sacramento City College, Fall 2003-Fall 2005.

Faculty Handbook, Sacramento City College, 2005-2006.

Honors and Awards Standing Committee minutes, Sacramento City College, 2005-present.

Information Technology Committee Minutes, Sacramento City College, 2005-present.

Learning Resources Committee Minutes, Sacramento City College, 2005-present.

Master Plan for Student Success, Sacramento City College, 2002.

Planning, Research, and Institutional Effectiveness Committee Minutes, Sacramento City College, 2003-2004, 2004-2005.

Program Review Reports, Sacramento City College, 2003-2004, 2004-2005.

Staff Development Activities, Staff Development Office, Sacramento City College, 2003-present.

Student Guide, Sacramento City College, 2005-2006.

Student Leadership Assessment Survey, Sacramento City College, 2004.

Student Survey, Davis Center, Sacramento City College, 2005.

Student Survey, Downtown Center, Sacramento City College, 2005.

Student Survey, West Sacramento Center, Sacramento City College, 2005

Survey of Staff Development Needs, Sacramento City College, Fall 2005.

System for Online Curriculum Review and Technological Education Support (SOCRATES), Sacramento City College, 2002-present.

Unified Unit Plan and Resource Allocation Timeline, Sacramento City College, 2006.

Unit Plans, Sacramento City College, 2004-present.

Website, Planning, Research, and Institutional Effectiveness Office, Sacramento City College.

APPENDIX 4

SACRAMENTO CITY COLLEGE Status Matrix (Recommendations)

This Status Matrix (Recommendations) is a working document outlining the progress Sacramento City College is making on each of the three recommendations cited by the accreditation visiting team in October 2003. The lead person or group is responsible for its implementation and annual update reports to the Executive Council. The annual update for 2006 is in progress.

The Accreditation Midterm Report Committee validated the information on the Status Matrix (Recommendations) during its own review and analysis processes. The narrative section of this report incorporates their findings and analyses.

21

Recommendation #1		
To fully meet the standards related to planning, the college must:	Status	Lead Persons or Groups
Clarify the mission statement to better address the accreditation standard, especially as it relates to its link to the planning process and to defining the students that the college intends to serve; (Stds 1.2, 3.A.3, and 5.7)	See Self-Identified Action Items (Appendix 5, Standard 1) for institutional actions taken to address this recommendation.	Planning, Research, and Institutional Effectiveness Committee (PRIE)
Refine an integrated and streamlined planning process, as well as a college plan, with standardized terms that faculty, staff and their departments can fully implement; (Std 3.C.1)	See Self-Identified Action Item (Appendix 5, Standard 8) for institutional actions taken to address this recommendation	
Ensure that all college faculty and staff are fully engaged, aware of, and implementing the planning process; (Std 3.B.1)	<p>2004: The Executive Council is responsible for communicating to constituent groups those aspects of planning that are brought to the Council. In 2006-2007, the Executive Council will conduct a survey to determine the level of faculty/staff engagement, awareness, and implementation of the planning process.</p> <p>2005: The Executive Council will consider combining this survey into the governance survey in 2005-2006. See also Self-Identified Action Items (Appendix 5, Standard 10) for institutional actions taken to address this recommendation.</p>	President's Cabinet Executive Council Dean of Planning, Research and Institutional Effectiveness

<p>Identify college and student outcomes in such a fashion that collaboration for continuing improvement consciously and systematically occurs; (Std 3.C.1)</p>	<p>2004: The college has initiated faculty-driven efforts in student learning outcome assessment that focus on the continuous improvement of teaching and learning. A total of 48 faculty and student service staff participated in hands-on Flex workshops (August 2003 and March 2004) that introduced learning objectives and outcome development at the course and unit level. A group of 8 faculty are currently participating in the SCC Student Learning Outcomes Assessment (SLOA) Institute for which they attended a full-day fall orientation on SLOA and designed course-specific projects that are currently being conducted (spring 2004). In addition, a team of 13 SCC faculty and administrators attended the Research and Planning (RP) Group's day-long workshop on student learning outcome assessment (April 2004) and are participating in follow-up planning meetings and flex activities in the future to spread the dialogue in this area.</p> <p>See also Self-Identified Action Items (Appendix 5, Standard 4) for institutional actions taken to address this recommendation.</p>	<p>Dean of Planning, Research and Institutional Effectiveness</p>
<p>Emphasize the research and evaluation component of planning in order to use focused research information constructively and systematically to continually improve identified student achievement and college effectiveness outcomes. (Stds 3.1.4 and 3.B.2)</p>	<p>2005: In fall 2004, a Student Learning Outcomes Advisory Committee was established under Academic Senate. The Advisory Committee began developing a white paper on student learning outcomes (SLO) at SCC. That fall 2004 flex activity drew about 25 faculty. The second annual SLO Institute attracted another group of 8 faculty. A presentation on SLOA was given to about 100 faculty at the January 2005 Curriculum Institute.</p> <p>See also Self-Identified Action Items (Appendix 5, Standard 3) for institutional actions taken to address this recommendation.</p>	<p>Vice President of Instruction</p>

Recommendation #2		
	Status	Lead Persons or Groups
The Los Rios Community College District has developed a strategic plan to serve the people within the district through the creation of four colleges and a series of education centers affiliated with each of those colleges. The team recommends that, in order to increase effectiveness, this plan should include appropriate provision for delivery of necessary instructional and student support services at all of the existing centers and at those that may be created in the future. (Stds 4.A.4, 4.D.1, 4.D.2, 4.D.7, 5.6, and 6.7)	2006: District wide discussions occurred during 2003-2004 in both Chancellor's Executive Staff meetings and Chancellor's retreats about the development of centers. A series of critical elements and guidelines were proposed. A draft paper was developed that incorporated these elements and guidelines. The draft concept paper was shared with the colleges for review and discussion. Feedback was requested by the end of spring 2006 semester and the final document will be presented to the Board in fall 2006.	Vice President of Student Services

Recommendation #3		
To fully meet the standards related to student support services, the college must:	Status	Lead Persons or Groups
Develop a fully integrated, research based, comprehensive plan to deliver student services in a manner that addresses the equity of resources and services at the campus and the centers; (Std 5.3, 5.5, 5.6, and 5.10)	2006: Individual areas within Student Services have conducted program review and are using the findings of the review in their annual unit plans. Work groups of student services area representatives were formed around each of the accreditation recommendations to develop action plans. Outreach Center Deans have been working more closely with Student Services Deans to provide more services at the centers. Joint meetings of the Academic Deans and Student Services Deans were implemented on a biweekly basis in 2005-2006 to improve communication, collaboration, and planning.	Vice President of Student Services
Develop among student services professionals a culture of evidence that characterizes student services at SCC; (Std 5.3, 5.5, 5.6, and 5.7)	2006: Online education plans were implemented in spring 2006. SARS Grid and SARS Track are being evaluated to track student access to various services. A Student Services representative participates on the Student Learning Outcomes committee and has begun to identify student learning outcomes in DSPS and Counseling. An Enrollment Management team has been formed to examine data and develop systematic processes for the start of each semester. Effectiveness indicators were developed for the Education Initiative, the Title III grant application, and the college goals. These effectiveness indicators are being tracked through the development of a dashboard and a college scorecard.	Vice President of Student Services
Develop a comprehensive staff development program that addresses the needs of classified staff, particularly in student services, as well as instruction and administration, in the PeopleSoft information system; in developing data measures to use for improvement including student learning outcomes, service needs assessment, and student satisfaction with services; and in cross-functional office operations to cover for retiring staff. (Std 5.3, 5.9, 5.10, and 7.C.1)	2004: (1) A comprehensive needs assessment process is being developed and administered by the Staff Development Committee and Information Technology (IT) staff. A comprehensive survey of staff development needs will be developed based on the results of an appreciative inquiry based survey process. (2) Workshops on the PeopleSoft upgrade were delivered to classified staff, counselors, and administrators during the spring semester with the upgrade to Version 8.1. 2005: Training is provided as systems are expanded to different departments - such as Keyfile, the Financial Aid application, and SARS Grid. These training functions are provided by the department using the application with assistance from IT staff and contractors as needed. Issues involving student learning outcomes are being addressed by a collegewide task force on SLOs.	Dean of Information Technology

APPENDIX 5

SACRAMENTO CITY COLLEGE Status Matrix (Self-Identified Action Items)

This Status Matrix (Self-Identified Action Items) is a working document outlining the progress Sacramento City College is making on its own self-identified action items from the October 2003 Accreditation Self-Study Report. The lead person or group is responsible for its implementation and annual update reports to the Executive Council. The annual update for 2006 is in progress.

The Accreditation Midterm Report Committee validated the information on the Status Matrix (Self-Identified Action Items) during its own review and analysis processes. Additional information on direct linkages between institutional action items and institutional progress on the recommendations were incorporated into the Status Matrix (Recommendations). The narrative section of this report briefly summarizes findings and analyses.

Note: Sacramento City College has completed work on several action items. These are indicated in italics.

25

Standard 1	Status	Lead Persons/Groups
<p>During 2003-2004, the Planning, Research, and Institutional Effectiveness (PRIE) standing committee will lead the college in clarifying its mission statement so that it (1) clearly identifies the students the college intends to serve (e.g., transfer and vocational), (2) is measurable, and (3) is the driving force behind the planning goals and objectives, and the evaluation process.</p>	<p>2004: The Planning, Research, and Institutional Effectiveness (PRIE) Committee prepared a web-based survey to obtain feedback from the college on phases to be used in developing a new mission statement. The April 2, 2004 issue of SCC e-News announced the pending mission revision and the web-based survey. The survey was administered following spring break. The committee will use the results of the survey to develop a proposed mission statement. The proposed mission statement will be submitted to Executive Council on a “Campus Issues” form prior to the end of the spring 2004 semester.</p> <p>2005: The new college mission statement was adopted fall 2004. The committee reviewed the dashboard* method of reporting institutional effectiveness indicators related to the mission statement.</p> <p>*dashboard – a tool for providing at-a-glance access to key outcome measures</p>	<p>Planning, Research, and Institutional Effectiveness Committee (PRIE)</p>
<p><i>The PRIE Office will work with the Public Information Officer to ensure that the current mission statement is published in its entirety in all relevant print and Web-based</i></p>	<p><i>2004: The Dean of PRIE and the Public Information Officer have worked together to ensure that the current mission statement is correctly published in all print and web-based publications. The Dean of PRIE is on the distribution list to review the mission statement prior to publishing the</i></p>	<p><i>Dean of Planning, Research, and Institutional Effectiveness</i></p>

<i>publications.</i>	<i>college catalog each year. Once the new mission statement is developed, the Public Information Officer and Dean of PRIE will need to ensure that it replaces all of the old mission statements. 2005: The new mission statement has been published in the 2005-2006 Catalog and is posted on the college website.</i>	
<i>During 2003-2004, the PRIE Committee will evaluate the college mission statement as it relates to the changing college environment and the accreditation standards and develop a process to systematically evaluate the mission statement and revise it as needed.</i>	<i>2004: The PRIE Committee conducted a review of many college mission statements and developed some criteria for evaluating SCC's mission statement. The committee felt that our current mission statement does not meet these criteria. The committee developed an information paper for the college community explaining why the college mission statement needs to be revised. This paper was distributed in the April 2, 2004 issue of SCC e-News. 2005: The mission statement will be reviewed each year by the PRIE Committee</i>	<i>Planning, Research, and Institutional Effectiveness Committee (PRIE)</i>

Standard 2	Status	Lead Persons/Groups
Develop, publish, and disseminate "Current Status" for revision of publications that allow adequate time for review and editorial input.	2005: During fall 2004, the Instruction Office prepared and disseminated a memo including responsibilities and "Current Status" for the college's 2005-2006 catalog and schedules. In addition, a small task group was formed in spring 2005 to review and update the Faculty Handbook.	Vice President of Instruction
Develop clear lines of responsibility for reviewing and editing publications and ensure that adequate resources and personnel are allocated to provide the highest level of quality, accuracy and precision for all publications.	2005: With multiple changes in responsible staff, this planning agenda item was delayed until new, permanent staff was in place to participate in the development of roles and responsibilities.	Vice President of Instruction
<i>Create a better structured system of enforcement for dealing with student plagiarism</i>	2004: <i>SCC Faculty Handbook, SCC Student Guide and Los Rios Community College District (LRCCD) Board Regulation 2400 and 2440, outline and articulate a systematic process regarding enforcement for dealing with plagiarism</i>	<i>Vice President of Student Services</i>

Standard 3	Status	Lead Persons/Groups
<p><i>In the next planning cycle, the district and the college will initiate reciprocal communications to ensure that there is understanding throughout the district concerning the fit between the district and individual college institutional plans.</i></p>	<p>2005: <i>The PRIE Committee discussed this issued and had difficulty determining how to ensure "reciprocal" communication. The recent Facilities Master Planning process included both district and college participation. Districtwide strategic planning includes participation from all the colleges. College level unit planning occurs entirely within the scope of the college. The PRIE Committee was unable to identify any specific process that it can impact to address this issue. The discussions also brought out that there are many aspects of planning (e.g. facilities, budget, human resources) that are not within the charge of this committee and these may be the areas where college faculty and staff have the most concerns</i></p>	<p><i>Planning, Research, and Institutional Effectiveness Committee (PRIE)</i></p>
<p>During 2003-2004, the PRIE Office, in conjunction with members of the Executive Council, Deans Council, Department Chairs Council, and the PRIE Committee, will identify indicators for institutional effectiveness and make this data available to the college community.</p> <p>The college will also implement a feedback and evaluation process as indicated in the SCC Plan for Student Success that would include measuring the effectiveness of the unit-specific Key Performance Indicators and a system for reviewing of the effectiveness and utility of the processes.</p>	<p>2005: The PRIE Committee has reviewed the dashboard method of reporting indicators for institutional effectiveness. The PRIE Office has begun to identify data elements to include in the dashboard.</p> <p>2006: The dashboard uses national, state, district, and college historical data as a benchmark. The Planning Committee has been charged to develop a new process for developing college goals. The chairs of the Planning Committee, Budget Committee, and Department Chairs Council are working together (as the Tri Committee) to create a new model for integrating planning and resource allocation. The Planning Committee is evaluating the effectiveness of the entire college planning process and identifying areas needing improvement.</p>	<p>Dean of Planning, Research, and Institutional Effectiveness</p>
<p>During 2003-2004, both the district and the college will develop a comprehensive, on-going program review process to encompass all district and college operations and administrative services.</p>	<p>2006: College program review was initiated for operations and administrative services and will be accomplished by the end of spring 2007.</p>	<p>President's Cabinet</p>
<p>By fall 2004, the PRIE Office will complete and implement the operational design of the college strategic plan, including the prioritization steps in the Planning and Resource Allocation process, as outlined in the SCC Plan for Student Success.</p>	<p>2006: This design was delayed. In 2005-2006 a process was initiated to create a new planning and resource allocation procedure. The college Tri Committee was created to finalize steps and ensure integration of planning and resource allocation.</p>	<p>President's Cabinet</p>

Standard 4	Status	Lead Persons/Groups
<p>To ensure educational programs are aligned with the college mission and have adequate resources: Annually, the college will monitor student enrollment research and adapt programs and courses to meet the emerging educational needs of its students and, through its newly integrated planning processes, will identify, prioritize, and evaluate the sufficiency of the financial and human resources that support its educational programs and services.</p>	<p>2004: Since October 2003, many curriculum proposals to revise course outlines have been submitted to the Curriculum Committee to meet the emerging needs of students. Specific examples include History 380, History of the Middle East and Math 80, Mathematics Study Skills that have been developed to base on expressed student interest and identified remedial needs. In late December 2003 and early January 2004, funding requests were developed, submitted, and prioritized using Unit Plan data/information to support specific educational programs and services. A request for enrollment research on student retention in Science courses has been forwarded to the college's research office to assist Chemistry faculty in designing appropriate courses. 2005: The college curricula remain a dynamic blend of programmatic changes and emerging student needs. During the 2004-2005 curricular cycle, the Curriculum Committee approved 38 new to district and/or college courses and developed/revised more than 60 degrees and certificates.</p>	<p>Vice President of Instruction</p>
<p>To support the integration of instructional technology and students' acquisition of technology competencies: By 2003-2004, the Instructional Services and Information Technology (IT) offices will develop a process and an implementation plan to meet the college's varied educational technology needs, including faculty computers and software, computer lab replacements and software upgrades, new technology-enhanced instructional facilities, such as multimedia rooms and computer labs, and curriculum management systems that result in "user-friendly" forms and proposal processes, and enhanced access to course outlines.</p>	<p>2004: (1) The IT Department submitted a request to the Budget Committee to establish sinking funds for faculty/staff computer replacements and maintenance of network equipment. (2) The district has been developing a curriculum management system to be implemented in fall 2004. (3) The major IT projects process has been followed with recommendations to the Budget Committee. A number of multimedia rooms were funded under that process. The Budget Committee has recommended that this process be continued next year. (4) The district office is starting a project to determine which software programs can be purchased with districtwide site licenses. 2005: (1) A request was submitted to the Budget Committee to continue the cycle for computer, server, and network equipment replacement and upgrades. The proposal was accepted by the Budget Committee. (2) Districtwide purchasing contracts have been put in place for Adobe software, in addition to the existing contracts for Microsoft, ESRI, and AutoCAD. (3) Technology enhanced facilities are being designed for the buildings undergoing modernization.</p>	<p>Dean of Information Technology</p>
<p>To ensure the quality of instruction, academic rigor, and consistency of awarded credit: Beginning in 2003, the Curriculum Committee will work with faculty to evaluate the establishment of an information competency graduation requirement and/or courses, identify and re-evaluate general education courses in oral communication and critical thinking, and review all courses to ascertain consistency in the application of</p>	<p>2004: An SCC Information Competency Committee has been established. This committee has been meeting every month. Reports have been submitted to the Curriculum Committee and the Academic Senate. The General Education Subcommittee of the Curriculum Committee has continued to review "New to College" and "New to District" courses, as well as courses undergoing program review and established courses requesting general education status. The Distance Education Subcommittee of the Curriculum Committee has continued to review "New to College" and "New to District" courses, as well as courses undergoing program review and established courses requesting distance education modality</p>	<p>Curriculum Committee</p>

<p>criteria for credit hours and distance education courses.</p>	<p>2005: The SCC Information Competency Committee has scheduled the first of many forums to discuss information competency with the college community. The General Education Subcommittee and the Distance Education Subcommittee continue to review “New to College” and “New to District” courses, as well as courses undergoing program review. In addition, the other subcommittees (Prerequisite/Corequisite/Advisory, Multicultural, and Honors) continue to review “New to College” and “New to District” courses, as well as courses undergoing program review. A Student Learning Outcomes (SLO) Task Group was appointed by the Academic Senate. SLO reports have been submitted to the Academic Senate and the Curriculum Committee</p>	
<p>To improve student learning environments and opportunities: By 2004-2005, the Office of Instruction in conjunction with the Office of Administrative Services will conduct inventories of instructional space and usage in order to provide sufficient physical and technological space for educational programs at all service locations, and identify strategies to increase the number of degrees and certificates conferred through the development of new programs, the expansion of existing programs, the development of a degree audit system, and the enhancement of educational program materials available to students.</p>	<p>2004: Inventories of instructional space (lecture, lab) have been developed and are being refined for usage in improving physical learning environments for students. New enrollment management activities, with all college constituencies involved, have been developed focusing on student recruitment and retention. With the district's upgrade to PeopleSoft Version 8.0, a degree audit system is available and feasibility of it is being reviewed by a district-liasion group. 2005: A procedure for scheduling classes and utilizing instructional space has been developed and implemented. Divisions provide an initial schedule and room utilization that is reviewed by the Instruction Office for best possible options. Additional discussions regarding a degree audit system have revealed some challenges in the area of prerequisite checking, but future, more-detailed discussion at the district level are planned.</p>	<p>Vice President of Instruction</p>
<p>To ensure educational programs are structured to support student achievement and program-based learning outcomes: Beginning in 2003-2004, the college's PRIE Office will develop strategies to increase frequency and consistency of publication of student performance data, and will develop survey methodologies to identify opportunities for educational programs to improve outcomes-based assessment and student acquisition of academic and technical competencies and overall achievement, particularly for non-traditional students.</p>	<p>2004: Recent student interest and performance data has been shared with college constituencies, including survey results of students seeking courses and 7 student follow-up studies in various programmatic areas. A new Noel-Levitz study is currently underway at the college to assess student satisfaction. Faculty/administrative teams participated in a Learning Outcomes Institute hosted by the RP Group for the purposes of informing and improving outcomes-based assessment. 2005: The Noel-Levitz student satisfaction survey was completed and student focus groups were conducted to assess student needs. The results were shared with the college community and partially integrated into the college's “Education Initiative.”</p>	<p>Vice President of Instruction</p>

Standard 5	Status	Lead Persons/Groups
Increase student participation in the participatory governance process	<p>2004: Completed since October 2003: 1-1 outreach, programs and activities, and marketing resulting in increased student awareness and involvement as compared to the past five years. The Student Leadership and Development (SLD) Coordinator will work with the ASG and the clubs via the Specialist during the 2004-2005 academic year to review the "Planning Agenda" assignment and develop a plan. Action and implementation will happen during the 2005-2006 academic years.</p> <p>2005: The SLD Coordinator, along with the Cultural Awareness Center Coordinator and a student representative from the Associated Student Government (ASG), met, reviewed the assignment, and developed a plan. In order to gather more information, we held two focus groups and an Academic Senate brainstorming session. From these, we have generated themes and recommendations. Our next step will be to submit recommendations and take action when/where appropriate.</p>	<p>Vice President of Student Services</p> <p>Associated Student Government</p>
Ensure that on-line admission and registration systems are effective and user-friendly; that implementation of all components of the PeopleSoft Student Administration systems, including prerequisite checking, degree audit, financial aid, assessment, and MIS, are effective and user-friendly; and the PeopleSoft Project include broader user input at all levels of planning, implementation and training.	<p>2004: District IT continues to improve and enhance on-line admission and registration system. A monthly PeopleSoft update is distributed through email to keep the campus informed of all of the improvements, enhancements and issues related to PeopleSoft. At District level, prerequisite checking and degree audit are currently on hold. District implemented PeopleSoft version 8 and this version is designed to be more user friendly. The Districtwide PeopleSoft Liaison Team has expanded its membership to include more faculty representation in addition to representatives from classified staff and management groups.</p>	<p>Vice President of Student Services</p>
Place a high priority on hiring faculty who represent the student population	<p>2004: Since Affirmative Action is now defunct, our major tool is education. We are actively training faculty, managers and staff to serve as equity officers on hiring committees. A sensitivity to the multicultural make-up of our campus community is a vital part of that training and of the interview process. In addition, we continue to attempt to reach out to the surrounding community through "Pathways to Los Rios" programs offered throughout the year. Since its inception three years ago, the Pathways workshops have doubled attendance each year. Further, members of the Pathways Steering Committee have made themselves available to conduct workshops for individual community groups on site. This information is conveyed to a wide range of community based organizations in the greater Sacramento region.</p>	<p>Staff Equity and Diversity Committee</p>
<i>Conduct a needs assessment of the community and student population to provide input into designing appropriate, comprehensive, reliable, and accessible services to students.</i>	<p>2004: <i>Needs assessment is a part of Student Services Program Review. Program review information is incorporated in the planning process and reflects in each unit plan.</i></p>	<p><i>Vice President of Student Services</i></p>

Standard 6	Status	Lead Persons/Groups
<p>By 2005, the college will develop stable, adequate, and continuing operating budget resources, including sinking funds, to systematically provide for growth and maintenance of library materials and services, computer and network systems and software, and tutoring services and computer labs.</p>	<p>2004: (1) IT/network budget issues recognized/addressed for the first time with Budget Committee. (2) One-time-only funds recommended for IT Infrastructure and Faculty/Staff Computer Replacement. (3) Historical Commitment of \$50,000 for Library Materials continued. (4) As indicated in committee charge supports historical funding bases 2005: Continued support of library materials, tutorial services, replacement cycle for faculty/staff computers, and IT infrastructure. Adequacy of funding sources variable from year to year depending on available sources</p>	<p>Budget Committee</p>
<p>By academic year 2003-2004, staff responsible for providing information and learning resources will work with appropriate constituency groups to set base annual replacement rates and allocation processes.</p>	<p>2004: (1) The IT Department submitted a request to the Budget Committee to establish replacement rates for faculty/staff computer. (2) The IT Committee has developed a series of options for allocations and will be reviewing them in fall 2004. (3) Has been addressed before/Partially completed/Will be addressed in the next year. The Learning Resources Committee (LRC) has recommended replacement rates that meet industry standards as well as allocation processes in place for Library/Instructional Media, Tutoring, Audiovisual, and Computers. Their full implementation requires stable, adequate and continuing operating budget resources. Since October 2003, the LRC has submitted budget requests for books, audiovisual, tutoring and major IT projects for 2004-2005, identified resources needed to accomplish unit goals in the Unit Plans for 2004-2005, and submitted to the Vice President of Administrative Services its College Discretionary Fund Budget Planning Input Sheet (Base Allocation). A status report for each area follows:</p> <p>Library/Instructional Media - Partially Completed: (1) In a district wide study completed in 1999, the annual rates for maintaining and replacing lost, destroyed, or worn out library materials was set at 3% of the collection size, a rate accepted in California and a reduction from the American Library Association/Association of College and Research Libraries (ALA/ACRL) national rate of 6%. (2) In addition to replacement, new materials are required to meet college growth. Title 5 standards for collection size rise by 7500 volumes and 200 videos at each increment of 1000 additional FTES, so the growth rate in new materials will fluctuate with growth in FTES. For a 2% growth in SCC FTES (300 students), the annual collection growth rate would be 3.2% (2272 vol.). The combined annual replacement and new materials acquisition rate in this scenario would be 6.2%. (3) The library needs to develop replacement rates for electronic databases. (4) The library has in place a process for allocating materials funds based on program enrollment, circulation rates, and previous allocation. The realization of</p>	<p>Dean of Information Technology</p>

	<p>materials replacement rates and allocation processes are contingent upon adequate, stable funding. The college has a historical commitment to allocate \$50,000 a year for library materials, and this year the Library Department has requested that the Budget Committee continue funding this item.</p> <p>Tutoring - Partially Completed: (1) Funding to pay tutors in the LRC and in instructional divisions across the campus comes primarily from a one-time only allocation that needs to be appropriated to this program by the Budget Committee every year. The program has submitted to the Budget Committee on behalf of all labs/programs a funding request for \$151,000 for 2004-2005. The college still needs to address the allocation process for this large program. (2) The college's tutoring budget is centralized and administered by the Learning Resources Division. The program uses an allocation formula based on previous allocation and student enrollment in each instructional lab/program that provides tutoring. The formula is reviewed and revised when changes in enrollment occur or when new labs/programs are added.</p> <p>Technology - Partially Completed: The LRC supports instructional technology needs of the college both in the existing (media production, audiovisual, television) and emerging (instructional development/innovation, online, interactive television) technology areas. Replacement rates established by industry standards for equipment are in the 3-5 year range.</p> <p>Audiovisual - Partially Completed: The college has established an Audiovisual Pool to fund audiovisual needs. Funding is appropriated on an annual basis as one-time-only and it may vary from year to year. A funding request for \$40,000 has been submitted to the Budget Committee for 2004-2005.</p> <p>Emerging Technologies - Not completed: Allocation processes or replacement rates have not been specified for this function.</p> <p>Computers – Completed: Student and staff computers are part of the college's replacement cycle.</p> <p>2005: The IT Committee reviewed and recommended the replacement proposal that was made to the Budget Committee for FY2005-2006. A second discussion was held on how to meet the needs of faculty and staff who need new computers in order to meet work requirements but who are not in the current year's replacement cycle.</p>	
--	---	--

Standard 7	Status	Lead Persons/Groups
The college will develop a systematic approach, connected to the planning process, for classified staff hiring.	To meet the changing needs of the institution, there needs to be some development of criteria to evaluate needs objectively but also allow flexibility to re-prioritize and re-allocate classified staff resources as funding and job requirements change. For example, if additional categorical resources become available to meet an existing need met with unrestricted funds, resources should be re-allocated to other unmet needs to the extent that there is no restriction on supplanting existing positions. In addition, as job requirements change to either increase efficiency, thereby reducing staff needs, positions should be re-allocated to address higher priorities.	Vice President of Administration
<i>The college and district office will explore modification of the existing recruitment methods for classified staff positions to improve alignment of advertised duties and responsibilities with actual job requirements.</i>	2005: <i>The district has multiple job descriptions that should encompass the basic duties required of each job. To the extent that is not true, job duties may be modified to align with actual job requirements by approval of the Vice Presidents of Administrative Services, unions and district human resources. In addition, new job descriptions may be needed to address changes in need and may be proposed and routed for approval as necessary.</i>	Vice President of Administration
The college and the district will improve the hiring process of faculty to include better assessment of teaching effectiveness and better training of team members for equity methods and policies.	2005: During spring 2005, more than 20 full-time faculty members were hired by the college. Teaching effectiveness was assessed during these processes through prepared or impromptu teaching demonstrations, as they vary from department to department. Training in equity methods and the overall hiring process was provided to all selection committee members by the committee chairpersons.	Vice President of Instruction
The college will review the evaluation processes for management, faculty, and classified staff and develop mechanisms to ensure: (1) timely implementation of reviews; (2) systematic monitoring of the process; and (3) the ability of the process to encourage improvement.	2004: President's Cabinet will explore setting up a tracking system for faculty evaluations.	President's Cabinet
The college will plan to provide for appropriate staff development opportunities for all categories of employees and regularly assess the effectiveness of programs and activities.	2004: (1) A needs assessment tool is being developed and administered by the Staff Development Committee and IT staff. (2) Evaluation tools on workshop effectiveness are administered after each staff development activity. 2005: (1) A needs assessment tool is being refined and administered by the Staff Development Committee and staff responsible for student development activities. (2) Evaluation tools on workshop effectiveness are administered after each staff development activity.	Dean of Information Technology
<i>The college and the district will investigate the practices and the appropriateness of locally stored unofficial personnel files and payroll data.</i>	2005: <i>Managers and supervisors may maintain unofficial personnel files and payroll data, provided such files are properly secured in a locked file cabinet, with access to those files limited to use for appropriate business purposes by appropriate personnel. Files should not contain personal information such as social security numbers.</i>	Vice President of Administration

Standard 8	Status	Lead Persons/Groups
Prepare a “Master Plan for Student Success” that is driven by educational programs and services. The Master Plan will contain implications for human resources, information technology needs, facilities, and budget which are driven by programmatic and service needs	<p>2004: The PRIE Office has developed a website that contains all of the elements of the “Master Plan for Student Success” as well as supporting documents. This website contains the profiles for all of the educational programs, student services, and administrative services. These profiles contain implications for human resources, information technology, facilities, and budget that is driven by programmatic and service needs. The Dean of PRIE is participating in the Master Planning Group and facilitating the development of the presentation of the Facilities Master Plan to the Board.</p> <p>2005: The facilities component of the Master Plan was completed in June 2004.</p>	Dean of Planning, Research, and Institutional Effectiveness
<i>Address the need for increased parking for the SCC campus. Integrate the “Transportation, Access, and Parking Plan” into the Master Plan for Student Success.</i>	<p>2004: <i>“The Transportation, Access, and Parking Plan” has been incorporated into the Facilities Master Plan. This addresses the need for increased parking on campus. In addition, the district will be conducting an election among students regarding a Universal Pass for Regional Transit.</i></p> <p>2005: <i>The Universal Pass was approved and implemented in Fall 2004. The Facilities Master Plan addresses increased parking through the construction of a multi-story parking structure.</i></p>	<i>Dean of Planning, Research, and Institutional Effectiveness</i>
Develop a collegewide prioritized listing of needs based upon programs and services and their functional relationship to facilities.	2004: The process to develop the facilities master plan included a determination of needs and a priority ranking of facilities projects. Program needs will be further specified as each project is developed.	President’s Cabinet
<i>Develop and publish a process to update room designation according to utilization category.</i>	2004: <i>Procedures for updating the SCC Facilities Space Inventory were published in August 2003. They are included in the front of the April 2003 Space Inventory that was distributed to all SCC managers. Changes to the inventory must be sent through the area dean/manager to the Operations Division for processing with district facilities management.</i>	<i>Director of Operations</i>
<i>Make clear to college constituencies the utilization, computation, and implications of the capacity/load ratio for existing and new building construction.</i>	2005: <i>The capacity/load ratio is a formula used by the State to prioritize new construction and remodel (not modernization) projects for funding. The ratio is defined in Regulation 8417. In summary, the ratio is computed as a percentage of the capacity of existing facilities based on a standard expected utilization of different categories of space (lecture, lab, library, office, audiovisual television, physical education, Bookstore/Cafeteria and parking) to the anticipated load projected by state enrollment forecasts. The lower the percentage, the higher the state prioritizes projects. Because the college has a relatively high capacity/load ratio, which reflects a high capacity and limited projected enrollment, it does not rank high for projects that add new square footage or convert low capacity use into high capacity use. To the</i>	<i>Vice President of Administration</i>

	<i>extent that we could become more efficient with the use of existing classrooms and labs and convert inefficient space to lower capacity uses (offices) or find ways to increase forecasted load, we could reduce our capacity/load ratio and increase the likelihood of qualifying for new space.</i>	
Determine a best practices model for building modernization to set a benchmark for room sizes based upon different subject area needs, utilization, and cap/load ratios.	<p>2004: A section of the SCC “Master Plan for Student Success” is designed to capture best practices for the campus. These best practices are intended to maximize student access as well as maintain a viable/competitive cap-load ratio for the campus.</p> <p>2005: During the initial meeting of district planners, campus Operations and the Division dean and staff of the building involved, a complete review of the modernization rules is completed. In addition, reference is made to appropriate documents that should be consulted during the modernization planning process to include the campus Master Plan. Finally, an assignable square footage (ASF) worksheet has been developed by Campus Operations to facilitate how the available ASF is spent during the planning process. The selected architect is involved with this process along with facilities management planners and division staff.</p>	Director of Operations
Pursue a plan to evaluate additional property options for the college.		President
Develop a collegewide listing of needs that are program-based to replace outdated instructional equipment for departments requiring specific equipment to meet current and future industrial standards.	<p>2004: Equipment lists have been generated as part of facilities planning for Mechanical-Electrical Technology (MET) and Graphic Communications. Cosmetology is currently identifying their equipment needs. A complete list of equipment needs for all vocational/occupational areas will be completed within a year.</p>	Dean of Instruction, Vocational Education

Standard 9	Status	Lead Persons/Groups
Increase faculty and staff awareness of the role of Unit Plans and the Budget Committee in the budget process.	<p>2004: (1) Change in charge supports increase awareness of the role of Unit Plans in the budget process. (2) Budget Request forms require a tie to the Unit Plan. (3) Unit plans easily accesses via the public folder. (4) Unit plans and area priorities are utilized in the decision making process.</p> <p>2005: Presentation on budget allocation process was made to each constituency group.</p>	Budget Committee
Identify and publicize discretionary funds	<p>2004: (1) Pinksheets distributed to managers and Budget Committee. (2) Minutes/Information Items posted in the Public Folder. (3) Change in charge clearly defines discretionary fund. (4) Workshops.</p> <p>2005: Continued activities identified in 2004</p>	Budget Committee
<i>Establish lines of communication between the college and the district in order to increase flexibility and local decision-making in the financial management process.</i>	<i>2005: Current practice</i>	<i>Vice President of Administration</i>

Standard 10	Status	Lead Persons/Groups
<i>Codify the Los Rios Board of Trustees' annual evaluation process by revising District policy to reflect current practice.</i>	2004: Completed	
Increase campus accessibility to district information.	2005: Executive Council agendas include standard items for briefing the Council and Cabinet on district information. The Chancellor holds districtwide convocations and managers meetings to share information.	President's Cabinet
Ensure that the evaluation process for the chancellor and the college president includes representation from key constituency groups.	2004: The Chancellor evaluation process includes a survey to over 250 people districtwide.	President
Revise the district mapping process to include the college participatory governance and a ranking of the importance of college and district functions within facilities	2004: The Academic Senate has already had several discussions with District administrators regarding this matter. Those will be followed with a memo prior to the end of this semester.	Academic Senate
<i>Develop a district process that utilizes full participation of the college in facilities planning.</i>	2005: See LRCCD Regulation 8417, <i>Facilities Planning</i> , which defines the facilities planning process, roles, and responsibilities of the district and college. The college role in the planning process is defined in Section 3.2. <i>In the facilities planning process, district facilities management provides the direct planning, coordination and oversight of facilities, however, the college participates in the actual design and development of the space utilization when buildings are constructed or modernized. In 2004, the college developed its "Master Plan for Student Success-Facilities Component", which established the overall plan for development of the campus facilities to support the mission of the college, including a long range construction timeline and the criteria by which projects would follow to support instruction and student services. Each new project begins with an Initial Project Proposal (IPP), which is submitted to the state for funding prioritization. When projects receive a competitive rating on their IPP, an architect is selected by the college to work with the college and district planners to develop a Final Project Proposal (FPP). Therefore, while the district has responsibility for the project oversight and budgeting for facilities projects, the college has full participation in the facilities planning and development process.</i>	<i>Vice President of Administration</i>
<i>Develop mechanisms to increase faculty and classified staff participation in the early stages of planning and development of college activities.</i>	2004: The committee has been taking steps in several areas to increase faculty/staff participation in the early stages of planning. The committee will document what it has done and evaluate the impact of its efforts. 2005: The PRIE Committee designed the process for developing a new mission statement by provided the opportunity for everyone at the college to have input at the beginning of the process. The new network-based Unit Plan was shared in draft form with the Department Chairs Council and with	<i>Planning, Research, and Institutional Effectiveness Committee (PRIE)</i>

	<i>Managers Council. Department chairs were invited to participate in a beta test version in the spring 2005 cycle. All faculty and staff were informed about this beta test through SCC e-News (February 11, 2005). All faculty/staff were informed regularly throughout the process of developing the Facilities Master Plan through SCC e-News and through a website. The final list of prioritized projects was advertised in these same ways as well as through colorful posters that were placed around campus. Input was solicited at each stage of the process including an initial meeting of the architect with each division/department. These processes for communication and inclusion are well established in the PRIE Committee's processes.</i>	
Develop strategies to make additional improvements in the college and district participatory governance processes.	In 2005-2006, the Executive Council will conduct a satisfaction survey at the college to determine opportunities for further improvement.	Executive Council
<i>Communicate the status of the revisions in the planning and resource allocation process to the college community prior to finalization.</i>	<i>The Executive Council uses a well-established process for communicating with constituent groups prior to finalizing any issue or process. SCC e-News is also used systematically to communicate with the college community at the beginning stage of the process. The Council will continue to monitor the effectiveness of communication within the college.</i>	<i>Executive Council</i>
Promote student awareness and encourage student participation in the Associated Student Government (ASG) organization, campus standing and hiring committees, and student clubs.	2004: Completed since October 2003: 1-1 outreach, programs and activities, and marketing resulting in increased student awareness and involvement as compared to the past five years. The SLD Coordinator will work with the ASG and the clubs via the Specialist during the 2004-2005 academic year to review the Planning Agenda assignment and develop a plan. Action and implementation will happen during the 05-07 academic years. 2005: The SLD Coordinator, along with the Cultural Awareness Center Coordinator and a student representative from the ASG, met, reviewed the assignment, and developed a plan. In order to gather more information, we held two focus groups and an Academic Senate brainstorming session. From these, we have generated themes and recommendations. Our next step will be to submit recommendations and take action when/where appropriate	Associated Student Government
Review the role of the college in districtwide planning, programmatic, and operational processes and recommend appropriate revisions to support the collaborative decision-making environment while preserving the uniqueness of the college.	2004: The committee plans to write a white paper documenting what we currently do and the decisions that have been made from this process in the past. The white paper will include recommendations that the committee feels would make the process better.	Planning, Research, and Institutional Effectiveness Committee (PRIE)

APPENDIX 6

SACRAMENTO CITY COLLEGE Status Matrix (Updates)

This Status Matrix (Updates) outlines the progress that has occurred since the Accreditation Midterm Report was completed in spring 2006. Other updates for 2006 are in progress and will be fully addressed in the 2009 comprehensive self-study report.

Recommendation #1	Status	Lead Persons/Groups
Ensure that all college faculty and staff are fully engaged, aware of, and implementing the planning process; (Std 3.B.1)	2006: Despite efforts to involve faculty in all stages of most college activities, there continues to be a problem in matters regarding campuswide integrated planning and information technology.	President's Cabinet Executive Council Dean of Planning, Research and Institutional Effectiveness

Standard 7	Status	Lead Persons/Groups
The college will plan to provide for appropriate staff development opportunities for all categories of employees and regularly assess the effectiveness of programs and activities.	<p>2004: (1) A needs assessment tool is being developed and administered by the Staff Development Committee and IT staff. (2) Evaluation tools on workshop effectiveness are administered after each staff development activity.</p> <p>2005: (1) A needs assessment tool is being refined and administered by the Staff Development Committee and staff responsible for student development activities. (2) Evaluation tools on workshop effectiveness are administered after each staff development activity.</p> <p>2006: An integrated campus process needs to be developed to clearly define and outline criteria for professional development opportunities.</p>	Dean of Information Technology

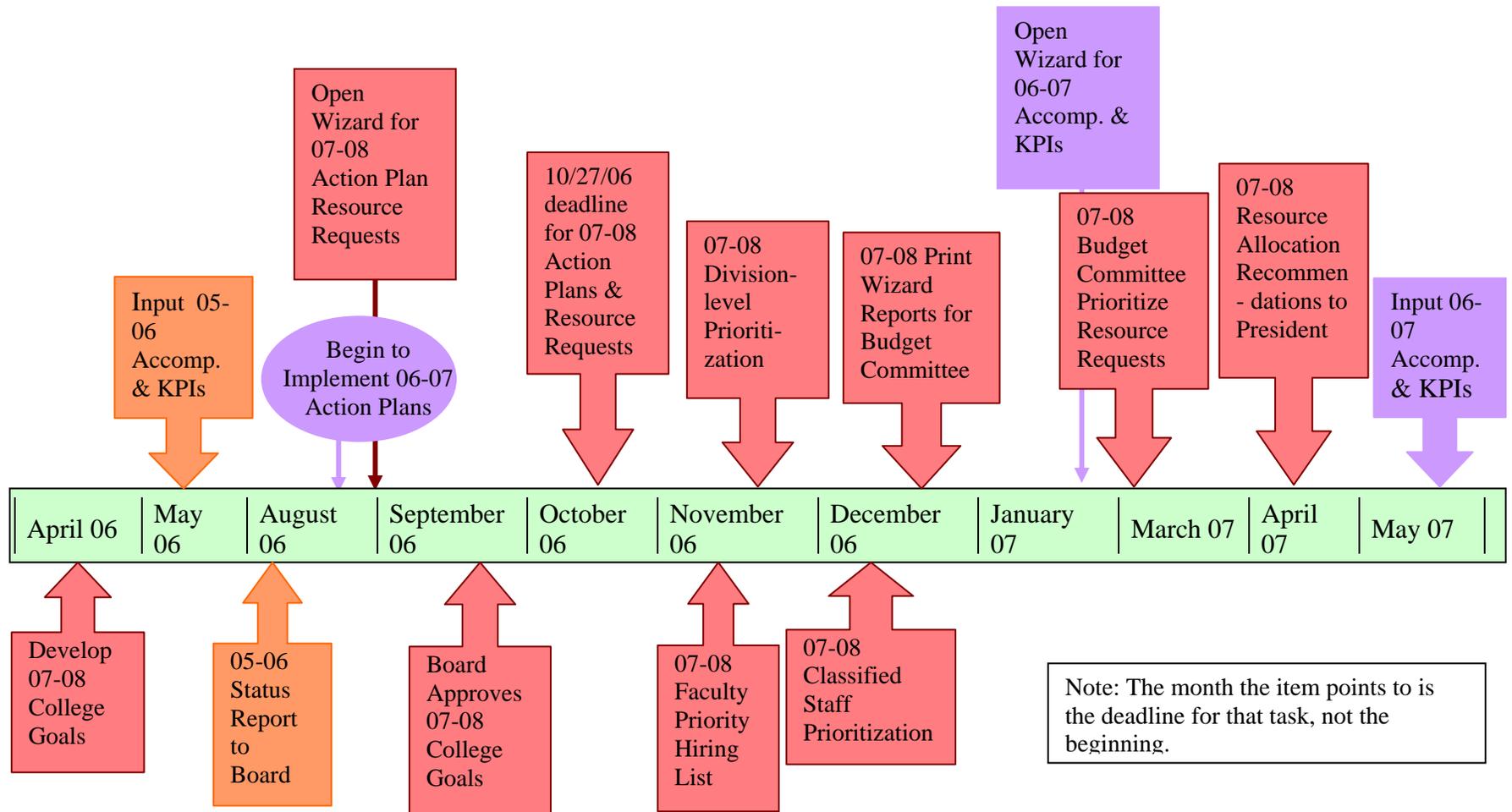
Standard 10	Status	Lead Persons/Groups
Ensure that the evaluation process for the chancellor and the college president includes representation from key constituency groups.	<p>2004: The Chancellor evaluation process includes a survey to over 250 people districtwide.</p> <p>2006: No progress has been made on including representation of constituency groups in the evaluation process of the college president.</p>	President
Revise the district mapping process to include the college participatory governance and a ranking of the importance of college and district functions within facilities	<p>2004: The Academic Senate has already had several discussions with District administrators regarding this matter. Those will be followed with a memo prior to the end of this semester.</p> <p>2006: Although some initial conversations have occurred, substantive discussions regarding this matter have not yet taken place, even though District administrators have indicated a memo will be issued prior to the end of the semester.</p>	Academic Senate
<i>Develop mechanisms to increase faculty and classified staff participation in the early stages of planning and development of college activities.</i>	<p>2004: <i>The committee has been taking steps in several areas to increase faculty/staff participation in the early stages of planning. The committee will document what it has done and evaluate the impact of its efforts.</i></p> <p>2005: <i>The PRIE Committee designed the process for developing a new mission statement by providing the opportunity for everyone at the college to have input at the beginning of the process. The new network-based Unit Plan was shared in draft form with the Department Chairs Council and with Managers Council. Department chairs were invited to participate in a beta test version in the spring 2005 cycle. All faculty and staff were informed about this beta test through SCC e-News (February 11, 2005). All faculty/staff were informed regularly throughout the process of developing the Facilities Master Plan through SCC e-News and through a website. The final list of prioritized projects was advertised in these same ways as well as through colorful posters that were placed around campus. Input was solicited at each stage of the process including an initial meeting of the architect with each division/department. These processes for communication and inclusion are well established in the PRIE Committee's processes.</i></p> <p>2006: Despite efforts to involve faculty in the all stages of college activities, more work still needs to be done information technology, honors and awards, and the budget/resource allocation process.</p>	<i>Planning, Research, and Institutional Effectiveness Committee (PRIE)</i>
Develop strategies to make additional improvements in the college and district participatory governance processes.	<p>In 2005-2006, the Executive Council will conduct a satisfaction survey at the college to determine opportunities for further improvement.</p> <p>2005: Although some progress has been made to the shared governance processes, further work needs to be done to actively involve all constituent groups in every stage of decision-making and campus planning.</p>	Executive Council
Review the role of the college in districtwide planning, programmatic, and operational processes and recommend	<p>2004: The committee plans to write a white paper documenting what we currently do and the decisions that have been made from this process in the past. The white paper will include recommendations that the</p>	Planning, Research, and Institutional Effectiveness

<p>appropriate revisions to support the collaborative decision-making environment while preserving the uniqueness of the college.</p>	<p>committee feels would make the process better. 2006: There continues to be a lack of recognition among some District officials that faculty need to be involved in decisions regarding academic and professional matters early in the deliberative process in order to avoid problems that faculty can immediately identify. Examples such as the collaborative manner in which the bus transportation issue was eventually resolved demonstrate the value in including the knowledge that faculty have regarding these issues.</p>	<p>Committee (PRIE)</p>
---	--	-------------------------

APPENDIX 7

SACRAMENTO CITY COLLEGE Unified Unit Plan and Resource Allocation Timeline

42



DRAFT
5/18/06