SACRAMENTO
CITY
COLLEGE

EST. 1916

Institutional Self-Evaluation Report
in Support of an Application for Reaffirmation of Accreditation

December 2021

Institutional Self-Evaluation Report

In Support of an Application for

Reaffirmation of Accreditation

Submitted by

Sacramento City College
3835 Freeport Boulevard
Sacramento, CA 95822

to

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

December 2021

Certification

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

From: Michael Gutierrez, President
        Sacramento City College
        3835 Freeport Boulevard
        Sacramento, CA 95822

This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

Brian King, Chancellor, Los Rios Community College District	[Date]
Michael Gutierrez, President, Sacramento City College	[Date]
Deborah Ortiz, Chair, LRCCD Board of Trustees	[Date]
Gayle Pitman, Accreditation Liaison Officer	[Date]
Lori Petite, President, Academic Senate	[Date]
Kevin Williams, President, Classified Senate	[Date]
Miguel Molina, Chair, Senior Leadership Team	[Date]
Haily Holston, President, Student Senate	[Date]

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A. Introduction

College History

In 1916, Sacramento City College (SCC) was founded as a department of Sacramento High School by a woman named Belle Cooledge, who later went on to become the mayor of Sacramento - and the first female mayor of a major U.S. city. First known as Sacramento Junior College, Cooledge founded the college to provide a safe, welcoming place for students to learn the basics for a college education, and to be a gathering spot for extra-curricular activities that would bring the community together. In 1918, during the height of World War II and a worldwide Spanish flu pandemic, the college conferred awards to its first six graduates - all of whom were women. With more than a century of serving students under its belt, SCC is the seventh oldest community college in California and the oldest institution of higher learning in Sacramento.

The college eventually found its permanent home at the corner of Sutterville and Freeport, where it opened its doors to students in 1926. Sacramento Junior College became part of the Sacramento City Unified School District in 1936, and joined the newly created Los Rios Junior College District in 1964. The Davis Center first opened in 1966, and after several moves and constant growth, today the Davis Center is the only community college outreach center in California that is located on a university campus (UC Davis). The West Sacramento Center, which opened in 1999, is currently located across from the West Sacramento City Hall and the Arthur F. Turner Community Library. Today, Sacramento City College is part of a four-college district with multiple outreach centers.

Sacramento City College has served as an educational and community hub. Our graduates have gone on to become involved in local, state, and national politics, professional sports, community advocacy and organizing, business leadership, higher education, health care, the local and national art, music, and theater scenes, and science and engineering fields.

In 2016, Sacramento City College celebrated its 100 year anniversary with various college and community events, ending with a Centennial Gala. Today, in the midst of yet another global pandemic, we continue to provide accessible, high-quality, equity-focused educational opportunities for our students.

Student Enrollment Data

OVERALL ENROLLMENT. Overall enrollment (unduplicated headcount) has been on a declining trend over the past five years and was impacted by the Covid-19 pandemic (Figure 1). Fall 2020 end of semester unduplicated enrollment was 20,486, about nine percent lower than Fall 2016's and four percent lower than Fall 2019's. Census trends are similar to end-of-semester trends.

Figure 1. Enrollment Trends by End of Semester Headcount, Fall 2016 – Fall 2020
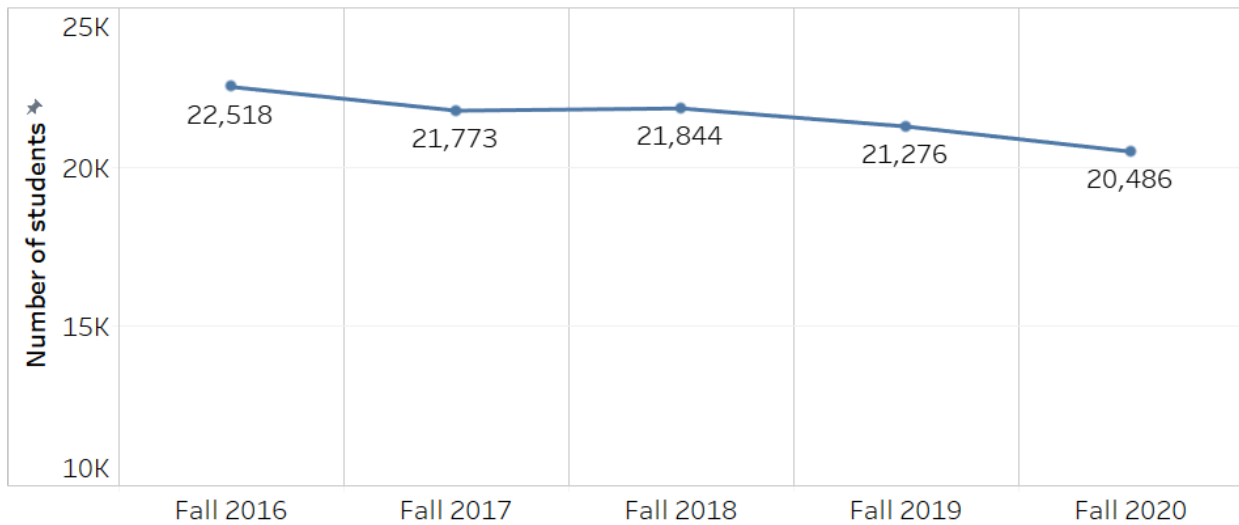
Source: EOS PowerBI Dataset

WEEKLY STUDENT CONTACT HOURS. WSCH has also declined and, similar to overall enrollment, was heavily impacted by the global pandemic (Figure 2). In Fall 2020 semester WSCH was down about 28% from the level in Fall 2019.

Figure 2. Enrollment Trends by EOS WSCH, Fall 2016 – Fall 2020
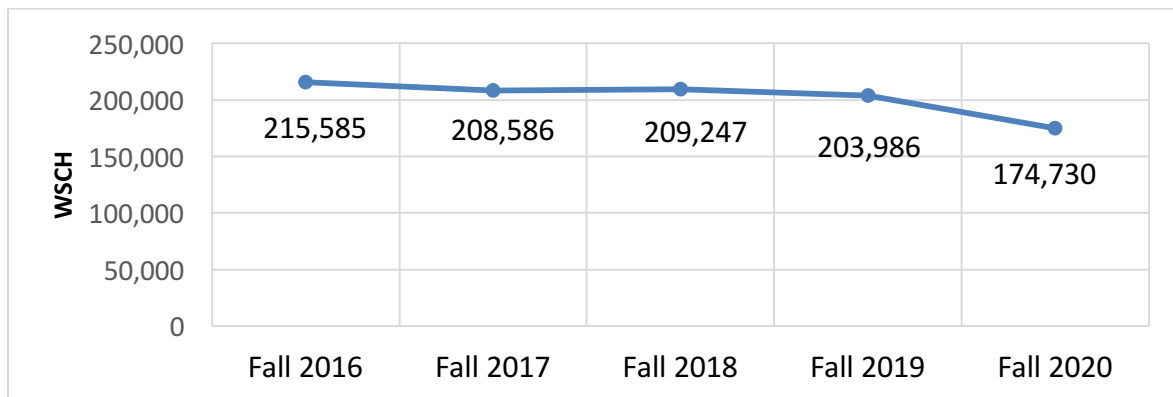
Source: Program Review data

DISTANCE EDUCATION (DE) ENROLLMENT. The number of DE full-time equivalent students (FETS) (internet-based instruction) has more than doubled since Fall 2016, with the most gain being Fall 2020 with a 75 percent increase from Fall 2019 (Table 1). Such a dramatic increase can be partly attributed to the Covid-19 pandemic which has forced colleges to go remote and online over the past year. The increase trend is also a result of the college's on-going efforts in expanding online instructions.

Table 1. Distance Education Full-time Equivalent Students, Fall 2016 – Fall 2020

DE FTES	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Delayed Interaction (Internet Based)	959.12	1,092.40	1,275.58	1,308.81	2,283.23
Non Distance Education Methods	6,173.92	5,768.28	5,631.95	5,350.46	3,669.76
TOTAL	7,133.04	6,860.68	6,907.53	6,659.27	5,952.99

Source: CCCCO Data Mart http://datamart.cccco.edu/Students/FTES_Summary_DE.aspx *(retrieved 7/21/2021)*

ENROLLMENT STATUS. The distribution of SCC students' enrollment status has been stable over the past five years, although there has been a slight decrease in continuing students, from 48% in Fall 2016 to about 45% in Fall 2020 (Table 2 and Figure 3).

Table 2. SCC Students' Enrollment Status Distribution, Fall 2016 – Fall 2020

Enrollment Status	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	Number of students	Percent of total	Number of students	Percent of total	Number of students	Percent of total	Number of students	Percent of total	Number of students	Percent of total
Continuing Student	10,830	48.1%	10,074	46.3%	9,883	45.2%	9,521	44.7%	9,149	44.7%
First Time Student (New)	4,465	19.8%	4,570	21.0%	4,346	19.9%	4,140	19.5%	3,717	18.1%
First Time Transfer Student	3,139	13.9%	2,966	13.6%	3,400	15.6%	3,409	16.0%	3,391	16.6%
Returning Student	3,645	16.2%	3,725	17.1%	3,695	16.9%	3,582	16.8%	3,565	17.4%
Special Admit	438	1.9%	437	2.0%	507	2.3%	611	2.9%	632	3.1%
Unknown/Unspecified	*		*		13	0.1%	13	0.1%	32	0.2%
Grand Total	22,518	100.0%	21,773	100.0%	21,844	100.0%	21,276	100.0%	20,486	100.0%

Source: EOS PowerBI Dataset

* N < 10

Figure 3. SCC Students' Enrollment Status Distribution, Fall 2016 – Fall 2020
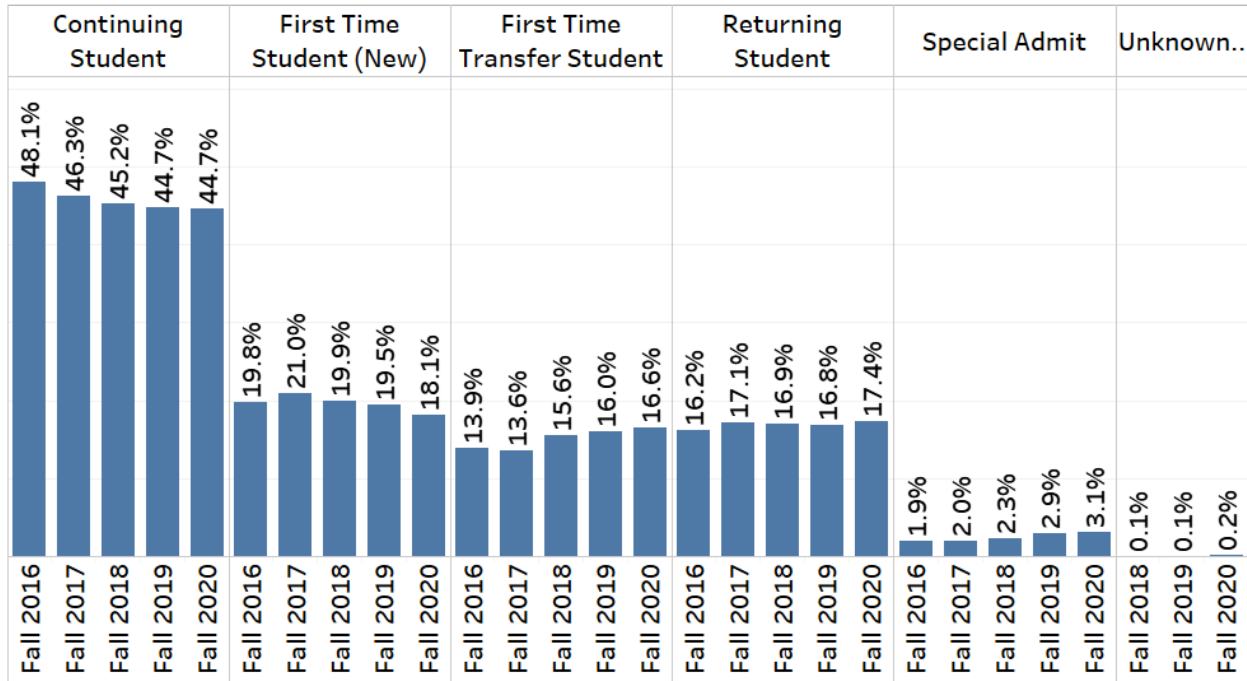
Source: EOS PowerBI Dataset

FULLTIME VS. PART-TIME. A majority of SCC students are enrolled part-time. This pattern has been evident for many years, although there has been a slightly upward trend in fulltime students (Note: a student is considered fulltime if they take 12 or more units in a semester) (Table 3 and Figure 4).

Table 3. SCC Students' Unit Load, Fall 2016 – Fall 2020

Unit Load	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	Number of students	Percent of total	Number of students	Percent of total	Number of students	Percent of total	Number of students	Percent of total	Number of students	Percent of total
Up To 5.9	6,908	30.7%	6,525	30.0%	6,466	29.6%	5,957	28.0%	5,323	26.0%
6 - 11.99	8,332	37.0%	8,151	37.4%	7,994	36.6%	7,738	36.4%	7,583	37.0%
12 Or Over	7,274	32.3%	7,094	32.6%	7,364	33.7%	7,559	35.5%	7,521	36.7%
Unknown	*		*		20	0.1%	22	0.1%	59	0.3%
Grand Total	22,518	100.0%	21,773	100.0%	21,844	100.0%	21,276	100.0%	20,486	100.0%

Source: EOS PowerBI Dataset

* N < 10

Figure 4. SCC Students' Unit Load, Fall 2016 – Fall 2020
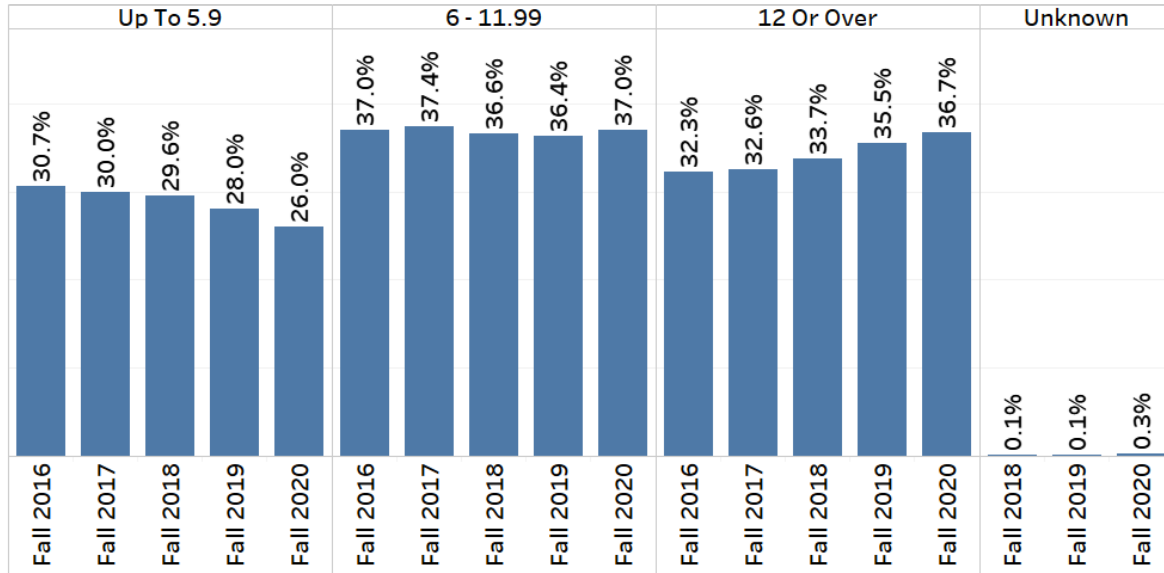
Source: EOS PowerBI Dataset

TOP 20 MAJORS. Top majors by SCC students over the past five years include general education transfer to UC or CSU, business administration, computer science, pre-health occupations and nursing, psychology, administration of justice, biology, sociology, and art (Table 4).

Table 4. Top 20 Majors by SCC Students, Fall 2016 - Fall 2020

Sorted by Fall 2020 number of students

Major	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	Number of students	Percent of total	Number of students	Percent of total	Number of students	Percent of total	Number of students	Percent of total	Number of students	Percent of total
Gen Ed Transfer (IGETC) - UC	1,921	8.5%	1,903	8.7%	1,950	8.9%	1,682	7.9%	1,760	8.6%
Gen Ed Transfer to CSU	611	2.7%	783	3.6%	1,074	4.9%	1,029	4.8%	1,233	6.0%
Pre-Health Occupations							745	3.5%	1,208	5.9%
Undecided	1,921	8.5%	1,758	8.1%	1,520	7.0%	1,389	6.5%	1,104	5.4%
Business Admin-Transfer CSU GE	706	3.1%	773	3.6%	792	3.6%	886	4.2%	929	4.5%
Gen Ed Transfer (IGETC) - CSU	305	1.4%	359	1.6%	457	2.1%	622	2.9%	886	4.3%
Computer Science	629	2.8%	616	2.8%	717	3.3%	909	4.3%	824	4.0%
Nursing, Registered	825	3.7%	781	3.6%	727	3.3%	732	3.4%	646	3.2%
Biology	1,759	7.8%	1,294	5.9%	792	3.6%	726	3.4%	540	2.6%
Psychology - Transfer (CSU GE)	395	1.8%	410	1.9%	413	1.9%	455	2.1%	501	2.4%
Business, General	516	2.3%	483	2.2%	503	2.3%	589	2.8%	488	2.4%
AdminJustice-Transfer (CSU GE)	449	2.0%	427	2.0%	362	1.7%	428	2.0%	439	2.1%
Accounting	527	2.3%	448	2.1%	423	1.9%	418	2.0%	425	2.1%
Biology Transfer IGETC CSU			80	0.4%	310	1.4%	340	1.6%	358	1.7%
Biology Transfer (CSU GE)			121	0.6%	344	1.6%	344	1.6%	331	1.6%
Business Admin-Trans IGETC CSU	253	1.1%	260	1.2%	266	1.2%	273	1.3%	319	1.6%
Psychology Transfer IGETC CSU	226	1.0%	197	0.9%	246	1.1%	243	1.1%	308	1.5%
Administration of Justice	372	1.7%	343	1.6%	339	1.6%	276	1.3%	267	1.3%
Sociology - Transfer (CSU GE)	233	1.0%	242	1.1%	250	1.1%	245	1.2%	247	1.2%
Art	326	1.4%	247	1.1%	256	1.2%	233	1.1%	213	1.0%

TOP 20 ZIP CODES. Table 5 lists SCC students' top 20 zip codes over the past 5 years. Top zip codes include 95823, 95822, 95691, 95828, and 95831.

Table 5. SCC Students' Top 20 Zip Codes, Fall 2016 - Fall 2020

Sorted by Fall 2020 number of students

Zip code	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	Number of students	Percent of total	Number of students	Percent of total	Number of students	Percent of total	Number of students	Percent of total	Number of students	Percent of total
95823	1,231	5.5%	1,241	5.7%	1,232	5.6%	1,175	5.5%	1,057	5.2%
95822	1,319	5.9%	1,222	5.6%	1,153	5.3%	1,152	5.4%	986	4.8%
95691	1,091	4.8%	1,039	4.8%	1,049	4.8%	1,008	4.7%	937	4.6%
95828	849	3.8%	843	3.9%	804	3.7%	882	4.1%	810	4.0%
95831	1,017	4.5%	962	4.4%	920	4.2%	877	4.1%	771	3.8%
95758	720	3.2%	706	3.2%	718	3.3%	699	3.3%	723	3.5%
95624	625	2.8%	636	2.9%	654	3.0%	652	3.1%	718	3.5%
95820	939	4.2%	947	4.3%	946	4.3%	873	4.1%	715	3.5%
95757	493	2.2%	501	2.3%	542	2.5%	540	2.5%	641	3.1%
95824	743	3.3%	690	3.2%	759	3.5%	735	3.5%	624	3.0%
95616	887	3.9%	723	3.3%	813	3.7%	565	2.7%	617	3.0%
95826	665	3.0%	595	2.7%	624	2.9%	597	2.8%	556	2.7%
95818	619	2.7%	575	2.6%	539	2.5%	528	2.5%	459	2.2%
95833	547	2.4%	512	2.4%	530	2.4%	477	2.2%	449	2.2%
95618	484	2.1%	411	1.9%	420	1.9%	437	2.1%	400	2.0%
95605	407	1.8%	399	1.8%	427	2.0%	409	1.9%	379	1.9%
95829	331	1.5%	343	1.6%	317	1.5%	370	1.7%	378	1.8%
95670	351	1.6%	368	1.7%	361	1.7%	333	1.6%	378	1.8%
95835	336	1.5%	353	1.6%	353	1.6%	371	1.7%	367	1.8%
95834	307	1.4%	333	1.5%	316	1.4%	344	1.6%	351	1.7%

Source: EOS PowerBI Dataset

Labor Market Data

Table 6 lists the projected growth fields from 2018 to 2020 in the Greater Sacramento Regional Area requiring an associate degree. The data is from the California Employment Development Department (EDD).

Table 6. Projected Growth Fields in the Greater Sacramento Regional Area Requiring an Associate Degree: 2018 to 2028. Sorted by Highest Absolute Change

Associate Degrees	Annual Averages		Absolute Change	Percent Change
	2018	2028		
Respiratory Therapists	960	1,240	280	29.2%
Preschool Teachers, Except Special Education	3,330	3,590	260	7.8%
Paralegals and Legal Assistants	1,730	1,950	220	12.7%
Radiologic Technologists	1,060	1,260	200	18.9%
Dental Hygienists	1,690	1,870	180	10.7%
Diagnostic Medical Sonographers	510	660	150	29.4%
Physical Therapist Assistants	490	630	140	28.6%
Veterinary Technologists and Technicians	790	930	140	17.7%
Electrical and Electronics Engineering Technicians	1,380	1,510	130	9.4%
Agricultural and Food Science Technicians	850	930	80	9.4%
Occupational Therapy Assistants	180	250	70	38.9%
Magnetic Resonance Imaging Technologists	260	310	50	19.2%
Cardiovascular Technologists and Technicians	300	350	50	16.7%
Environmental Science and Protection Technicians, Including Health	560	610	50	8.9%
Web Developers	710	760	50	7.0%
Computer Network Support Specialists	880	930	50	5.7%
Environmental Engineering Technicians	210	240	30	14.3%
Life, Physical, and Social Science Technicians, All Other	350	380	30	8.6%
Engineering Technicians, Except Drafters, All Other	500	530	30	6.0%
Industrial Engineering Technicians	140	160	20	14.3%
Dietetic Technicians	190	210	20	10.5%
Chemical Technicians	220	240	20	9.1%
Medical Equipment Repairers	390	410	20	5.1%
Architectural and Civil Drafters	850	870	20	2.4%
Electrical and Electronics Drafters	150	160	10	6.7%
Air Traffic Controllers	270	280	10	3.7%
Civil Engineering Technicians	580	590	10	1.7%
Forest and Conservation Technicians	600	610	10	1.7%
Legal Support Workers, All Other	320	320	0	0.0%
Mechanical Drafters	220	220	0	0.0%
Broadcast Technicians	220	220	0	0.0%
Desktop Publishers	110	100	-10	-9.1%
Human Resources Assistants, Except Payroll and Timekeeping	760	740	-20	-2.6%

Source: https://labormarketinfo.edd.ca.gov/data/employment-projections.html, accessed 6/21/2021

Table 7 lists the projected growth fields from 2018 to 2020 in the Greater Sacramento Regional Area requiring career technical education. The data is from the California Employment Development Department (EDD).

Table 7. Projected Growth Fields in the Greater Sacramento Regional Area Requiring Career Technical Education: 2018-2028. Sorted by Highest Absolute Change.

Career Technical Education	Annual Averages		Absolute Change	Percent Change
	2018	2028		
Medical Assistants	6,380	8,150	1,770	27.7%
Heavy and Tractor-Trailer Truck Drivers	8,240	9,590	1,350	16.4%
Nursing Assistants	5,620	6,500	880	15.7%
Licensed Practical and Licensed Vocational Nurses	3,770	4,340	570	15.1%
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	3,170	3,630	460	14.5%
Dental Assistants	3,420	3,830	410	12.0%
Hairdressers, Hairstylists, and Cosmetologists	5,160	5,560	400	7.8%
Massage Therapists	1,520	1,870	350	23.0%
Health Technologists and Technicians, All Other	1,250	1,550	300	24.0%
Medical Records and Health Information Technicians	1,660	1,910	250	15.1%
Phlebotomists	750	940	190	25.3%
Manicurists and Pedicurists	1,750	1,920	170	9.7%
Telecommunications Equipment Installers and Repairers, Except Line Installers	2,460	2,620	160	6.5%
Surgical Technologists	730	860	130	17.8%
Emergency Medical Technicians and Paramedics	980	1,080	100	10.2%
Automotive Service Technicians and Mechanics	4,660	4,750	90	1.9%
Ophthalmic Medical Technicians	350	420	70	20.0%
Skincare Specialists	420	480	60	14.3%
Audio and Video Equipment Technicians	320	370	50	15.6%
Firefighters	1,820	1,850	30	1.6%
Electrical and Electronics Repairers, Commercial and Industrial Equipment	360	390	30	8.3%
Healthcare Practitioners and Technical Workers, All Other	150	180	30	20.0%
Aircraft Mechanics and Service Technicians	310	330	20	6.5%
First-Line Supervisors of Fire Fighting and Prevention Workers	190	190	0	0.0%
Captains, Mates, and Pilots of Water Vessels	100	100	0	0.0%
Medical Transcriptionists	420	410	-10	-2.4%
Insurance Appraisers, Auto Damage	360	350	-10	-2.8%
Library Technicians	480	450	-30	-6.3%
Prepress Technicians and Workers	180	150	-30	-16.7%

Source: https://labormarketinfo.edd.ca.gov/data/employment-projections.html, accessed 6/21/2021

Demographic Data

RACE/ETHNICITY. Although the SCC student body is very diverse, Hispanic/Latino students comprise almost a third (32.5%, Fall 2020) of the student population (Table 8 and Figure 5).

In Fall 2020, Hispanic/Latino (32.5%), White (26.5%), Asian (17.7%) and African American (9%) students had the greatest percentage representation in the SCC student body. The proportion of African American students has decreased by one and a half percentage points over the past five years, from 10.5% in Fall 2016 to 9% in Fall 2020.

Table 8. SCC Student Ethnicity Profile, Fall 2016 – Fall 2020

Ethnicity	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	Number of students	Percent of total	Number of students	Percent of total	Number of students	Percent of total	Number of students	Percent of total	Number of students	Percent of total
African American	2,370	10.5%	2,225	10.2%	2,189	10.0%	2,071	9.7%	1,849	9.0%
Asian	4,154	18.4%	4,103	18.8%	4,044	18.5%	3,665	17.2%	3,622	17.7%
Filipino	646	2.9%	636	2.9%	662	3.0%	667	3.1%	677	3.3%
Hispanic/ Latino	7,206	32.0%	7,053	32.4%	7,116	32.6%	7,222	33.9%	6,660	32.5%
Multi-Race	1,399	6.2%	1,439	6.6%	1,474	6.7%	1,340	6.3%	1,434	7.0%
Native American	98	0.4%	87	0.4%	59	0.3%	80	0.4%	81	0.4%
Other Non-White	102	0.5%	83	0.4%	58	0.3%	53	0.2%	39	0.2%
Pacific Islander	275	1.2%	247	1.1%	248	1.1%	218	1.0%	253	1.2%
Unknown	253	1.1%	229	1.1%	235	1.1%	543	2.6%	436	2.1%
White	6,015	26.7%	5,671	26.0%	5,759	26.4%	5,417	25.5%	5,435	26.5%
Grand Total	22,518	100.0%	21,773	100.0%	21,844	100.0%	21,276	100.0%	20,486	100.0%

Source: EOS PowerBI Dataset

Figure 5. Distribution of Students in Racial/Ethnic Groups, Fall 2016 – Fall 2020
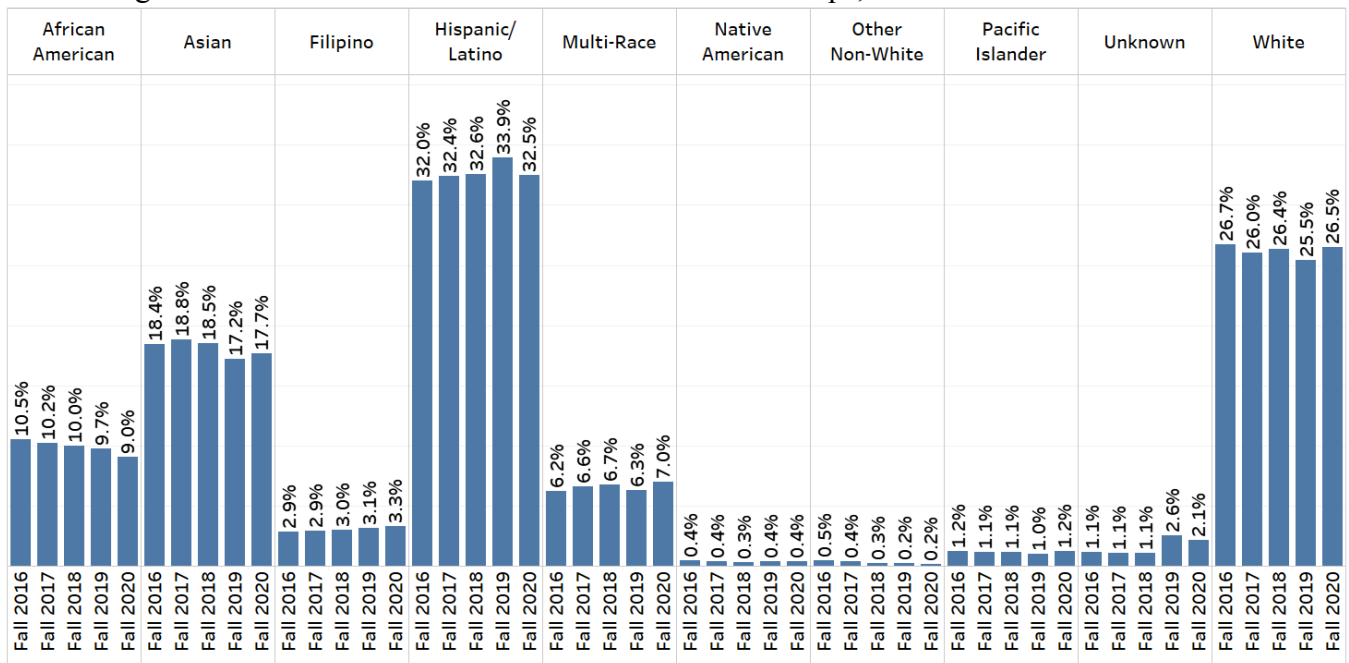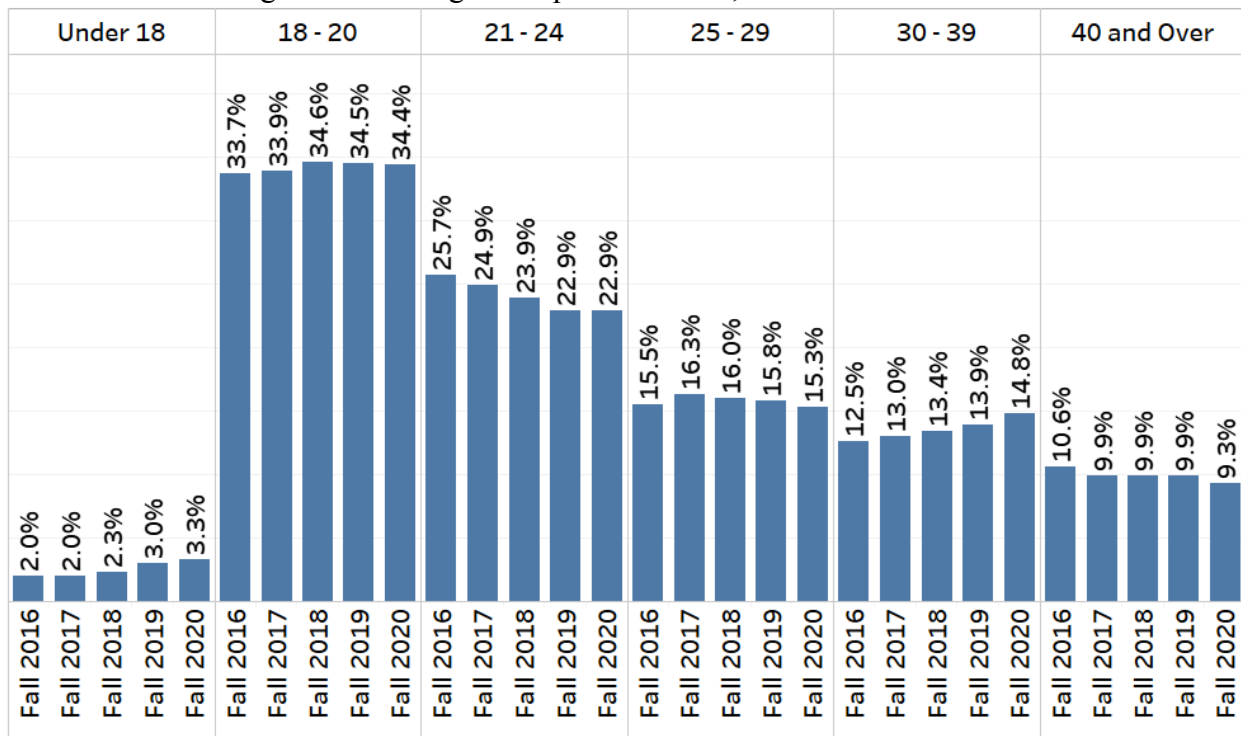

Source: EOS PowerBI Dataset

AGE GROUP. Students aged 21 and older make up a majority of SCC students. About 36% of SCC students are under 21 years old (Table 9 and Figure 6).

Table 9. SCC Age Group Distribution, Fall 2016 – Fall 2020

AGE Group	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	Number of students	Percent of total	Number of students	Percent of total	Number of students	Percent of total	Number of students	Percent of total	Number of students	Percent of total
Under 18	449	2.0%	441	2.0%	499	2.3%	640	3.0%	683	3.3%
18 - 20	7,595	33.7%	7,375	33.9%	7,551	34.6%	7,342	34.5%	7,046	34.4%
21 - 24	5,782	25.7%	5,413	24.9%	5,230	23.9%	4,873	22.9%	4,688	22.9%
25 - 29	3,489	15.5%	3,556	16.3%	3,487	16.0%	3,353	15.8%	3,131	15.3%
30 - 39	2,826	12.5%	2,822	13.0%	2,918	13.4%	2,954	13.9%	3,033	14.8%
40 and Over	2,377	10.6%	2,166	9.9%	2,159	9.9%	2,114	9.9%	1,904	9.3%
Unspecified									*	
Grand Total	22,518	100.0%	21,773	100.0%	21,844	100.0%	21,276	100.0%	20,486	100.0%

Source: EOS PowerBI Dataset

Figure 6. SCC Age Group Distribution, Fall 2016 – Fall 2020
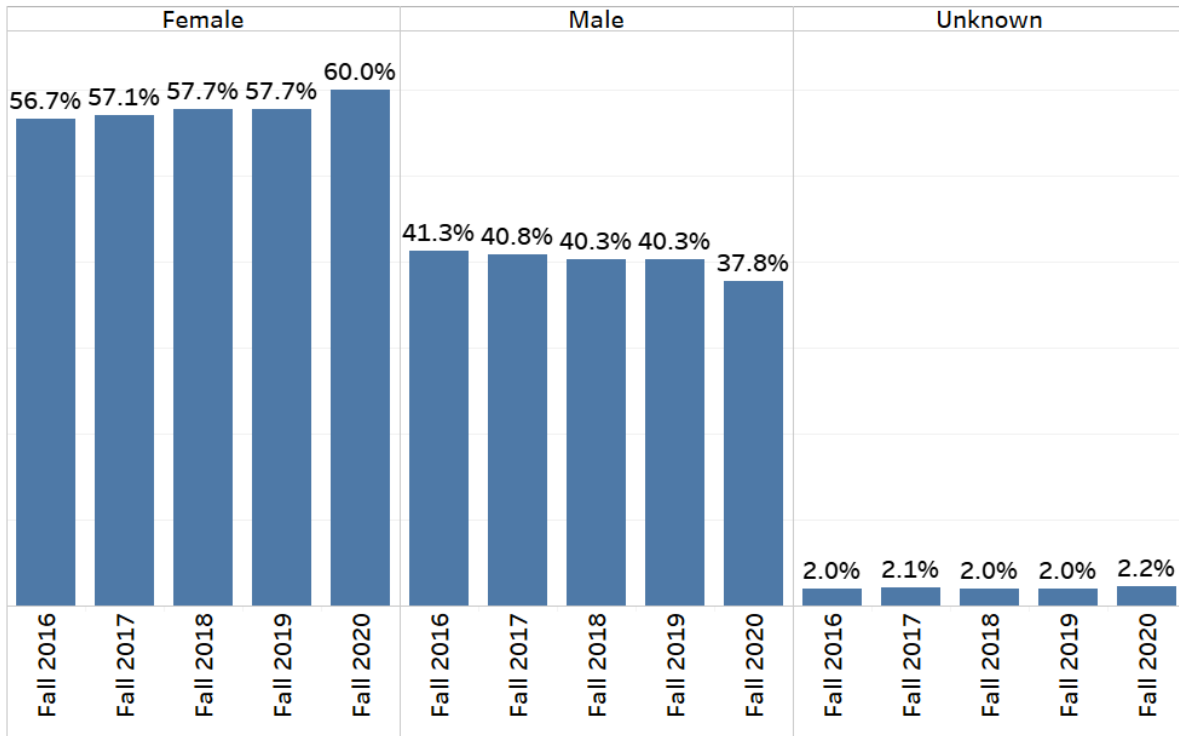

Source: EOS PowerBI Dataset

GENDER. More women than men attend SCC. This pattern has been evident for several years (Table 10).

Table 10. SCC Students' Gender Distribution, Fall 2016 – Fall 2020

Gender	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	Number of students	Percent of total	Number of students	Percent of total	Number of students	Percent of total	Number of students	Percent of total	Number of students	Percent of total
Female	12,758	56.7%	12,425	57.1%	12,606	57.7%	12,284	57.7%	12,289	60.0%
Male	9,300	41.3%	8,885	40.8%	8,811	40.3%	8,572	40.3%	7,738	37.8%
Unknown	460	2.0%	463	2.1%	427	2.0%	420	2.0%	459	2.2%
Grand Total	22,518	100.0%	21,773	100.0%	21,844	100.0%	21,276	100.0%	20,486	100.0%

Source: EOS PowerBI Dataset

Figure 7. SCC Students' Gender Distribution, Fall 2016 – Fall 2020

Source: EOS PowerBI Dataset

DISABILITY STATUS. SCC students with a disability status account for about 5 percent of SCC students (Table 11).

Table 11. SCC Students' Disability Status, Fall 2016 – Fall 2020

Disability status	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	Number of students	Percent of total	Number of students	Percent of total	Number of students	Percent of total	Number of students	Percent of total	Number of students	Percent of total
No	21,501	95.5%	20,806	95.6%	20,678	94.7%	20,078	94.4%	19,501	95.2%
Yes	1,017	4.5%	967	4.4%	1,166	5.3%	1,198	5.6%	985	4.8%
Grand Total	22,518	100.0%	21,773	100.0%	21,844	100.0%	21,276	100.0%	20,486	100.0%

Source: EOS PowerBI Dataset

VETERAN STATUS. There are 270 SCC students with a veteran status in Fall 2020, making up about 1.3% of SCC student body. The number of veteran students has declined over the years (Table 12).

Table 12. SCC Students with Veteran Status, Fall 2016 – Fall 2020

Veteran status	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	Number of students	Percent of total	Number of students	Percent of total	Number of students	Percent of total	Number of students	Percent of total	Number of students	Percent of total
No	22,060	98.0%	21,313	97.9%	21,428	98.1%	20,886	98.2%	20,216	98.7%
Yes	458	2.0%	460	2.1%	416	1.9%	390	1.8%	270	1.3%
Grand Total	22,518	100.0%	21,773	100.0%	21,844	100.0%	21,276	100.0%	20,486	100.0%

Source: EOS PowerBI Dataset

FORMER FOSTER YOUTH STATUS. There are 72 SCC students with a former foster youth status in Fall 2020 (Table 13).

Table 13. SCC Students with Former Foster Youth Status, Fall 2016 – Fall 2020

Foster Youth	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	Number of students	Percent of total	Number of students	Percent of total	Number of students	Percent of total	Number of students	Percent of total	Number of students	Percent of total
No	22,416	99.5%	21,672	99.5%	21,745	99.5%	21,190	99.6%	20,414	99.6%
Yes	102	0.5%	101	0.5%	99	0.5%	86	0.4%	72	0.4%
Grand Total	22,518	100.0%	21,773	100.0%	21,844	100.0%	21,276	100.0%	20,486	100.0%

Source: EOS PowerBI Dataset

RECENT HIGH SCHOOL GRADS. SCC students who were recent high school grads make up about 11 percent of the student body in Fall 2020. This number has fluctuated over the past five years but with a slight upward trend (Table 14).

Table 14. SCC Students Who Were Recent High School Grads, Fall 2016 - Fall 2020

Recent High School Grads	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	Number of students	Percent of total	Number of students	Percent of total	Number of students	Percent of total	Number of students	Percent of total	Number of students	Percent of total
No	20,708	92.0%	19,841	91.1%	19,776	90.5%	19,136	89.9%	18,277	89.2%
Yes	1,810	8.0%	1,932	8.9%	2,068	9.5%	2,140	10.1%	2,209	10.8%
Grand Total	22,518	100.0%	21,773	100.0%	21,844	100.0%	21,276	100.0%	20,486	100.0%

Source: EOS PowerBI Dataset

Socio-economic Data

HOUSEHOLD INCOME. About 27 percent of SCC students have household income below the poverty line (Table 15 and Figure 6).

While the percentage of students living in households below poverty has decreased over the last 5 years, the percentage of students in low income households has increased slightly each year until Fall 2019. The percentage with middle or above household incomes has an upward trend over the same time period. (Note: This measure uses U.S. Department of Health and Human Services definitions for income levels.)

Using another measure of economic need—the Promise Grant, formerly the BOG Fee Waiver, recipient status—over half of SCC students (59%) are receiving some type of tuition and fee assistance in Fall 2020 (Table 16 and Figure 9).

Table 15. SCC Student Household Income Levels, Fall 2016 – Fall 2020

Income Level	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	Number of students	Percent of total	Number of students	Percent of total	Number of students	Percent of total	Number of students	Percent of total	Number of students	Percent of total
Below Poverty	7,518	33.4%	6,811	31.3%	6,439	29.5%	5,959	28.0%	5,544	27.1%
Low	5,556	24.7%	5,518	25.3%	5,669	26.0%	5,778	27.2%	4,644	22.7%
Middle And Above	5,985	26.6%	6,323	29.0%	6,628	30.3%	6,667	31.3%	7,332	35.8%
Unable to Determine	3,459	15.4%	3,121	14.3%	3,108	14.2%	2,872	13.5%	2,966	14.5%
Grand Total	22,518	100.0%	21,773	100.0%	21,844	100.0%	21,276	100.0%	20,486	100.0%

Source: EOS PowerBI Dataset

Figure 8. SCC Student Household Income Level Distribution, Fall 2016 – Fall 2020
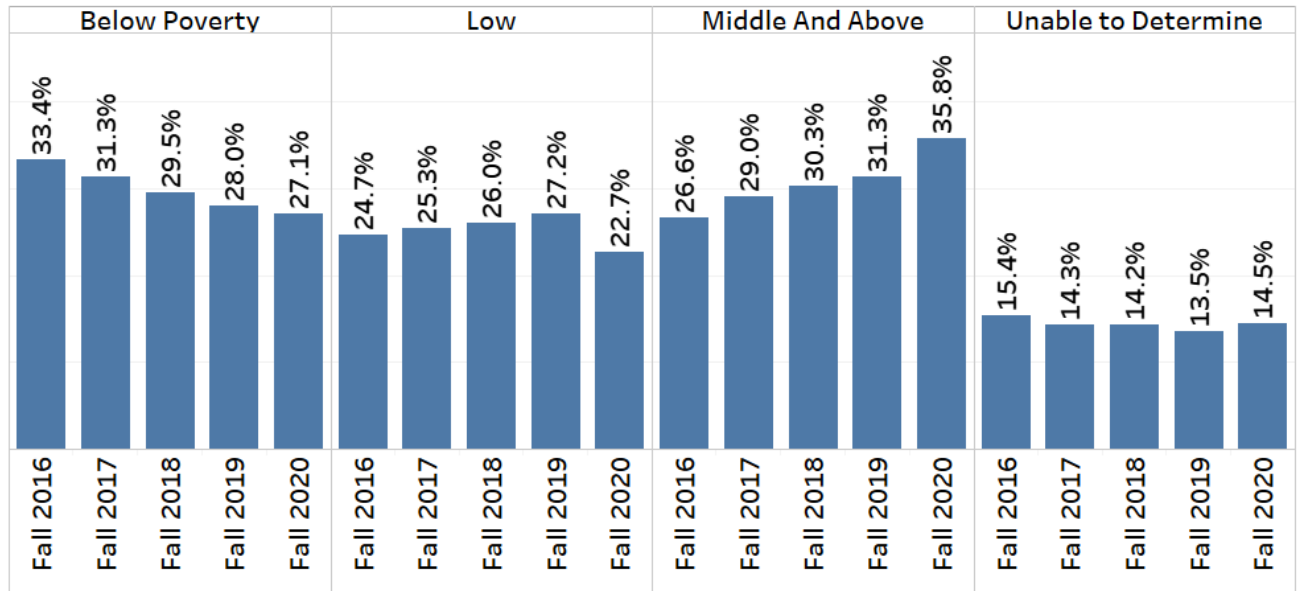
Source: EOS PowerBI Dataset

Table 16. SCC Students' Promise Grant Recipient Status, Fall 2016 – Fall 2020

Promise Grant recipients	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	Number of students	Percent of total	Number of students	Percent of total	Number of students	Percent of total	Number of students	Percent of total	Number of students	Percent of total
No	8,036	35.7%	8,136	37.4%	8,394	38.4%	7,964	37.4%	8,364	40.8%
Yes	14,482	64.3%	13,637	62.6%	13,450	61.6%	13,312	62.6%	12,122	59.2%
Grand Total	22,518	100.0%	21,773	100.0%	21,844	100.0%	21,276	100.0%	20,486	100.0%

Source: EOS PowerBI Dataset

Figure 9. SCC Students' Promise Grant Recipient Status Distribution, Fall 2016 – Fall 2020
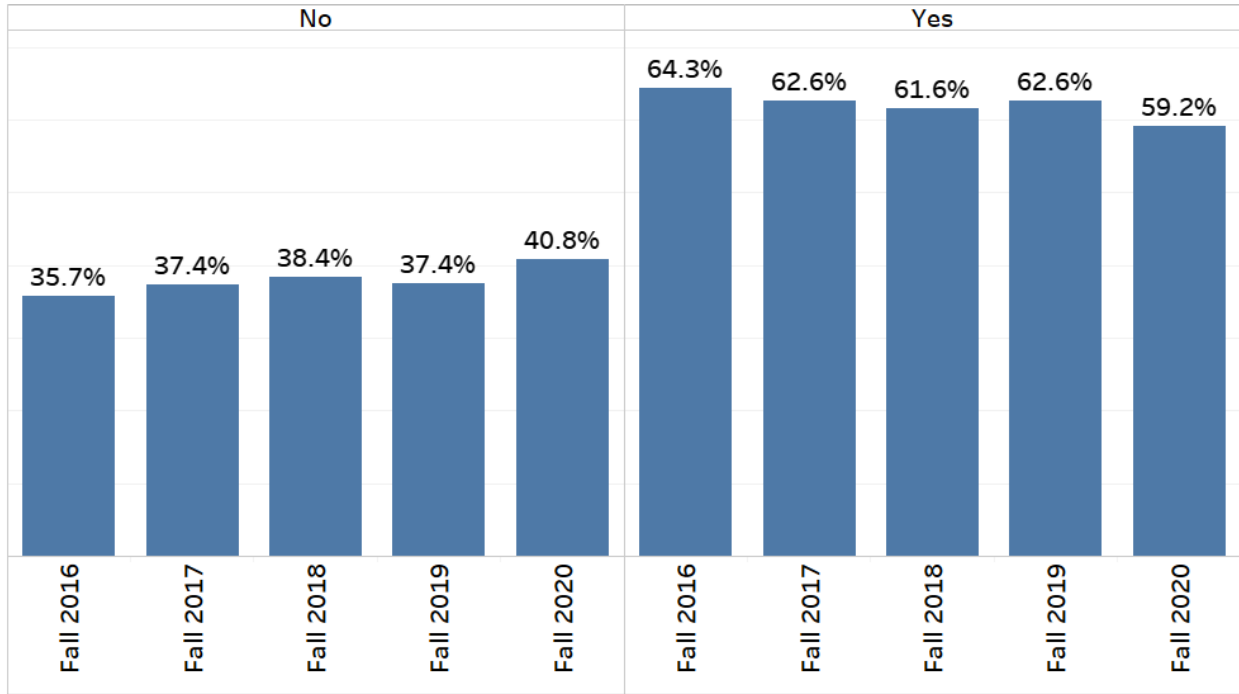
Source: EOS PowerBI Dataset

FIRST GENERATION COLLEGE STUDENTS. Over 30 percent of SCC students were first generation college students five years ago, but the proportion has been on a downward trend since (Table 17 and Figure 10).

Table 17. SCC First Generation College Students Distribution, Fall 2016 – Fall 2020

First Generation	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	Number of students	Percent of total	Number of students	Percent of total	Number of students	Percent of total	Number of students	Percent of total	Number of students	Percent of total
No	15,632	69.4%	15,321	70.4%	15,716	71.9%	15,223	71.6%	14,869	72.6%
Yes	6,886	30.6%	6,452	29.6%	6,128	28.1%	6,053	28.4%	5,617	27.4%
Grand Total	22,518	100.0%	21,773	100.0%	21,844	100.0%	21,276	100.0%	20,486	100.0%

Source: EOS PowerBI Dataset

Figure 10. SCC First Generation College Students Distribution, Fall 2016 – Fall 2020

No					Yes				
69.4%	70.4%	71.9%	71.6%	72.6%	30.6%	29.6%	28.1%	28.4%	27.4%
Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
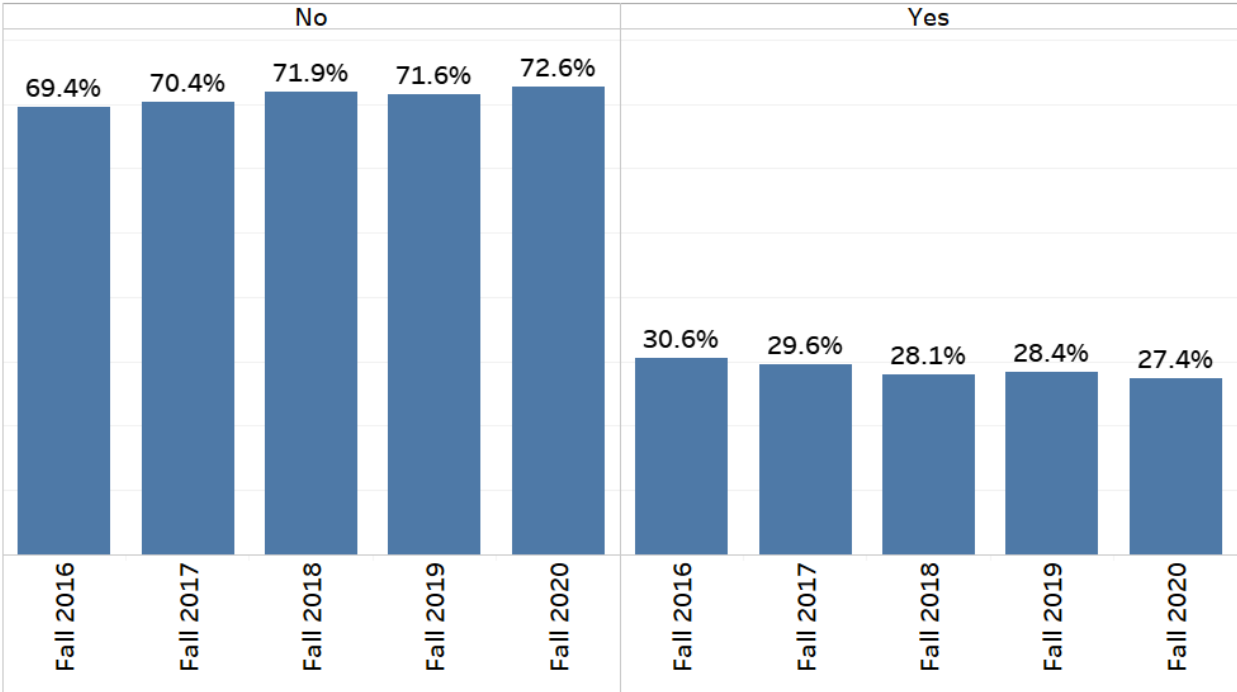
Source: EOS PowerBI Dataset

EMPLOYMENT. About 21% of SCC students are unemployed and seeking work—down from 23.4% in 2016. About 58% are working—up from 55.3% in 2016 (Table 18 and Figure 11). The percentage of students employed full time has risen slightly each year since 2016.

Table 18. SCC Students' Weekly Work Status, Fall 2016 – Fall 2020

Hours Employed	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	Number of students	Percent of total	Number of students	Percent of total	Number of students	Percent of total	Number of students	Percent of total	Number of students	Percent of total
1-9	1,011	4.5%	1,066	4.9%	1,056	4.8%	1,120	5.3%	1,031	5.0%
10-19	2,682	11.9%	2,656	12.2%	2,762	12.6%	2,689	12.6%	2,482	12.1%
20-29	3,948	17.5%	3,876	17.8%	3,955	18.1%	3,965	18.6%	3,446	16.8%
30-39	1,995	8.9%	1,994	9.2%	2,075	9.5%	1,983	9.3%	1,808	8.8%
40 or more	2,813	12.5%	2,863	13.1%	2,968	13.6%	2,989	14.0%	3,081	15.0%
None, not seeking employment	4,798	21.3%	4,644	21.3%	4,618	21.1%	4,220	19.8%	4,390	21.4%
None, seeking employment	5,268	23.4%	4,669	21.4%	4,397	20.1%	4,297	20.2%	4,216	20.6%
Unknown/ Unspecified	*		*		13	0.1%	13	0.1%	32	0.2%
Grand Total	22,518	100.0%	21,773	100.0%	21,844	100.0%	21,276	100.0%	20,486	100.0%

Source: EOS PowerBI Dataset

* N < 10

Figure 11. SCC Students' Weekly Work Status, Fall 2016 – Fall 2020

FULLTIME VS. PART-TIME. A majority of SCC students are enrolled part-time. This pattern has been evident for many years, although there has been a slightly upward trend in fulltime students (Note: a student is considered fulltime if they take 12 or more units in a semester) (Table 19 and Figure 12).
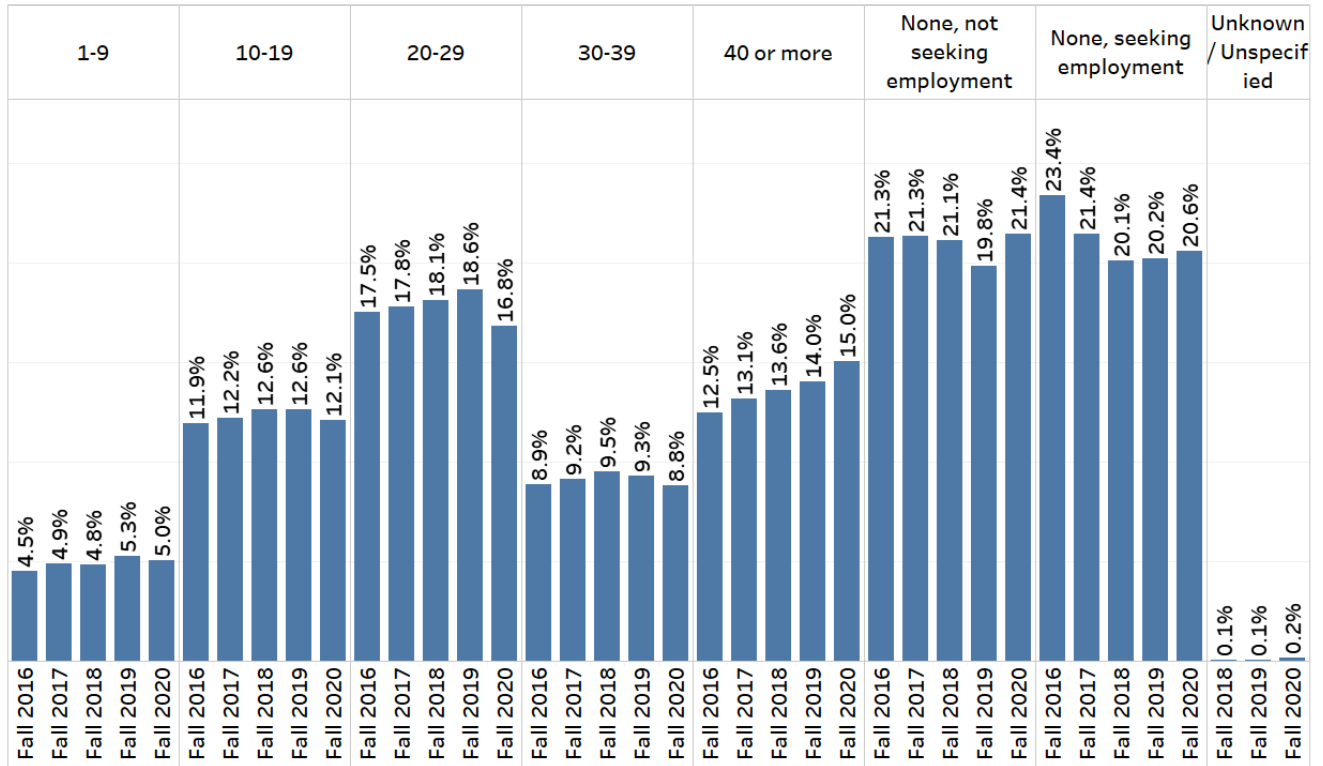
Table 19. SCC Students' Unit Load, Fall 2016 – Fall 2020

Unit Load	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	Number of students	Percent of total	Number of students	Percent of total	Number of students	Percent of total	Number of students	Percent of total	Number of students	Percent of total
Up To 5.9	6,908	30.7%	6,525	30.0%	6,466	29.6%	5,957	28.0%	5,323	26.0%
6 - 11.99	8,332	37.0%	8,151	37.4%	7,994	36.6%	7,738	36.4%	7,583	37.0%
12 Or Over	7,274	32.3%	7,094	32.6%	7,364	33.7%	7,559	35.5%	7,521	36.7%
Unknown	*		*		20	0.1%	22	0.1%	59	0.3%
Grand Total	22,518	100.0%	21,773	100.0%	21,844	100.0%	21,276	100.0%	20,486	100.0%

* N < 10

Figure 12. SCC Students' Unit Load, Fall 2016 – Fall 2020
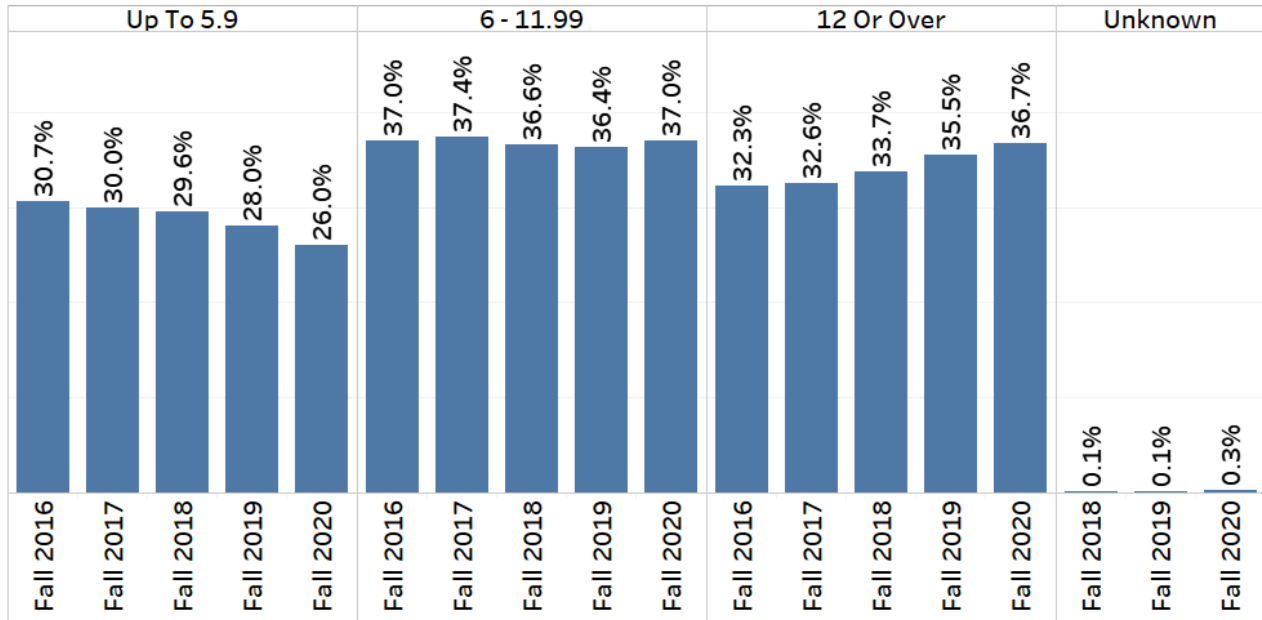
EDUCATIONAL GOALS. Many SCC students indicate that they intend to transfer and many indicate that they intend to complete an Associate's degree (Table 20).

Over 66% of SCC students indicate that they intend to transfer. About the same percentage indicate that they intend to complete an Associate's degree. (Note that students can both complete an Associate's degree and transfer). The percentage of students indicating a vocational goal has been steady at about 4.5 percent while the percentage of university students fulfilling requirements for their four-year program has been on a decreasing trend.

Table 20. SCC Students' Education Goal Distribution, Fall 2016 – Fall 2020

Semester	Transfer goals		Non-transfer degree, certificate or vocational goals		Educational development or undecided goals		Four-yr Student Mtg 4-yr Reqs
	Transfer w/ AA	Transfer w/o AA	AA w/o transfer	Vocational (w/ or w/o Cert.)	Basic skills/personal dev.	Unspecified/ Undecided	Four-yr Student Mtg 4-yr Reqs
Fall 2016	47.7%	14.3%	15.2%	4.5%	5.3%	3.9%	9.1%
Fall 2017	48.0%	14.6%	15.1%	4.5%	5.6%	3.7%	8.6%
Fall 2018	48.5%	14.2%	14.9%	4.8%	5.7%	3.5%	8.5%
Fall 2019	49.4%	14.3%	15.5%	4.8%	6.1%	3.1%	6.8%
Fall 2020	53.2%	13.2%	14.4%	4.4%	6.4%	2.8%	5.7%

Sites

ENROLLMENT AT THE DAVIS CENTER AND OF UC DAVIS (UCD). Enrollment at the Davis Center has steadily increased since Fall 2017 after a nine percent drop from Fall 2016, while enrollment of UCD students in developmental courses taught at UCD by SCC professors has been declining since Fall 2016, largely because the College has been phasing out that program (Figure 13).

Figure 13. End of Semester Duplicated Enrollment Trends for Davis & UCD
Fall 2016 – Fall 2020
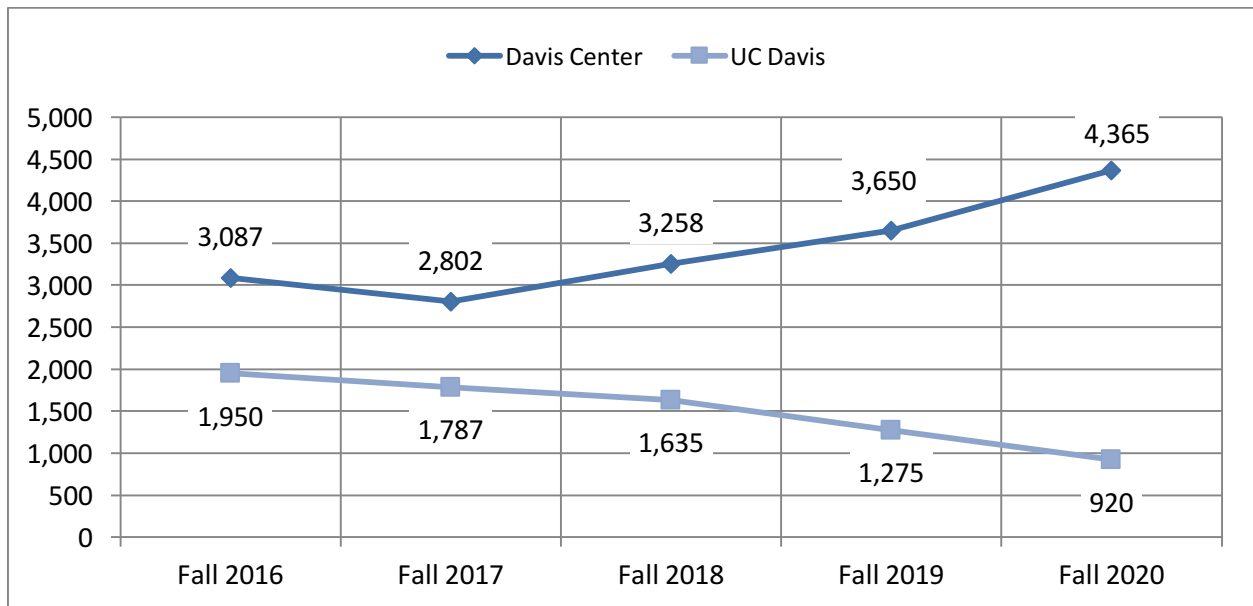
Source: EOS PowerBI Dataset

ENROLLMENT AT THE WEST SACRAMENTO CENTER has fluctuated over the last five years, increasing steadily from Fall 2016 to Fall 2019 and then decreasing by Fall 2020 (Figure 14).

Figure 14. End of Semester Duplicated Enrollments, Fall 2016 – Fall 2020
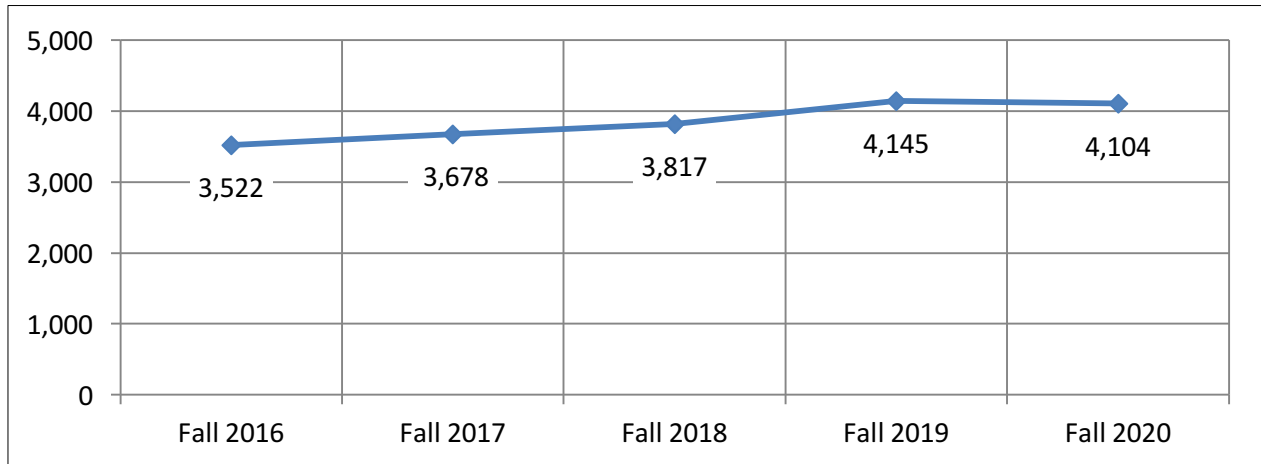
Source: EOS PowerBI Dataset

Specialized or Programmatic Accreditation
The College offers six separately accredited programs, all of which are listed below:

Our Occupational Therapy Assistant (OTA) Program is accredited by the Accreditation Council for Occupational Therapy Educate of the American Occupational Therapy Association.

Our Physical Therapist Assistant (PTA) Program is accredited by the Commission on Accreditation in Physical Therapy Education.

Our Associate Degree Nursing Program is accredited by the California Board of Registered Nursing, a specialized accrediting body of the California Department of Consumer Affairs; and the Accreditation Commission for Education in Nursing.

Our Vocational Nursing Program is accredited by the California Board of Vocational Nursing and Psychiatric Technicians, a specialized accrediting body of the Department of Consumer Affairs.

Our Dental Assisting Program is accredited by the Commission on Dental Accreditation of the American Dental Association.

Our Dental Hygiene Program is accredited by the Commission of Dental Accreditation of the American Dental Association.

B. Presentation of Student Achievement Data and Institution-set Standards

This section includes two subsections: College-wide student achievement and programmatic student achievement. The college-wide student achievement subsection will present SCC students' course success rates and the numbers of degrees, certificates, and transfer achieved by SCC students. The programmatic student achievement subsection will show data on job placement rate and licensure exam passage rate. All of these metrics will be discussed in relation to the institution-set standards and stretch goals. Disproportionately impacts on different student groups will also be analyzed.

B.1   COLLEGE-WIDE STUDENT ACHIEVEMENT

B.1.1 COURSE SUCCESS RATES

OVERALL COURSE SUCCESS RATES. The overall course success rate at SCC has been relatively steady for many years (Figure 1). Course success rates reflect the percent of student enrollments that are successful in courses by earning grades A, B, C or Pass/Credit. The overall course success rate has been relatively stable since the 1980s. In the last five years course success rate has been roughly steady, hovering between 68 and 80 percent. Currently the overall course success rate (as a percentage) is at 69 percent, higher than the institution-set standard of 63% and close to the stretch goal of 70%.

Table 1. SCC Successful Course Completion, Fall 2016 to Fall 2020 (%)
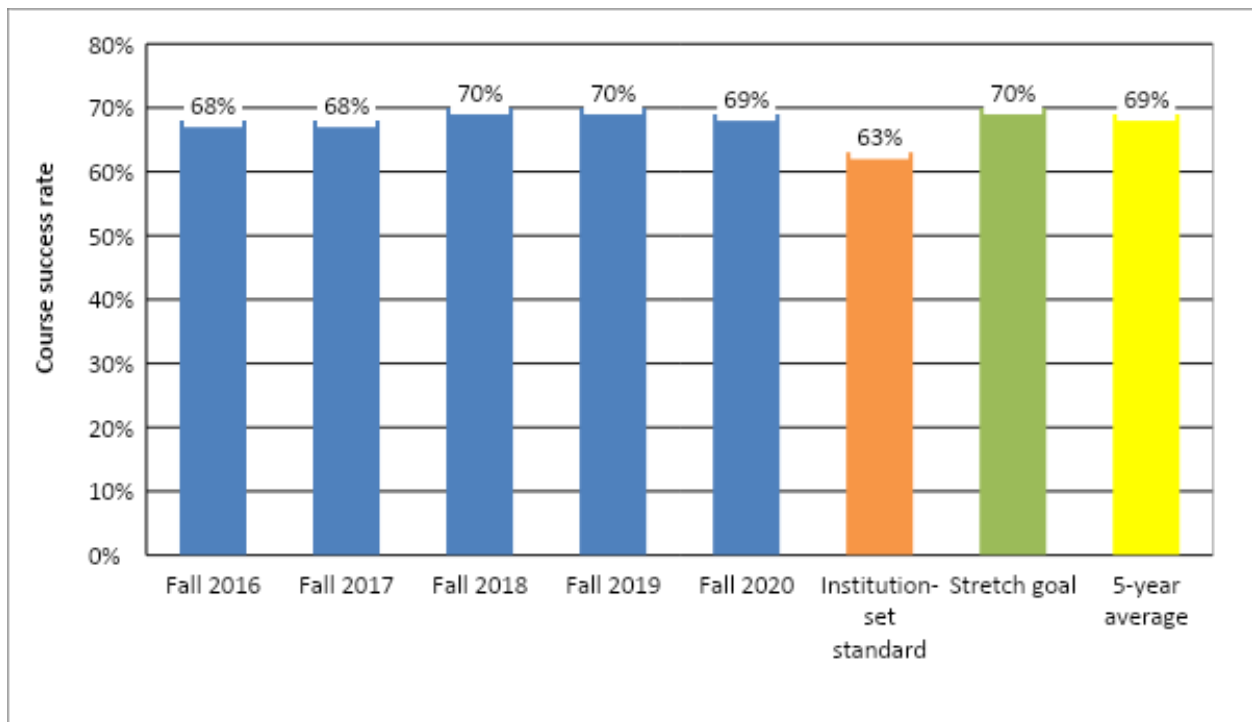
Source: EOS PowerBI Dataset

The following tables will show SCC students' course success rates by demographics and socio-economic status. In tables that show data for equity measures such as gender, ethnicity, low-income, disability status, veteran status, first generation, first-time in college students, and delivery mode, legends are added next to the course success rates to denote whether a group is disproportionately impacted (Note that age is not considered an equity measure by the California Community College Chancellor's Office (CCCCO) and thus is not included in the disproportionate impact analysis). Disproportionate impact is measured using the percentage point gap method with guidelines from the CCCCO.[1] Box 1 includes explanation for each of the legends used.

Box 1. Disproportionate Impact Legends

Green Circle

Success rate for the selected group is at or above the average Success/Retention rate for the given group.

Yellow Triangle

Success rate for the selected group is below the average Success/Retention for the given group, but not to the extent indicative of disproportionate impact.

Red Square

Success rate for the selected group is below the average Success/Retention rate for the given group, and to the extent indicative of disproportionate impact.

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[1] https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Divisions/Digital-Innovation-and-Infrastructure/Research/Files/PercentagePointGapMethod2017.ashx?la=en&hash=CEC0183482280988242FD1EED4F3F1AE39335985

SUCCESSFUL COURSE COMPLETION BY AGE GROUPS. There are some differences in course success between students of different ages (Table 2 and Figure 1).

Table 2

Fall Course Success for SCC (College-Wide) by Age Group for All Locations					
	Fall 2016	**Fall 2017**	**Fall 2018**	**Fall 2019**	**Fall 2020**
Overall	68%	68%	70%	70%	69%
Under 18	79%	84%	81%	84%	83%
18 - 20	66%	68%	68%	67%	67%
21 - 24	66%	67%	68%	68%	65%
25 - 29	68%	69%	72%	71%	69%
30 - 39	71%	72%	73%	75%	73%
40 and Over	70%	69%	72%	75%	75%

Source: EOS PowerBI Dataset
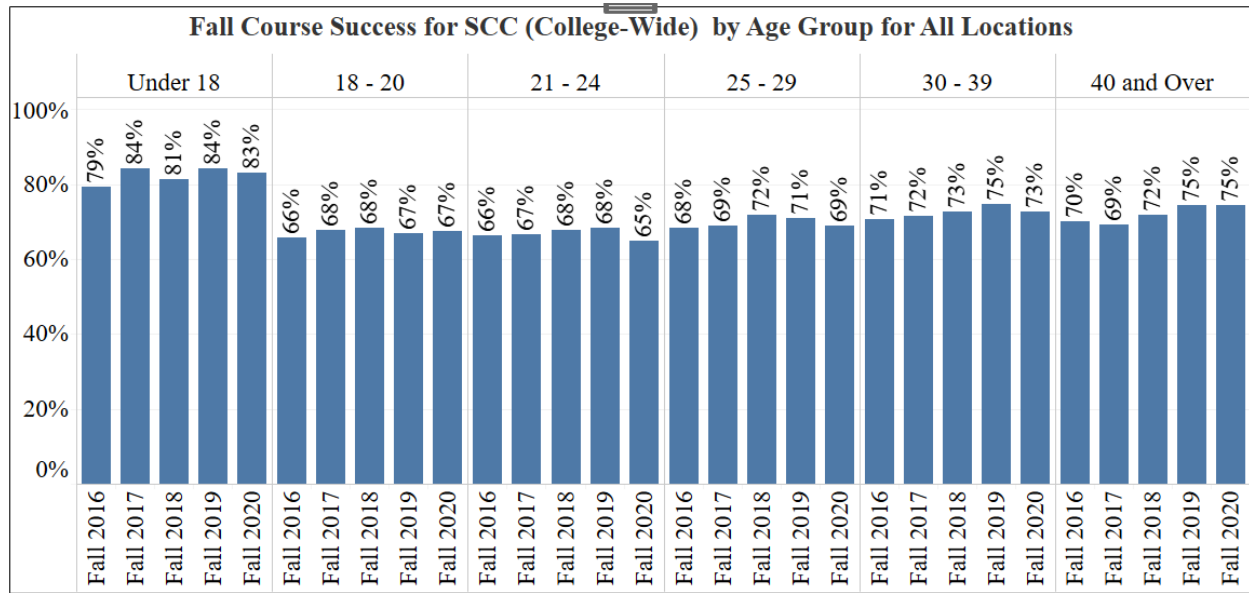
Figure 1

Source: EOS PowerBI Dataset

SUCCESSFUL COURSE COMPLETION BY GENDER. There is not a substantial difference between the course success rates of male and female students (Table 3 and Figure 2). Course success rate of male students is lower than female students by about 1 percentage point but not to the extent that is considered disproportionately impacted.

Table 3

Fall Course Success for SCC (College-Wide) by Gender for All Locations

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Overall	● 68%	● 68%	● 70%	● 70%	● 69%
Female	● 68%	● 70%	● 70%	● 70%	● 69%
Male	▲ 67%	▲ 67%	▲ 69%	▲ 69%	▲ 68%
Unknown	● 68%	▲ 68%	● 72%	● 71%	● 74%

Source: EOS PowerBI Dataset

Figure 2
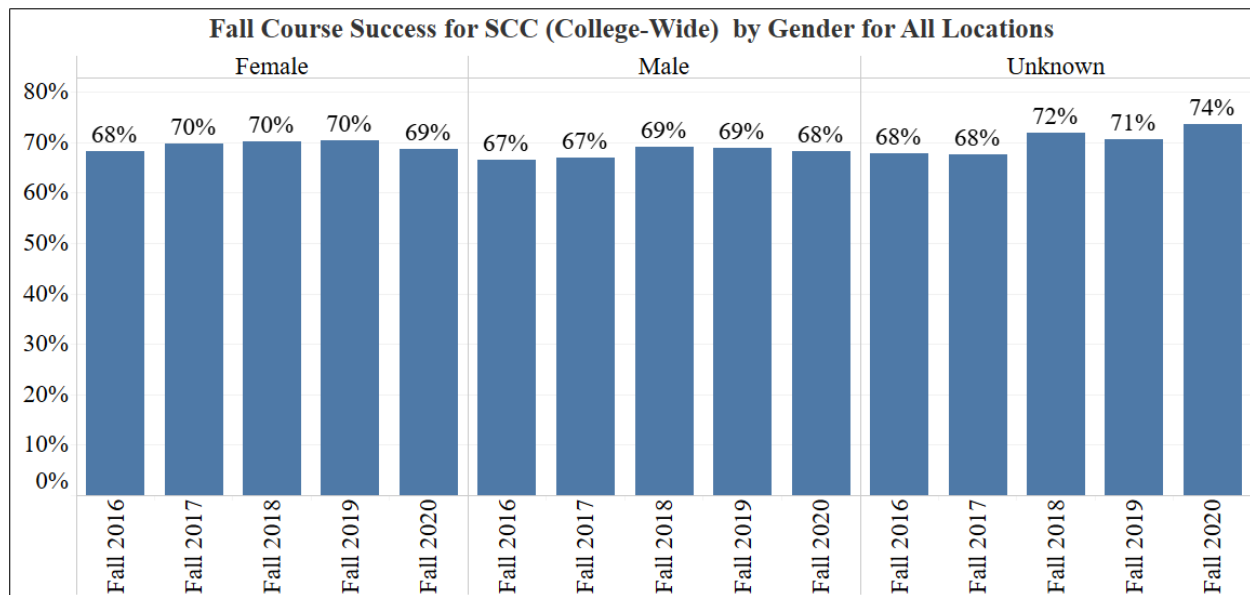
Source: EOS PowerBI Dataset

SUCCESSFUL COURSE COMPLETION BY RACE/ETHNICITY. There are substantial and persistent gaps in course success between the four largest racial/ethnic groups at the College (Table 4 and Figure 3). African American and Hispanic/Latino students have lower course success rates than do Asian or White students. These four ethnic groups have consistently accounted for about 85 to 90 percent of SCC's unduplicated headcount since 2000. The college has worked tirelessly to close ethnicity equity gaps. For example, the ASHE and RASA centers were created to help students of color, especially African American and Hispanic/Latino students.

Table 4

Fall Course Success for SCC (College-Wide) by Ethnicity for All Locations

	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
Overall	●	68%	●	68%	●	70%	●	70%	●	69%
African American	■	53%	■	55%	■	56%	■	58%	■	54%
Asian	●	76%	●	76%	●	77%	●	77%	●	78%
Filipino	●	74%	●	72%	●	75%	●	71%	●	73%
Hispanic/Latino	■	64%	■	65%	■	67%	■	66%	■	64%
Multi-Race	■	64%	■	64%	■	66%	▲	69%	■	66%
Native American	■	59%	■	61%	■	54%	▲	65%	▲	61%
Other Non-White	▲	64%	●	73%	▲	66%	●	72%	▲	64%
Pacific Islander	■	62%	■	62%	■	64%	▲	69%	▲	65%
Unknown	●	72%	●	76%	●	74%	▲	69%	▲	67%
White	●	73%	●	75%	●	75%	●	76%	●	75%

Source: EOS PowerBI Dataset

Figure 3

Fall Course Success for SCC (College-Wide) by Ethnicity for All Locations
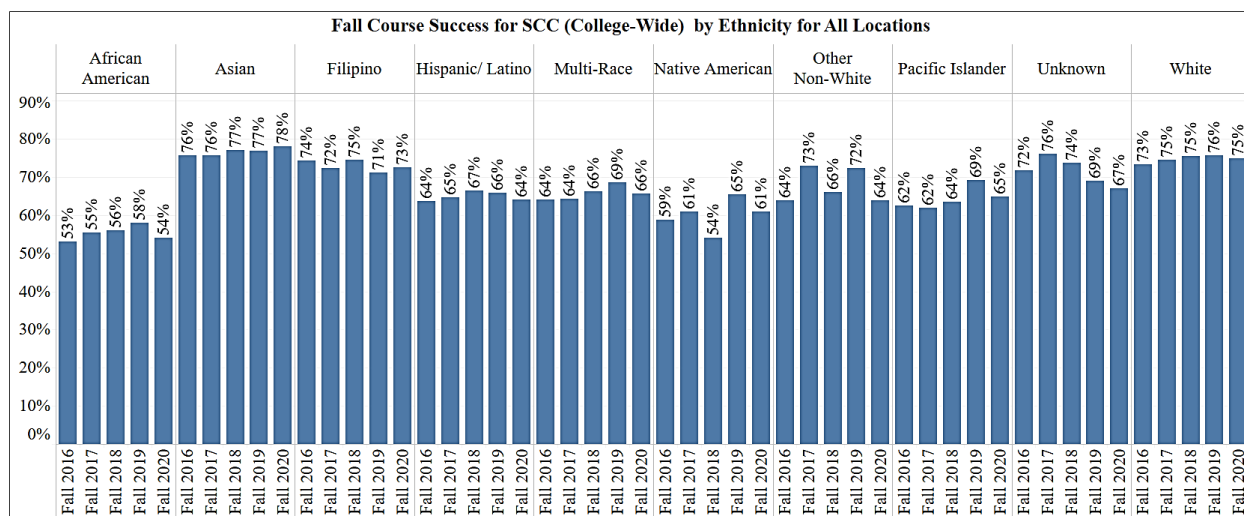
SUCCESSFUL COURSE COMPLETION BY LOW INCOME STATUS. Using the Promise Grant recipient status (formerly the BOG Fee Waiver recipient status) as a measure of economic need, about two-thirds of SCC students are receiving some type of tuition and fee assistance (Table 5 and Figure 4).

Table 5.

Fall Course Success for SCC (College-Wide) by Low Income for All Locations

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Overall	🟢 68%	🟢 68%	🟢 70%	🟢 70%	🟢 69%
No	🟢 74%	🟢 74%	🟢 76%	🟢 75%	🟢 72%
Yes	🔺 65%	🔺 66%	🔺 67%	🔺 68%	🔺 67%

Source: EOS PowerBI Dataset

Figure 4.

Fall Course Success for SCC (College-Wide) by Low Income for All Locations
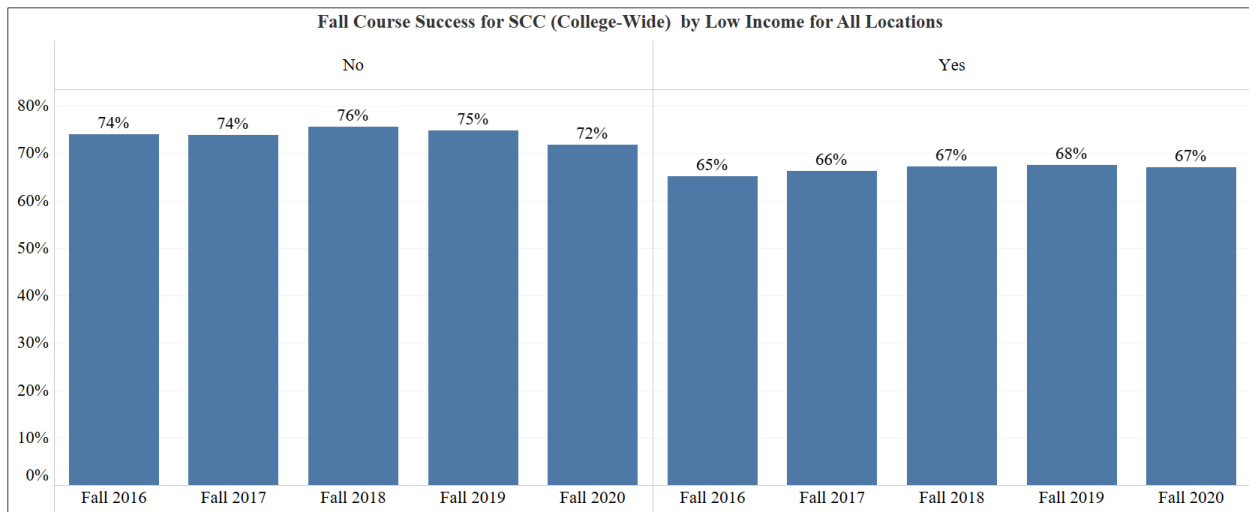
Source: EOS PowerBI Dataset

SUCCESSFUL COURSE COMPLETION BY DISABLITY STATUS (DSPS). Course success rates of students with one or more disabilities (DSPS) are lower than non-DSPS students'. In Fall 2020, DSPS students' course success rate is lower than non-DSPS students by one percentage point but is not disproportionately impacted (Table 6).

Table 6

Fall Course Success for SCC (College-Wide) by DSPS for All Locations

	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
Overall	🟢	68%	🟢	68%	🟢	70%	🟢	70%	🟢	69%
No	🟢	68%	🟢	69%	🟢	70%	🔺	70%	🟢	69%
Yes	🔺	67%	🟥	64%	🟥	65%	🟢	70%	🔺	68%

Source: EOS PowerBI Dataset

SUCCESSFUL COURSE COMPLETION BY VETERAN STATUS. Veteran students' course success rates have been higher than non-veteran students until Fall 2020. In Fall 2020, their course success rate has dropped by three percentage point from the previous Fall but is not at the disproportionate impact level (Table 7).

Table 7

Fall Course Success for SCC (College-Wide) by Veteran for All Locations

	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
Overall	🟢	68%	🟢	68%	🟢	70%	🟢	70%	🟢	69%
No	🔺	67%	🔺	68%	🔺	70%	🔺	70%	🟢	69%
Yes	🟢	68%	🟢	70%	🟢	73%	🟢	70%	🔺	66%

Source: EOS PowerBI Dataset

SUCCESSFUL COURSE COMPLETION BY FIRST GENERATION. First generation college students' course success rates have been lower than other students for the past five years. However, their course success rates are not disproportionately impacted (Table 8).

Table 8

Fall Course Success for SCC (College-Wide) by First Generation for All Locations

	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
Overall	🟢	68%	🟢	68%	🟢	70%	🟢	70%	🟢	69%
No	🟢	68%	🟢	69%	🟢	71%	🟢	71%	🟢	70%
Yes	🔺	66%	🔺	66%	🔺	68%	🔺	67%	🔺	66%

Source: EOS PowerBI Dataset

SUCCESSFUL COURSE COMPLETION BY FIRST-TIME IN COLLEGE STUDENTS (FRESHMEN). There are substantial differences in course success between first-time in college students and other students (Table 9). The course success rates of first-time in college students have been below those of other SCC students at a disproportionately impacted level. In Fall 2020, the college started the First Year Experience (FYE) program to help first-time in college students better prepare and navigate their college career.

Table 9

Fall Course Success for SCC (College-Wide) by Freshmen for All Locations

	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
Overall	🟢	68%	🟢	68%	🟢	70%	🟢	70%	🟢	69%
No	🟢	69%	🟢	69%	🟢	71%	🟢	71%	🟢	70%
Yes	🟥	61%	🔺	66%	🟥	63%	🟥	63%	🟥	64%

Source: EOS PowerBI Dataset

SUCCESSFUL COURSE COMPLETION BY DELIVERY MODE (MODALITY). Course success varies by modality. Face-to-face lecture course success rates are lower than fully online and hybrid (99% online or less) success rates (Table 10 and Figure 5).

Table 10

Fall Course Success for SCC (College-Wide) by Modality for All Locations

	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
Overall	●	68%	●	68%	●	70%	●	70%	●	69%
Fully Online	▲	66%	▲	67%	▲	68%	●	70%	●	69%
Hybrid	▲	66%	●	72%	■	64%	▲	67%	●	71%
Lab	●	75%	●	72%	●	76%	●	78%	●	81%
Lecture	▲	67%	▲	68%	▲	70%	▲	69%	▲	67%
Other	●	78%	●	77%	●	79%	●	75%	●	75%

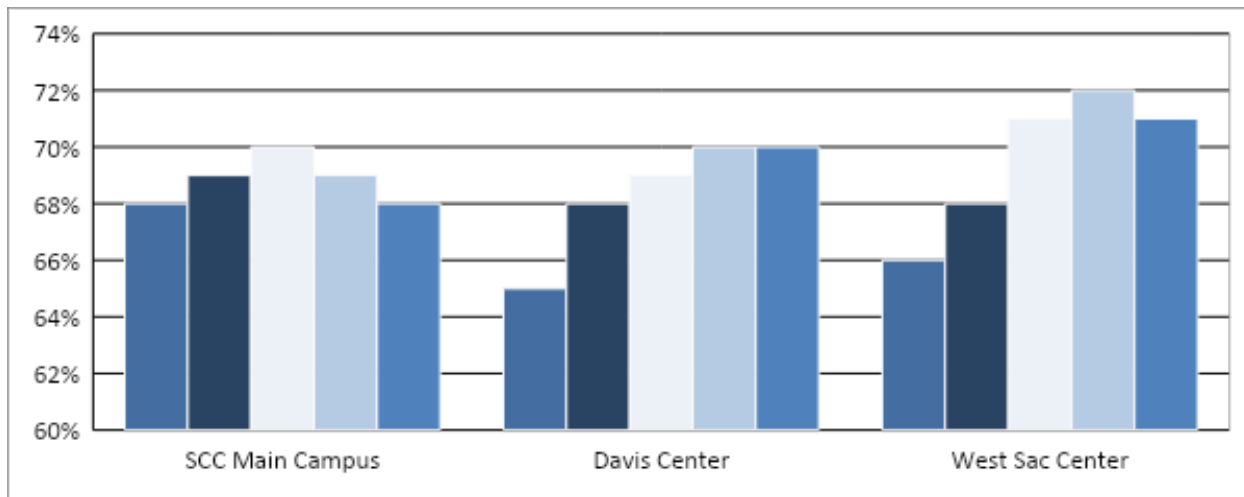*Source: EOS PowerBI Dataset*
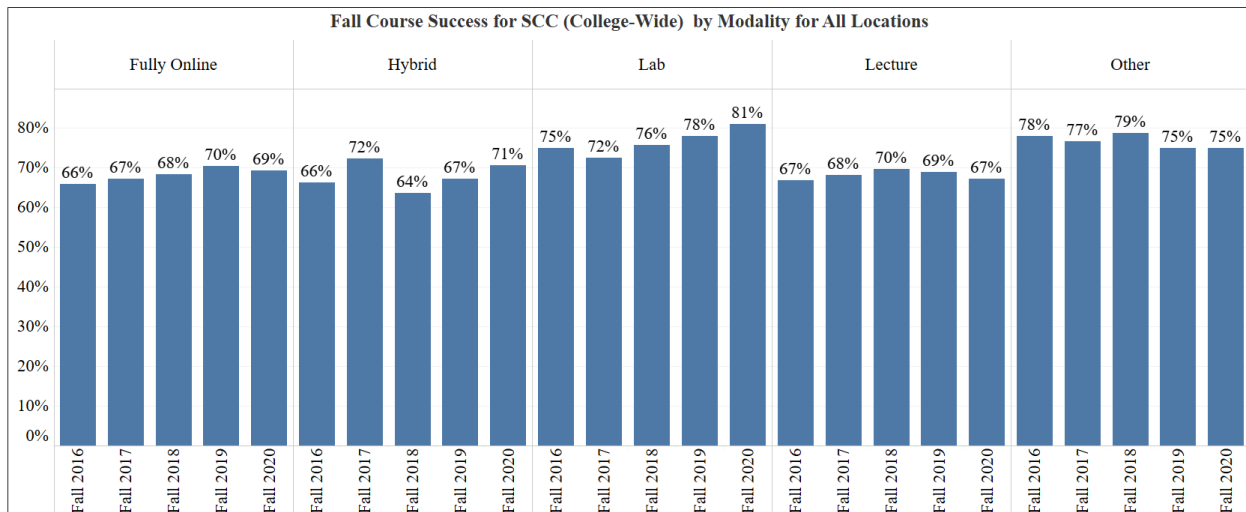
Figure 5

Source: EOS PowerBI Dataset

SUCCESSFUL COURSE COMPLETION BY LOCATION. Course success rates have been higher for sections taught at West Sacramento Center and Davis Center than at the SCC Main Campus in the two latest Fall semesters (Figure 6).

Figure 6. Fall Course Success for SCC by Location

Source: EOS PowerBI Dataset

B.1.2 COMPLETION: DEGREES, CERTIFICATES AND TRANSFER

DEGREES, CERTIFICATES, AND TRANSFER. Numbers of degrees, certificates, and transfers past few years. The numbers of degrees, certificates, and transfers exceeded institution-set standards. In Fall 2020, the number of degrees and transfers exceeded stretch goals (Table 11)

Table 11. Numbers of degrees and certificates, AY 2015-2016 to AY 2019-2020

	2015-16	2016-17	2017-18	2018-19	2019-20	Institution-set standard	Stretch goal	5-year average
Associate degrees	1582	1692	1686	2128	2391	1000	1880	1896
Certificates	479	392	345	449	463	350	637	426
Total	2061	2084	2031	2577	2854	-	-	2321

Sources: LRCCD Awards File

* Note: Graduates may receive more than one degree or certificate.

Table 12. Numbers of transfers to UC and CSU AY 2016-17 to AY 2020-21

	2016-17	2017-18	2018-19	2019-20	2020-21	Institution-set standard	Stretch goal	5-year average
Number of students transferring to CSU	778	761	788	900	892	-	-	824
Number of students transferring to UC	287	314	324	318	318*	-	-	312
Total	1065	1075	1112	1218	1210	700	1095	1136

Source: CSU transfer data https://www2.calstate.edu/data-center/institutional-research-analyses/Pages/reports-and-analytics.aspx ; and UC transfer data https://www.universityofcalifornia.edu/infocenter/admissions-source-school. Accessed 07/28/2021.

*Fall data only for UC*B.2   PROGRAMATIC STUDENT ACHIEVEMENT

B.2.1 JOB PLACEMENT RATE

By the 5-year average measure, one hundred percent of SCC CTE programs meet or exceed the institution-set standards in job placement rates for students completing CTE programs. By the same measure, up to 83% of the programs meet or exceed the respective stretch goals (Table 1).

Table 1. Job Placement Rates for Students Completing SCC CTE Programs (Perkins IV Core Indicator Data)

Program	2015-16 Rate	2016-17 Rate	2017-18 Rate	2018-19 Rate	2019-20 Rate	Institution set standard	Stretch Goal	5-year Average
Business and Commerce, General (includes Business General AS; Customer Service Certificate) 050100	60%	87%	86 %	88 %	86 %	70 %	75 %	81%
Accounting (includes Accounting Clerk Certificate; Accounting AS; Full Charge Bookkeeper Certificate) 050200	68%	81%	75 %	84 %	75 %	70 %	75 %	77%
Business Administration (includes Business Administration AS) 050500	N/A	68%	68 %	85 %	84 %	70 %	75 %	76%
Business Management (Includes Management AS, Certificate; Small Business Management AS, Certificate) 050600	50%	N/A	73 %	91 %	83 %	70 %	75 %	74%

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Digital Media (includes Graphic Communication AS, Certificate; 3D Animation and Modeling Certificate; Game Design Certificate; User Interface and Web Design Certificate; Web Production Specialist Certificate) 061400	62%	63%	73 %	79 %	73 %	60 %	65 %	70%
Computer Programming (includes Front-End Web Developer Certificate; Programming Certificate; Web Developer AS, Certificate) 070710	N/A	59%	73 %	74 %	73 %	70 %	75 %	70%
Computer Infrastructure and Support (includes Information Systems Security AS, Certificate) 070800	67%	90%	82 %	94 %	82 %	70 %	75 %	83%
Computer Networking (includes Advanced CISCO Networking Certificate; Network Design AS, Certificate; Network Administration AS, Certificate) 070810	67%	76%	80 %	76 %	80 %	70 %	75 %	76%
Industrial Systems Technology and Maintenance (includes Mechanical Systems Technician Certificate) 094500	75%	93%	86 %	86 %	82 %	70 %	75 %	84%
Environmental Control Technology (includes HVAC Systems Design AS, Certificate; Commercial Building Energy Auditing and Commissioning Specialist Certificate; Mechanical-Electrical technology AS, Certificate) 094600	85%	86%	84 %	87 %	84 %	70 %	75 %	85%
Aeronautical and Aviation Technology (includes Powerplant AS, Certificate; Airframe AS, Certificate; Combined Airframe/Powerplant AS, Certificate) 095000	80%	70%	87 %	71 %	87 %	70 %	75 %	79%
Applied Photography (includes Commercial and Magazine Photography Certificate; Photography AA, Certificate; Portrait and Wedding Photography Certificate) 101200	57%	56%	64 %	70 %	64 %	60 %	65 %	62%
Occupational Therapy Technology (includes Operational Therapy AS) 121800	82%	83%	82 %	93 %	82 %	75 %	80 %	84%
Physical Therapist Assistant (includes Physical Therapist Assistant AS) 122200	69%	91%	92 %	95 %	92 %	75 %	80 %	88%

Registered Nursing (includes Registered Nursing AS; LVN-RN 30-Unit Option Certificate) 123010	86%	98%	96 %	92 %	96 %	75 %	80 %	94%
Licensed Vocational Nursing (includes Vocational Nursing AS, Certificate) 123020	79%	88%	92 %	92 %	92 %	75 %	80 %	89%
Dental Assistant (includes Dental Assisting AS, Certificate) 124010	88%	88%	81 %	95 %	81 %	75 %	80 %	87%
Dental Hygienist (Includes Dental Hygiene AS) 124020	85%	96%	97 %	97 %	97 %	75 %	80 %	94%
Child Development/Early Care and Education (Early Childhood Education, AS; Early Childhood Education Teacher AA; Child Development with ECE Emphasis, AA; Family Child Care Certificate) 130500	68%	86%	65 %	85 %	65 %	60 %	65 %	74%
Library Technician (Aide) (includes Library and Information Technology AS, Certificate) 160200	N/A	91%	93 %	100 %	93 %	70 %	75 %	94%
Administrative of Justice (includes Administrative of Justice AS) 210500	76%	83%	87 %	85 %	87 %	70 %	75 %	84%
Cosmetology and Barbering (includes Cosmetology AS, Certificate; Art and Science of Nail Technology) 300700	55%	80%	74 %	73 %	74 %	60 %	65 %	71%
Aviation and Airport Management and Services (includes Aircraft Dispatcher AS, Certificate) 302000	67%	N/A	N/A	90 %	N/A	70 %	75 %	79%
Piloting (includes Flight Technology AS, Certificate) 302020	N/A	N/A	N/A	73 %	N/A	70 %	75 %	73%

B.2.2 LICENSURE EXAM PASSAGE RATE

By the 5-year average measure, 88% percent of SCC CTE programs meet or exceed the institution-set standards for licensure examinations pass rates for students in CTE programs.

Table 2. Licensure Examinations Pass Rates for Students in SCC CTE Programs

Program	Exam (National, State, Other)	2015-16 Pass Rate	2016-17 Pass Rate	2017-18 Pass Rate	2018-19 Pass Rate	2019-20 Pass Rate	Institution set standard	Stretch Goal	5-year Average
Dental Hygiene (National exam)	National	100%	100%	100 %	100 %	95 %	80 %	100 %	99%
Dental Hygiene (State exam)	State	100%	100%	100 %	100 %	100 %	80 %	100 %	100%
Dental Assisting (Written exam)	State	92%	91%	100 %	83 %	-1 %	80 %	100 %	73%
Occupational Therapy Assistant	National	N/A	92%	86 %	96 %	85 %	80 %	100 %	90%
Physical Therapy Assistant	National	100%	93%	96 %	100 %	82 %	80 %	100 %	94%
Registered Nursing	State	94%	98%	95 %	98 %	97 %	80 %	100 %	96%
Vocational Nursing	State	86%	100%	73 %	83 %	82 %	80 %	100 %	85%
Mechanical-Electrical Technology (Type I Certification Exam)	National	93%	86%	94 %	95 %	93 %	80 %	100 %	92%
Mechanical-Electrical Technology (Type II Certification Exam)	National	91%	89%	94 %	95 %	90 %	80 %	100 %	92%
Mechanical-Electrical Technology (Type III Certification Exam)	National	76%	84%	96 %	92 %	87 %	80 %	100 %	87%
Mechanical-	National	73%	82%	90 %	95 %	93 %	80 %	100 %	87%

Electrical Technology (Universal)								
Cosmetology (Written exam)	State	92%	74%	76%	80%	N/A	80 %	100 %	81%
Cosmetology (Practical exam)	State	100%	96%	81 %	77 %	28 %	80 %	100 %	76%
Manicurist/Nail Technology (Written exam)	State	100%	88%	N/A	93 %	76 %	80 %	100 %	89%
Manicurist/Nail Technology (Practical Exam)	State	100%	86%	N/A	60 %	46 %	80 %	100 %	73%
Aeronautics - Airframe & Powerplant	National	100%	100%	100 %	100 %	100 %	80 %	100 %	100%
Air Dispatch (FAA Aircraft Dispatcher	National	100%	81%	100 %	100 %	100 %	80 %	100 %	96%

C. Organization of the Self-Evaluation Process

2019-2020: Preparatory Work
The self-evaluation process at the College began in Fall 2019. The Accreditation Steering Committee, which consists of the ALO and a faculty, administrative, and classified representative, began meeting twice a month to assemble writing groups and develop a work plan. The committee identified writing team tri-chairs for each of the Standards. Members of the committee also attended monthly District Accreditation Coordinating Committee (DACC) meetings, where the accreditation budget and timeline were developed and finalized (C.1). In Spring 2020, writing teams for each of the Standards were appointed (C.2). Additionally, the Accreditation Steering Committee, Standards writing team tri-chairs and members, and the President's Executive Team attended a district-wide ACCJC training to learn more about the approach, format, and timeline for writing the ISER (C.3).

2020-2021: ISER Writing
During Fall 2020 Flex week, accreditation writing team members attended an accreditation training and kickoff meeting (C.4). Writing teams gathered information and evidence, wrote initial drafts, and created document libraries for the Standards they were responsible for. The Accreditation Steering Committee continued to meet twice a month, offering office hours for writing team members who had questions or needed assistance (C.5). The ALO provided regular updates to College Council, President's Cabinet, Academic Senate, Classified Senate, and Senior Leadership team (C.6.1, C.6.2, C.6.3, C.6.4, C.6.5). During their monthly meetings, DACC developed and approved the Standards function map (C.7), and established timelines for completion of initial drafts (C.8). Drafts for each Standard were completed and submitted to the Accreditation Steering Committee by the end of the Fall 2020 semester, and a Faculty Editor joined the committee to start work in the spring.

In Spring 2021, the Accreditation Steering Committee identified topics for the Quality Focus Essay, and these topics were reviewed by the constituency groups and approved by College Council (C.9). The Accreditation Steering Committee developed a work plan for finalizing the ISER, which included evidence-checking, revising where needed, and editing for clarity and consistency (C.10). Initial drafts of the ISER from both the College and District were shared with the College community for review and feedback (C.11). To support the College in their ISER writing process, ACCJC provided a College-specific as well as a District-wide Advanced ISER training (C.12.1, C.12.2). Editing of each of the narratives was completed by the end of the spring semester. In Summer 2021, the PRIE office completed sections A and B of the ISER, and the Accreditation Steering Committee finalized sections D and E.

2021-2022: ISER Finalized, Approved, Submitted
The final draft of the ISER was shared with the President's Executive Team on August 1, 2021 for initial review. The Accreditation Steering Committee led a workshop during Flex week that provided an overview of themes, findings, and highlights from the ISER, as well as a timeline for

review and feedback (C.13). Approval was secured from each constituency group before finalizing and submitting the document.

Evidence List

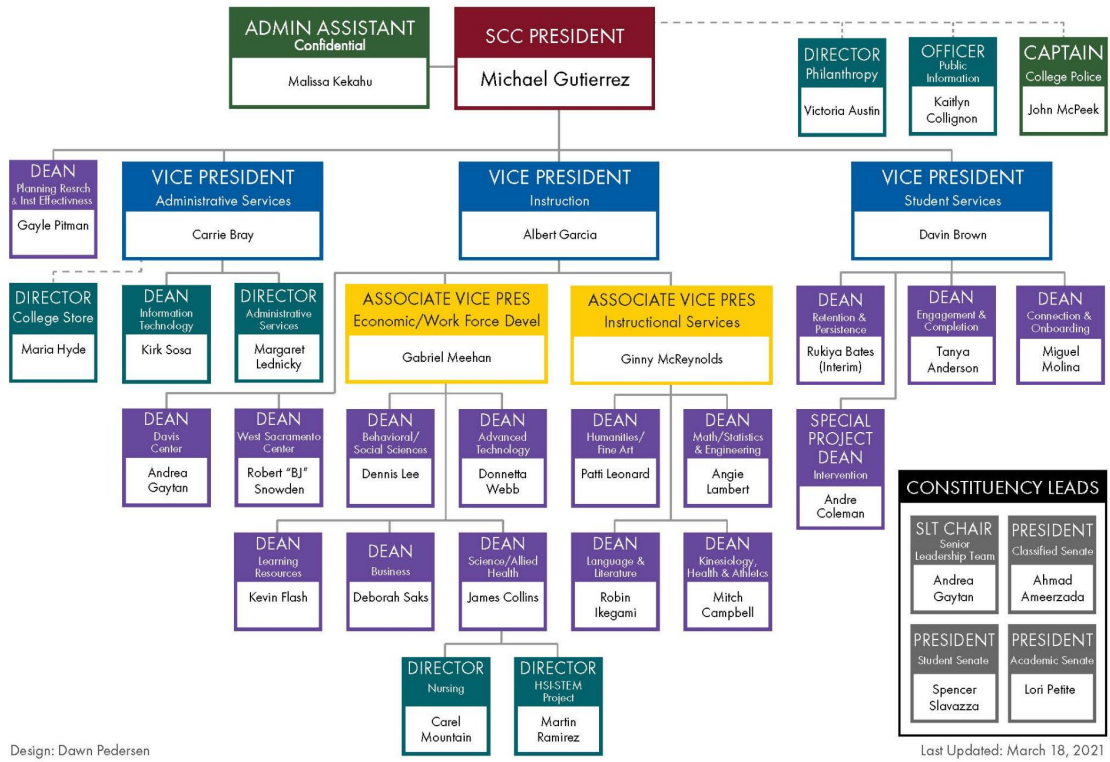|	
C.1	Accreditation 2022 budget
C.2	Accreditation writing teams membership list
C.3	LRCCD Accreditation training
C.4	"All About Accreditation" Flex workshop, Fall 2020
C.5	Accreditation Steering Committee meeting calendar
C.6.1	Accreditation update, College Council
C.6.2	Accreditation update, President's Cabinet
C.6.3	Accreditation update, Academic Senate
C.6.4	Accreditation update, Classified Senate
C.6.5	Accreditation update, Senior Leadership Team
C.7	LRCCD Function Map
C.8	DACC accreditation timeline
C.9	College Council minutes
C.10	Accreditation Steering Committee work log
C.11	Initial feedback e-mail message from ALO to constituency groups
C.12.1	SCC Advanced ISER Training
C.12.2	LRCCD Advanced ISER Training
C.13	ISER Flex workshop

D. Organizational Information

Sacramento City College is the oldest college in a four-college district. The Los Rios Community College District Function Map (D.1) identifies how the college and the district manage the distribution of responsibility by function. The following College and District organizational charts illustrate the delineations between College and District responsibilities. Dotted lines indicate shared oversight and responsibility between the College and the District.

On March 17, 2021, the Los Rios Community College District Chancellor announced that the District would be looking at two key areas - Admissions & Records and Financial Aid - and potentially reimagining these areas within a highly centralized structure (D.2). The Chancellor followed up by convening the four college Presidents for the "Los Rios Summit for the Future" (D.3). The Colleges and the District are currently in discussions about what this new structure might look like, and how it is intended to offer more effective and equitable services for students.

SACRAMENTO CITY COLLEGE

ADMIN ASSISTANT — Confidential
Malissa Kekahu

SCC PRESIDENT
Michael Gutierrez

DIRECTOR — Philanthropy
Victoria Austin

OFFICER — Public Information
Kaitlyn Collignon

CAPTAIN — College Police
John McPeek

DEAN — Planning Resrch & Inst Effectivness
Gayle Pitman

VICE PRESIDENT — Administrative Services
Carrie Bray

VICE PRESIDENT — Instruction
Albert Garcia

VICE PRESIDENT — Student Services
Davin Brown

DIRECTOR — College Store
Maria Hyde

DEAN — Information Technology
Kirk Sosa

DIRECTOR — Administrative Services
Margaret Lednicky

ASSOCIATE VICE PRES — Economic/Work Force Devel
Gabriel Meehan

ASSOCIATE VICE PRES — Instructional Services
Ginny McReynolds

DEAN — Retention & Persistence
Rukiya Bates (Interim)

DEAN — Engagement & Completion
Tanya Anderson

DEAN — Connection & Onboarding
Miguel Molina

DEAN — Davis Center
Andrea Gaytan

DEAN — West Sacramento Center
Robert "BJ" Snowden

DEAN — Behavioral/Social Sciences
Dennis Lee

DEAN — Advanced Technology
Donnetta Webb

DEAN — Humanities/Fine Art
Patti Leonard

DEAN — Math/Statistics & Engineering
Angie Lambert

SPECIAL PROJECT DEAN — Intervention
Andre Coleman

DEAN — Learning Resources
Kevin Flash

DEAN — Business
Deborah Saks

DEAN — Science/Allied Health
James Collins

DEAN — Language & Literature
Robin Ikegami

DEAN — Kinesiology, Health & Athletics
Mitch Campbell

DIRECTOR — Nursing
Carel Mountain

DIRECTOR — HSI-STEM Project
Martin Ramirez

CONSTITUENCY LEADS

SLT CHAIR — Senior Leadership Team
Andrea Gaytan

PRESIDENT — Classified Senate
Ahmad Ameerzada

PRESIDENT — Student Senate
Spencer Slavazza

PRESIDENT — Academic Senate
Lori Petite

Design: Dawn Pedersen

Last Updated: March 18, 2021

SACRAMENTO CITY COLLEGE

SCC PRESIDENT
Michael Gutierrez

VICE PRESIDENT OF ADMINISTRATIVE SERVICES
Carrie Bray

ADMINISTRATIVE ASSISTANT
TBD

DIRECTOR
College Store
Maria Hyde

DIRECTOR III
Administrative Svcs.
Margaret Lednicky

ADMINISTRATIVE SERVICES ANALYST
Taunya Wattier

FOOD SVCS. MGR.
City Café
Robert Burks

DEAN
Info. Technol.
Kirk Sosa

SUPERVISOR
Business Svcs. Office
Stephanie Smith

SUPERVISOR
Campus Operation
Brenda Buckner

Custodial/Receiving SUPERVISOR
Michael Castelle

Custodial SUPERVISOR
Doug White

SUPERVISOR
Printing Services
Allison Sekikawa

ACCOUNT CLERK III
David Lockwood

ACCOUNTANT
Coral Garcia

OPERATIONS TECHNICIAN
Denis Odipo

CLERK III
Amy Virdure

Receiving

Custodial Services
Graveyard Shift

Duplicating

ACCOUNT CLERK III
Lauren Zigler

ACCOUNT CLERK II
Barbara Kozikowska

CLERK III
Cristina Perez

CLERK
Maintenance Ops.
Louisa Melo

Custodial Services
Day Shift

Graphic Impressions

ACCOUNT CLERK II
Stephanie Her

ACCOUNT CLERK II
Madeline Chu

MAINTENANCE TECH
Hunter Laugenour

MAINTENANCE TECH
Michael Sathe

Custodial Services
Swing Shift

ACCOUNT CLERK I
TBD

Design: Dawn Pedersen

SACRAMENTO CITY COLLEGE

SCC PRESIDENT
Michael Gutierrez

VICE PRESIDENT INSTRUCTION
Dr. Albert Garcia

ADMIN ASSISTANT
Hannia Parker

ASSOCIATE VICE PRESIDENT
Gabriel Meehan

DEAN
Davis Center
Andrea Gaytan
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DEAN
West Sacramento Ctr.
Robert "BJ" Snowden
scc.losrios.edu/westsaccenter

ASSOCIATE VICE PRESIDENT
Ginny McReynolds

DEAN
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Donnetta Webb
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DEAN
Behavioral Social Science
Dennis Lee
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DEAN
Kinesiology, Health, Athletics
Mitch Campbell
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DEAN
Humanities & Fine Arts
Patti Leonard
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DEAN
Business
Deborah Saks
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DEAN
Science & Allied Health
James Collins
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DEAN
Learning Resources
Kevin Flash
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DEAN
Math, Statistics, Engineering
Angie Lambert
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DEAN
Language & Literature
Robin Ikegami
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Design: Dawn Pedersen

Last Updated: May 29, 2020

SACRAMENTO CITY COLLEGE

SCC PRESIDENT
Michael Gutierrez

ADMIN ASSISTANT
Evelyn Retter

VICE PRESIDENT
Student Services
Davin Brown

Health Services
Wendy Gomez

AVPESS
(TBD)
Equity Coordination
Professional Dev
Cultural Advi/Taskforce
Student Equity Budget/SEAP

DEAN
Connection & Onboarding
Miguel Molina

- Internat'l Student Center
  Mayra Jimenez, May Yang
- Undocu-Resource Center
  Angelica Garcia-Galvan
- Admissions & Records
  Kim Goff
- Financial Aid
  Pamela Tuzza (Interim)
- Advanced Education
  First Year Experience "FYE"
  Outreach & Recruitment
- HSI/SAGE

SPECIAL PROJECT DEAN
Intervention
Andre Coleman

- Basic Needs
- Bias Response
- CalWORKS
- Crisis Intervention
- Equity Officer
- Student Discipline
- Student Grievance
- Title IX

DEAN
Retention & Persistence
Rukiya Bates (Interim)

- Articulation
  Shannon Gilley
- Early Alert
  Nichelle Williams
- Crisis Counseling
  Kris Janssen
- Athletic Advising
  Victoria Cornelius
- General Counseling
  Lakia DeCosta (Interim)
- Human Career Dev
  Jamil Malik
- Probation & Dismissal
  Adan Chaidez
- Transfer Center
  Abraham Madrigal, (Paula Gonzalez)

DEAN
Engagement & Completion
Tanya Anderson (Interim)

- College 2 Career
  Tasneem Sah
- DSPS
  Anita Sanders, Toni Newman
- RISE
  Valerie Lockhart
- EOPS/NextUP
  Delissa Garza, Rosana Chavez-Hernandez (Interim)
- Student Leadership & Development
  Deborah Knowles
- Veterans Resource Ctr
  Jake Hughins
- WorkAbility III
  Rachel Stewart
- Umoja (ASHE)
  Ken Times, (Lisa Hayden)
- Puente (RASA)
  Sandra Guzman (TBD)
- Student Supp Svcs
  Valerie Chueh (Interim)
- Cultural Engagement Center
  Village Hub

Design: Dawn Pedersen

Last Updated: March 2, 2021

Table of Organization - District Office
DO / Ethan Way / FM Management

Board of Trustees

Chancellor
Brian King

General Counsel
Jacob Knapp

Assoc. Vice Chancellor
Strategy & Communications
Gabe Ross

Vice Chancellor
Finance & Administration
Mario Rodriguez

Deputy Chancellor
Education, Technology & Human Resources
Jamey Nye

Director I
g Services
uggles

Director I
General Services
Anita Singh

Director II
Chief of Police
Lawrence Savidge

Director IV
College Store Mgr
Maria Hyde (Interim)

Director V
Financial Aid Systems
Roy Beckhorn

Assoc. Vice Chancellor
Facilities Management
Pablo Manzo

Director V
Police Captain ARC
Christopher Day

Director II
Facilities Planning & Const.
Dan McKechnie

Director V
Police Captain CRC
Jinky-Jay Lampano

Director II
Facilities Maintenance
Vincent Montoya

Director V
Police Captain FLC
Valerie Cox

Director III
Sustainability
Nathaniel Martin

Director V
Police Captain SCC
Vacant

Assoc. Vice Chancellor
Resource Development
Paula Allison

Director VI
Institutional Advancement
Kristin Emmett

Director VII
Philanthropy
Kirsten Dubray

Director VII
Philanthropy
Victoria Austin

Director VII
Philanthropy
Michele Steiner

Director VII
Grants Management
Susan Byrne

Assoc. Vice Chancellor
Human Resources
Chanelle Whittaker

District Director I
HR & Support Programs
Victoria Rosario

Director II
HR Operations/Classified
Brenda Balsamo

Director III
Diversity, Compliance and Title IX
Peter Khang

Assoc. Vice Chancellor
Instruction
Torence Powell (Interim)

Associate Vice President
Workforce & Online
Theresa Milan (Interim)

Associate Dean
Special Projects
Cynthia Sommer (Interim)

Assoc. Vice Chancellor
Information Systems
Tamara Armstrong

Director I
Production Services
Vacant

Director I
Systems & Programming
Joe Carrasco

Director II
Enterprise Services
Lee Krichmar (Interim)

Vice Presidenter
Ed Svcs. & Student Success
BJ Snowden (Interim)

Director V
Student Health & Wellness
Dierdre Gilliam

Director V
Admissions & Records
Jason Ralphs (Interim)

Director VII
Educational Services
Hannah Blodgett (Interim)

Director III
Institutional Research
Betty Glyer-Culver

Last Modified
3/26/2021

Evidence List

D.1   Los Rios Community College District Function Map
D.2   Fall 2020 Update, Chancellor King, March 17, 2021
D.3   Los Rios Summit for the Future, May 4, 2021

E. Certification of Continued Compliance with Eligibility Requirements

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Eligibility Requirement 1. Authority
The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.

Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

Sacramento City College is a part of the Los Rios Community College District (LRCCD). The Los Rios Community College District Board of Trustees derives its authority from the Education Code of the state of California and from its status as the elected community entity holding the institution in trust for the benefit of the public (ER.1.1). The Board of Trustees is subject to provisions of the Constitution of the state of California and the laws of the state of California (Ed. Code, 70902). Sacramento City College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges (ER.1.2).

In addition, a number of Sacramento City College programs have additional accreditation through industry or governmental groups (ER.1.3):
- The Occupational Therapy Assistant Program is accredited by the Accreditation Council for Occupational Therapy Educate (ACOTE) of the American Occupational Therapy Association (AOTA) (ER.1.4).
- The Physical Therapist Assistant program at Sacramento City College is accredited by the commission on Accreditation in Physical Therapy Education (CAPTE) (ER.1.5).
- The Associate Degree Nursing program is accredited by the California Board of Registered Nursing (BRN), a specialized accrediting body from the Department of Consumer Affairs, established by law to protect the public by regulating the practice of registered nurses. The BRN is responsible for implementation and enforcement of the Nursing Practice Act, the laws related to nursing education, licensure, practice, and discipline (ER.1.6).
- The Vocational Nursing Program is accredited by the California Board of Vocational Nursing and Psychiatric Technicians (Board), a specialized accrediting body from the Department of Consumer Affairs (ER.1.7).
- The Dental Assisting program is accredited by the Commission on Dental Accreditation of the American Dental Association, a specialized accrediting body recognized by the United States Department of Education (ER.1.8).
- The Dental Hygiene program is accredited by the Commission on Dental Accreditation of the American Dental Association (ER.1.9).

Eligibility Requirement 2. Operational Status
The institution is operational, with students actively pursuing its degree programs.

The College currently enrolls approximately 20,000 students in classes taught via in-person, hybrid, and online modalities (ER.2.1). Students actively pursue certificates, terminal associate degrees, and/or associate degrees for transfer (ER.2.2). In addition to earning degrees or certificates, many students transfer to four-year institutions to complete their bachelor's degree (ER.2.3). Students also enroll in courses that help them achieve personal goals, such as career advancement, career retraining, or personal development (ER.2.4.1, ER.2.4.2, ER.2.4.3).

Eligibility Requirement 3. Degrees
A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

Consistent with its mission, Sacramento City College offers terminal Associate of Arts and Associate of Science degrees, Associate of Arts and Associate of Science degrees for transfer (ADTs) as well as Certificates of Achievement and Certificates of Completion. The majority of the College's course offerings are in programs that lead to degrees, as described in the College Catalog. The College Catalog contains a listing of degrees offered, course credit requirements, and unit length of study for each degree program (ER.3.1.1, ER.3.1.2). All degrees offered by the college include a comprehensive general education curriculum, and all degree programs require at least 60 units of coursework (ER.3.2.1, ER.3.2.2, ER.3.2.3).

Our course numbering system allows students to identify whether courses are developmental and not applicable to associate's degrees or transferable; degree-applicable but not transferable; or articulated with four-year institutions for transfer and intended to meet major, general education, or elective credit requirements (ER.3.3).

The PRIE Office publishes the number of declared majors for each program as part of the College's annual Student Profile (ER.3.4). This information is also provided to departments as part of their regular Program Review process. (ER.3.5.1, ER.3.5.2) Programs that are not viable may be considered for program discontinuance (ER.3.6).

Eligibility Requirement 4. Chief Executive Officer
The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

The current College President, Michael Gutierrez, was appointed by the Chancellor of the LRCCD and confirmed by the Board of Trustees on June 14, 2017, with a start date of June 24, 2017 (ER.4.1). President Gutierrez's message to the College, contact information, and biographical sketch are available on the College website (ER.4.2). The President's primary responsibilities to the institution are to ensure implementation of federal, state, and local statutes and regulations as well as Board policies; to efficiently manage fiscal and human resources; and to provide effective leadership to define goals, develop plans, and establish priorities for the institution. The Chancellor of the LRCCD is appointed by and reports to the Board of Trustees (ER.4.3). Neither the College President nor the Chancellor serves on the Board. The ALO informs the Commission immediately when there is a change in the institutional chief executive officer, and ensures that the College's directory information is accurate and up-to-date.

Eligibility Requirement 5. Financial Accountability
The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

Additional financial accountability for eligibility applicants: The institution shall submit with its eligibility application a copy of the budget and institutional financial audits and management letters prepared by an outside certified public accountant or by an appropriate public agency, who has no other relationship to the institution, for its two most recent fiscal years, including the fiscal year ending immediately prior to the date of the submission of the application. It is recommended that the auditor employ as a guide Audits of Colleges and Universities published by the American Institute of Certificated Public Accountants. An applicant institution must now show an annual or cumulative Operating deficit at any time during the eligibility process.

Sacramento City College demonstrates financial accountability by adhering to Board-approved policies and regulations governing the responsible allocation of funds to support educational programs and support services. Annual tentative budgets are presented to and approved by the

Board of Trustees in June (ER.5.1.1, ER.5.1.2, ER.5.1.3, ER.5.1.4, ER.5.1.5, ER.5.1.6), and adopted budgets are typically presented and approved in September or October (ER.5.2.1, ER.5.2.2., ER.5.2.3, ER.5.2.4, ER.5.2.5, ER.5.2.6). The Board of Trustees secures an independent public agency to perform annual fiscal audits. Audit letters are shared with the Board of Trustees (ER.5.3.1, ER.5.3.2, ER.5.3.3., ER.5.3.4), and the Board takes a formal vote to accept the findings of the independent audit (ER.5.4.1, ER.5.4.2, ER.5.4.3, ER.5.4.4, ER.5.4.5).

Evidence List

ER 1
ER.1.1   LRCCD Board Policy P-3111
ER.1.2   ACCJC Directory of Accredited Institutions
ER.1.3   Accreditation, SCC employee website
ER.1.4   ACOTE Letter
ER.1.5   CAPTE Public Disclosure Notice
ER.1.6   BRN Board Action Letter, Sacramento City College, April 2019
ER.1.7   Board of Vocational Nursing and Psychiatric Technicians Action Letter
ER.1.8   SCC Accreditation Letter from CODA
ER.1.9   Dental Hygiene Board of California Letter

ER 2
ER.2.1   Student Headcount, Fall 2016 to Fall 2020
ER.2.2   Degrees and Certificates Awarded, 2015-2016 to 2019-2020
ER.2.3   2021 ACCJC Annual Report
ER.2.4.1   ART Classes Fall 2021
ER.2.4.2   FITNS Classes Fall 2021
ER.2.4.3   SPAN Classes Fall 2021

ER 3
ER.3.1.1   List of Degrees and Certificates, SCC Catalog
ER.3.1.2   Sample Program Description, SCC Catalog
ER.3.2.1   General Education Requirements, Associate Degrees
ER.3.2.2   CSU General Education Requirements
ER.3.2.3   IGETC General Education Requirements
ER 3.3   Course Numbering System, SCC Catalog
ER.3.4   Student Profile, PRIE Dashboard
ER.3.5.1   WSCH/FTE, Program Review Data Dashboard
ER.3.5.2   Majors, Program Review Data Dashboard
ER.3.6   Program Discontinuance Process

ER 4
ER.4.1   LRCCD Board of Trustees Meeting Minutes, July 14, 2017, p. 8
ER.4.2   President's Message, SCC website
ER.4.3   LRCCD Board Policy P-4111

ER 5

E. Certification of Continued Institutional Compliance with Commission Policies

Sacramento City College certifies that it continues to be in compliance with the federal regulations noted below, and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and on Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

Public Notification of an Evaluation Team Visit and Third Party Comment
Regulation citation: 602.23(b).

The College informs the public of any upcoming visits by an accreditation peer review time (INSERT EVIDENCE). The College has made an appropriate and timely effort to solicit third party comments in advance of its comprehensive evaluation visit (INSERT EVIDENCE). Standard I.C.12 provides more information about the College's compliance with ACCJC requirements.

Standards and Performance with Respect to Student Achievement
Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).

As detailed in Standard I.B.3, the College establishes institution-set standards for programs and across the institution, and reports these outcomes in its Annual Report to ACCJC. These standards and outcomes are used to guide planning and institutional improvement. Standards I.B.4, I.B.5, I.B.6, I.B.9, II.A.3, and II.A.9 include information about how the College defines elements of student achievement performance within courses and programs as well as across the institution, and the performance indicators that demonstrate achievement, including course completion, course success, job placement rates, and licensure exam pass rates.

Credits, Program Length, and Tuition
Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.

Policies on the minimum number of credits required for a degree or certificate, which are within the range of good practice in higher education and are in compliance with the California Education Code and Title 5, are described in Standard II.A.5. Standard II.A.5 also identifies where that information can be found in the College catalog. Policies regarding tuition and fees, as well as catalog pages informing students about tuition and fees for courses and programs, are outlined in Standard I.C.6. Standard II.A.9 provides information about clock-to-credit-hour conversions.

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

Standard II.A.10 outlines the College's transfer policies and how they are communicated to students and to the public. Standard II.A.10 also clarifies the criteria the College uses to accept credits for transfer.

Distance Education and Correspondence Education
Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.

The College has clear policies and processes for approval of distance education courses, as described in Standard II.A.2 and II.A.7. These processes ensure that distance education courses have regular and effective instructor-initiated interaction, as well as online activities as part of the student's grade. Students enrolled in distance education courses are authenticated using the single sign-on process, which provides the student access to Canvas, Google Drive, and their Gmail account (I.C.8). Standard III.C.1 provides information about the College's technology resources, planning processes for sustaining distance education efforts, and ensuring that students have the technology they need in order to succeed in their coursework.

Student Complaints
Regulation citations: 602.16(a)(1)(ix); 668.43.

LRCCD Board Policies and Administrative Regulations related to student complaints are outlined in Standard I.C.8. Information about students' rights and responsibilities, including grievance procedures is provided to students in the college catalog (I.C.2). The College

maintains student complaint files for the duration of each accreditation review cycle, and information recorded in these files indicate accurate implementation of policies and procedures

As documented in Standard I.C.1, the College posts the name and contact information of our institutional and program-specific accreditation agencies, in the event an individual wishes to file a complaint.

Institutional Disclosure and Advertising and Recruitment Materials
Regulation citations: 602.16(a)(1))(vii); 668.6.

As described in Standard I.C.1, the College informs the public of its accredited status on its website, which is linked to the College homepage. Standard I.C.2 identifies how the College provides accurate, timely and current, and appropriately detailed information to students about its programs, locations, and policies.

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

Student loan default rates have been on a downward trend over the last five years. Standard III.D.15 outlines the processes the College follows in monitoring and managing student loan defaults, as well as the results of financial aid audits. Processes for establishing contractual relationships and MOUs are described in more detail in Standard III.D.16, and are in compliance with ACCJC substantive change requirements.

F. Institutional Analysis

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

A. Mission

1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

Evidence of Meeting the Standard
Throughout campus publications and on the Sacramento City College (SCC) website, the College Mission, Vision and Values are clearly communicated. (I.A.1.1) The College is committed to providing a diverse population of students with the educational opportunities needed to succeed, transfer to a four-year institution, and enter the world of work.

Our Mission:

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

Our Vision

> Sacramento City College seeks to create a learning community that celebrates diversity, nurtures personal growth, and inspires academic and economic leadership.

Our Values

- Working Together
- Pursuing Excellence
- Inspiring Achievement

The College president regularly informs and reminds the college community of his commitment to and focus on our mission. From the President's Message (I.A.1.2) on the college website:

> More than 100 years after our founding, Sacramento City College remains true to its mission to serve the community as an open-access, comprehensive college with a diverse and accomplished student body. On this campus we celebrate diversity, nurture personal growth, and inspire academic and economic leadership.

Analysis and Evaluation

The College commitment to the Mission is clear in its campus publications, in the president's statement, and in the charges of its campus committees. The College is in the process of updating the mission, vision, and values to better incorporate current equity and student success efforts.

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2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Evidence of Meeting the Standard

The Planning, Research and Institutional Effectiveness (PRIE) office focuses its work on the use of data, research, and analysis to ensure that the College's work reflects its mission. The Planning and Research website (I.A.2.1) includes information about the PRIE office, including its work on planning and research and its role in supporting institutional effectiveness. The website also provides the college community and the public with numerous data dashboards.

Data available to the college and the general public include a dashboard highlighting student enrollment, completion, success, and equity; a dashboard focused on first-time-in-college (FTIC) students; and a dashboard communicating the number of degrees and certificates awarded. In all dashboards, data is disaggregated by race, income, and other characteristics. (I.A.2.2)

Data available via employee login include a daily enrollment dashboard; a student drop rate dashboard; a faculty dashboard where faculty can access their enrollment, completion, success, and equity data; and a Program Review dashboard. (I.A.2.3)

The PRIE office utilizes a data communication plan to inform how data is shared with the college. (I.A.2.4) It also embeds an accountability plan to ensure that data is not only shared, but actually used to help inform decision-making. The data communication plan uses the Completion by Design framework, which helps align research efforts with the Guided Pathways and equity

work. This plan is reviewed regularly by the President's Cabinet (I.A.2.5), College Council (I.A.2.6), and PRIE Committee (I.A.2.7).

Three examples of how data is used at the College to accomplish the mission:

Example: College Council

Every year in August or September, the College Council establishes institution-set standards based on the College mission, vision, and values. The Dean of Planning, Research, and Institutional Effectiveness leads the Council through a data review process and then offers recommendations for where to set standards and stretch goals. In recent years, institution-set standards have also been informed by and aligned with the statewide Vision for Success. The data reviewed include enrollment, completion, and success metrics; number of degrees and certificates awarded; transfer rates to UC and CSU; licensing exam pass rates; and successful job placement. When possible, data is disaggregated by race and other demographic characteristics.

Example: First-Year Experience

In fall 2020, Sacramento City College launched its First-Year Experience (FYE) program. This program is designed to help FTIC students with onboarding, retention, success, and completion. The PRIE office created a data dashboard to help track early momentum metrics for this cohort of students. These metrics include enrollment, retention, course success, number of units successfully completed, successful completion of transfer-level math and English, and fall-to-spring and fall-to-fall persistence. The dashboard also allows the College to compare students formally enrolled in FYE to students who are not. The data can be disaggregated by race and other demographic characteristics. The First-Year Experience team uses this data to inform the implementation and scaling of the program.

Example: Equity Action Team

In order to assess how well the College is serving its diverse student population, the Equity Action Team launched an effort to engage faculty in a College wide data review process. The Equity Action Team, a subgroup of Deans' Council, launched this effort with the support of the Vice President of Instruction; the Dean of Planning, Research, and Institutional Effectiveness; and the Academic Senate. Deans participated in a training session to help them work effectively with their faculty in this effort. (I.A.2.8) Instructional Deans encouraged division faculty to review their success data and engage in a dialogue with other faculty in analysis of the data. (I.A.2.9) President Gutierrez shared information about the implementation and effectiveness of this effort with the other colleges in the District. (I.A.2.10) In addition, the president showcased this effort during the spring 2021 convocation.

Analysis and Evaluation
Data is widely accessible at Sacramento City College, and the College has a planning mechanism in place to ensure that data is used to determine how effectively the College accomplishes its mission and directs institutional priorities.

3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Evidence of Meeting the Standard

Sacramento City College offers comprehensive programs and services to support the College's mission, vision, and values. The College has a robust offering of associate degrees, associate degrees for transfer (ADTs), and certificates. Student services, organized using the Completion by Design framework, include connection and onboarding services such as outreach, enrollment, onboarding, and financial aid; retention and persistence services, such as counseling, early alert, DSP&S, EOP&S, RISE, food distribution and basic needs services, and tutoring and learning services; and engagement and completion, including cultural engagement centers (ASHE and RASA), the Veteran's Center, the Undocumented Students Center, the Career Center, and the Transfer Center. The College website provides a listing of all programs and services available to students. SCC implemented the Completion by Design framework in early 2019 as part of the College's guided pathways efforts. This framework helps clearly organize the programs and services offered by the College, align those services to the College mission, and connect student services with instructional efforts.

The College mission guides institutional planning, decision-making, and resource allocation in a variety of ways.

Example: Program Review

In 2020, the Program Review and unit planning process underwent a redesign to better reflect the College's mission and priorities, particularly the focus on equity and student success. The College made significant changes to the Program Review template (I.A.3.1) to help faculty make connections between the work they do in the classroom and the larger goals and priorities of the College. (I.A.3.2) The College also formed a Program Review Committee (I.A.3.3) to increase accountability within the Program Review process; to strengthen the connection between college goals, department goals, and resource requests; and to provide feedback to departments on their reports as part of the continuous improvement process.

Example: The Budget Committee

The Sacramento City College Budget Committee is a standing committee charged with evaluating requests for budget allocations, establishing procedures and calendars used in the budget process, and making formal recommendations to the president regarding allocations of the money available from the College's unrestricted COLA/growth and one-time-only (OTO) funds. (I.A.3.4) Resource requests are submitted from divisions through the unit planning process, which aligns resource requests with College goals. (I.A.3.5) The Budget Committee

evaluates resource requests using a rubric structured to reflect the College mission and College goals. (I.A.3.6.1, I.A.3.6.2)

The SCC mission informs the institutional goals set by the College for student learning and achievement. The College Council (I.A.3.7) leads college strategic planning on a five-year review cycle; conducts an annual review of the College's mission, vision, values, and goals, and revises when necessary; reviews College data and key performance indicators (KPIs) through the lens of the College mission, and sets College goals as required by the Accrediting Commission for Community and Junior Colleges (ACCJC) and/or the California Community Colleges Chancellor's Office (CCCCO).

Analysis and Evaluation
Numerous College documents demonstrate the foundational nature of the mission, vision, and values. Programs and services available to students are designed through the lens of the College mission, and are organized structurally and institutionally using the Completion by Design framework. The College's planning and resource allocation processes are grounded in the College's mission, as evidenced by planning and budget documents.

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4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

Evidence of Meeting the Standard
The College mission, vision, and values were approved by the Los Rios Board of Trustees on January 20, 2010. (I.A.4.1) They are available on the public-facing Sacramento City College website (I.A.4.2) and in the College catalog. (I.A.4.3)

The mission statement is reviewed by the College Council on an annual basis and revised as necessary. While the current mission accurately describes what the College does, who it serves, and what kinds of educational programs it offers, in 2020 the College Council determined that the mission, vision, and values need updating to better reflect the emphasis on equity and student success. The College Council also determined that in order for the mission, vision, and values to be woven more visibly into the College work, they need to be easy to remember and communicate. The College Council has tasked a workgroup to make these revisions (I.A.4.4.1, I.A.4.4.2, I.A.4.4.3, I.A.4.4.4), and this work is currently underway. (I.A.4.5)

Analysis and Evaluation
The mission is reviewed regularly, revised periodically, and approved by the College Council, College constituency groups, the College president, and the district Board of Trustees. Revisions to the mission, vision, and values are made using participatory decision-making processes.

Conclusions on Standard I.A. Mission

The College mission describes our broad educational purposes, our intended student population, the types of degrees and other credentials we offer, and our commitment to student learning and student achievement. The College conducts an annual review of the mission and makes revisions as necessary, using the participatory decision-making process. Programs and services offered at the College, as well as planning, budget, and decision-making processes, are aligned with our mission. The College evaluates our effectiveness at fulfilling our mission using an evidence-based approach.

Improvement Plan(s)

None

Evidence List

I.A.1
I.A.1.1   Our Values, SCC public-facing website
I.A.1.2   President's Message, SCC public-facing website

I.A.2
I.A.2.1   Planning and Research, SCC public-facing webpage
I.A.2.2   PRIE Dashboard, SCC employee-facing webpage
I.A.2.3   SCC Dashboard Reports, employee-facing webpage
I.A.2.4   SCC Data Communication Plan, Updated 4-9-2020
I.A.2.5   SCC President's Cabinet Minutes, 7-7-2020
I.A.2.6   SCC College Council Minutes, 09-16-20
I.A.2.7   PRIE Committee, SCC Employee-Facing webpage
I.A.2.8   Using Faculty Course Data to Advance Equity, Presentation by Gayle
             Pitman, PhD, SCC PRIE Dean, SCC, 10-28-20
I.A.2.9   Division Data Self-Reflection Worksheet
I.A.2.10   Using Faculty Course Data to Advance Equity, Presentation by SCC President
             Michael Gutierrez, et al., 9-21-20

I.A.3
I.A.3.1   Program Review Template, SCC employee-facing webpage
I.A.3.2   Making SLOs Work Better Presentation by SCC Prof Steve Cirrone
I.A.3.3   Program Review Committee Structure, SCC employee-facing webpage
I.A.3.4   Budget Committee, SCC employee-facing webpage
I.A.3.5   Unit planning process, SCC employee-facing webpage
I.A.3.6.1   Budget Prioritization Ranking Process 1-24-20 based on 2017 SCC Strategic
             Master Plan
I.A.3.6.2   Sacramento City College Guidelines for Budget Committee Requests
             updated for 2019-20
I.A.3.7   College Council, SCC employee-facing webpage

I.A.4

I.A.4.1	Minutes, LRCCD Board of Trustees, 1-20-2020 (bottom of page 4)
I.A.4.2	Our Values, SCC public-facing webpage
I.A.4.3	Mission, Vision, and Values, 2021-2022 Official Catalog, SCC public-facing webpage
I.A.4.4.1	SCC College Council minutes, 4-15-2020
I.A.4.4.2	SCC College Council minutes, 9-16-2020
I.A.4.4.3	SCC College Council agenda, 10-21-2020
I.A.4.4.4	SCC College Council minutes, 11-10-2020
I.A.4.5	Sacramento City College College Mission and Values – DRAFT (undated)

B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality

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1. The institution demonstrates a sustained, substantive and collegial dialogue about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Evidence of Meeting the Standard

Sacramento City College cultivates continuous collegial dialogue about academic quality, student equity, and institutional effectiveness in multiple ways: within the strategic planning process, through equity-rooted professional development, and at the division and department levels. The dialogue about effectiveness cuts across College constituency groups and involves administrative direction, faculty investment, and shared governance processes.

The College Council is the hub for the College's strategic planning efforts. Formerly known as the College Strategic Planning Committee until 2018, the College Council facilitates the College's five-year strategic planning process; establishes institution-set standards and stretch goals; and reviews and periodically revises our mission, vision, and values. The College Council also facilitates alignment of the College strategic plan with the District strategic plan and with the CCCCO's Vision for Success. (I.B.1.1) The Planning, Research and Institutional Effectiveness (PRIE) committee is a standing committee whose work intersects with that of the College Council, but takes a more ground-level approach. The PRIE committee regularly reviews collegewide data to track progress on goals and makes recommendations for improvement efforts to the College. (I.B.1.2)

The goals from the Sacramento City College 2017 Strategic Plan focus on student success, equity, clear educational pathways, a sustained strong regional workforce, and cultivation of a positive and effective work environment. Equity and student success are top priorities for the institution. Numerous professional development efforts support the ongoing dialogue about achieving equitable outcomes, eliminating disproportionate impact, and dismantling structural

and systemic racism within the institution. The College supports numerous professional development opportunities focused on teaching and instructional practices, including cohorted experiences like the New Faculty Academy (NFA), Teachers 4 Equity (T4E) (I.B.1.3), and the Online Teaching and Learning Academy (OTLA). (I.B.1.4) The Staff Resource Center team works closely with the College equity coordinators to create opportunities for dialogue and change efforts. The Guided Pathways Design Team held regular large group meetings during the early development and implementation of Guided Pathways. More focused groups such as the First Year Experience (FYE) workgroup, the Program Mapping workgroup, and the Contextualization/Teaching and Learning group continue to meet regularly.

The College has also invested time and resources into working with outside consulting groups, developing working partnerships, and joining networks and consortia devoted to advancing equity and student success. These efforts include partnering with USC's Center for Urban Education (CUE), joining the Achieving the Dream Network (ATD), and participating in the Caring Campus initiative sponsored by the Institute for Evidence-Based Change. The work with CUE focused specifically on equity and anti-racism, allowing the College to develop a theory of change and implementation plan, improve data disaggregation and data-sharing, and develop and implement an equity strategy with faculty. (I.B.1.5) The work with Achieving the Dream, which started in 2019, is focused on tying our strategic efforts into an organized framework. (I.B.1.6) This is accomplished through ongoing work with the ATD coaches, along with the more focused Institutional Capacity Assessment and Capacity Cafe experience. (I.B.1.7) The work with ATD has also helped SCC develop and implement "City Ways," a student engagement approach modeled after work at Odessa College designed to reduce the student drop rate. (I.B.1.8) In fall 2020 the College sought to bring classified professionals into more sustained and meaningful dialogues about equity, success, and student learning. The College joined the Caring Campus initiative, an effort sponsored by the Institute for Evidence Based Change. As a result, the College developed a version of "City Ways" to encourage classified professionals to engage effectively and equitably with students. Discussions about City Ways occur regularly at President's Cabinet and at the Caring Campus planning committee meetings. (I.B.1.9.1) (I.B.1.9.2)

Sustained, substantive, and collegial dialogue about equity, student success, student learning, and academic quality occur both across the College, as described above, and within divisions and departments. Divisions and departments complete an annual review of equity and success efforts during the unit and program planning process (I.B.1.10), and all departments engage in an in-depth inquiry process during Program Review. (I.B.1.11) In 2020, the division deans began work with the Office of Instruction, the PRIE office, and the Academic Senate to encourage instructors to access and reflect upon individual disaggregated course success data. (I.B.1.12)

Analysis and Evaluation

For years, Sacramento City College has been colloquially known as "The People's College." The confluence of Guided Pathways, AB 705 reforms, and equity and anti-racism efforts have created an opportunity for the College to engage in honest conversations about how well it lives up to that phrase. Discourse about equity, student success, pedagogy, and institutional effectiveness is more robust since our last review cycle, and equity is the primary light that

guides our College wide dialogue. The efforts described above encourage a stronger evidence-driven data culture; a shift from "having data" to sharing data in ways that incite action; a change from traditional research reports, which were underutilized, to more interactive and visually appealing presentations such as dashboards and infographics; use of faculty-level data in more meaningful and actionable ways; and discussions about equity data at the department and division level as well as at the executive level. There are clear mechanisms in place to sustain College wide and area-specific conversations about student achievement, learning, equity, academic quality, institutional effectiveness, and continuous improvement, and those mechanisms are effectively utilized.

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2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Evidence of Meeting the Standard
Student Learning Outcomes (SLOs) are defined and assessed on a number of levels, from the individual course to the institutional level. Course SLOs are developed and assessed by SCC faculty and stated in the official course outline of record (COR) in the District System for Online Curriculum Review and Technological Education Support (SOCRATES). (I.B.2.1) A schedule of course assessment reporting is based on multi-year plans established by departments and housed in the SLO Reporting System (I.B.2.2). While many departments engage in regular SLO reporting, others have been less consistent. Efforts to improve SLO assessment processes are described in more detail in Standard II.A and in the Quality Focus Essay.

Program Learning Outcomes (ProLOs) are reported as part of the Program Review cycle for instructional and student service programs. Program learning outcomes for associate of art and associate of science degrees and certificate programs are published in the SCC catalog (I.B.2.3), and are part of all program outlines in SOCRATES. (I.B.2.4.1, I.B.2.4.2)

The College established a series of General Education Learning Outcomes (GELOs) that align with general education requirements for local degrees. (I.B.2.5) GELOs are assessed using the course- and program-embedded method, indicating which courses in a program map to specific GELOs. Institutional level outcomes (ILOs) are assessed annually through a survey of students completing degrees and certificates at the College. (I.B.2.6)

The Student Learning Outcomes and Assessment Committee (SLOAC) (I.B.2.7) exists to facilitate discipline, division, and College wide discussions on the development and implementation of SLO Assessment and ensure that regular assessment and reporting occurs at all levels including SLOs, ProLOs, and Student Services General Learning Outcomes (SSGLO).

The Student Services SLO Workgroup collaborates with the SLOAC and supports assessment efforts across all areas of Student Services and facilitates communication regarding learning outcomes throughout the Student Services Division.

Outcomes for areas that cross divisions, such as tutoring, the Writing Center, information technology, and distance education are established and assessed through the program planning process. (I.B.2.8) Program plans are revised every three years and presented to the President's Cabinet for review and approval. Resource requests align with program plans and are submitted annually. (I.B.2.9)

Analysis and Evaluation
SCC has defined SLOs for all courses, ProLOs for all programs, GELOs for general education for local degrees, ILOs for the College, and SSGLOs for student services. Outcomes are assessed with regularity. Regular SLO reporting has been uneven at the college, with some programs maintaining up-to-date SLO reports as part of their multi-year reporting plan, and others not.

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3. The institution establishes institution-set standards for student achievement appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

Evidence of Meeting the Standard
In an ongoing effort to fulfill its mission, Sacramento City College conducts an annual review of College wide data prepared by the PRIE office (I.B.3.1), then uses that data to establish institution-set achievement standards and stretch goals. (I.B.3.2) Those standards and stretch goals focus on successful course completion, persistence, degree and certificate completion, transfer rates, scores on state licensing examinations, and employment rates. These institution-set standards align with the five-year strategic master plan (I.B.3.3), which includes College goals and five-year baseline standards; the Vision for Success established by the California Community Colleges Chancellor's Office (CCCCO) (I.B.3.4); and the recently established District wide targets. (I.B.3.5) These institution-set standards provide focus for the College and anchor planning, resource allocation, and institutional effectiveness efforts. The College Council is responsible for establishing the standards and stretch goals (I.B.3.6). The institution-set standards and stretch goals are published on the SCC website. (I.B.3.7)

Analysis and Evaluation
Over this accreditation cycle, the College has either met or surpassed most of its institution-set standards, and in 2020 the College made significant modifications to its institution-set standards to reflect this progress. (I.B.3.5) In addition to these standards, the College has set aspirational goals focused on reducing equity gaps in enrollment, course completion rates, and successful completion of transfer-level math and English. While these efforts focus on all disproportionately impacted groups, the College has prioritized its focus on Black/African American students. (I.B.3.8.1, I.B.3.8.2) The College connects its various initiatives and implementation efforts (AB 705 implementation, Guided Pathways, Student Equity and

Achievement) to the institution-set standards, stretch goals, and aspirational goals and tracks progress accordingly.

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4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard

The SCC Planning Handbook outlines links between planning efforts, resource allocation, and outcomes assessment (I.B.4.1). Best practices for using data in planning are included in the Planning Handbook (I.B.4.2). In addition to the College's goals and institution-set standards, the College is particularly focused on increasing course success rates; closing equity gaps, particularly for Black/African American and Latinx students; and increasing performance on early momentum metrics, such as math and English completion in the first year and annual unit completion rates (I.B.4.3).

The College engages in multiple levels of assessment to inform instructional practices, student services, decision-making, and resource allocation. At the instructional level, student learning outcomes (SLOs) and program learning outcomes (ProLOs) drive planning and decision-making. SLO and ProLO assessment results are reported using a web-based portal, reviewed and analyzed as part of program review, and implemented into goal-setting and resource requests (I.B.4.4.1, I.B.4.4.2). This work is coordinated and supported by the Student Learning Coordinator, the Student Learning Outcomes Assessment Committee (SLOAC), and the newly-formed Program Review Committee, which reviews and makes recommendations on program review reports, and oversees the process of meeting identified goals and objectives (I.B.4.5.1, I.B.4.5.2)

As described in detail in Standard II.A.9, the College has adopted a new process-oriented approach for SLO assessment. Though faculty currently assess and review SLO data as part of the program review process, historically College culture has viewed SLO reporting as a compliance measure rather than as a meaningful process.

In an effort to shift that culture, the Student Learning Coordinator works with departments to embed SLO assessment into the Canvas shells used for online course delivery and support, allowing faculty to engage in more effective formative and summative assessment evaluation. Faculty align grading rubrics with SLOs, assess SLO data throughout the semester, and provide support if a student is not achieving an SLO (I.B.4.6).

On a broader level, analysis of student achievement data is embedded into unit planning, cross-divisional program planning, and other planning efforts involving initiatives such as student equity and Guided Pathways (I.B.4.7.1, I.B.4.7.2, I.B.4.7.3). This level of data inquiry includes SLO assessment data as well as College wide enrollment, retention, success, and equity data. The PRIE committee reviews college-level data throughout the academic year and makes planning

recommendations to the Executive Council. Additionally, the PRIE office follows a Data Communication Plan that identifies which data is collected, how data is made available, and what actions follow the process of data inquiry **(**I.B.4.8**).**

Analysis and Evaluation
The College engages in SLO and ProLO assessment from the instructor and student services practitioner level to the institutional level, although as noted in Standard I.B.2, reporting of assessment results in our SLO portal is uneven. SLO data is incorporated into instructional and student services Program Review reports. Review cycles, planning and resource allocation processes, and continuous improvement efforts are grounded in data review and linked to broader student learning, achievement, and equity goals.

Institutional Effectiveness

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5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Evidence of Meeting the Standard
The SCC mission specifies that all students have access to a wide range of educational opportunities and support services designed to foster success and to promote student learning **(**I.B.5.1**)**. Program review is the process by which the College evaluates its effectiveness in supporting this mission across the College. The program review process of assessment and evaluation spans multiple years and produces planning documents, including a review of the previous cycle and projections of future plans and resource needs **(**I.B.5.2**)**.

For instructional programs, program review includes assessment of student achievement in the program, faculty training needs, community employer needs, potential curriculum revisions, scheduling priorities, and available resources. The ultimate step in program review is an action plan. Every action plan goal has an objective, a faculty lead, a time frame, identified resource implications, and an outcome **(**I.B.5.3**)**. Instructional program review is conducted on a six-year cycle with two-year consultations for follow up on action plans. While instructional program review is the purview of instructional departments, the intersection of work between instructional departments, the Office of Instruction, the Curriculum Committee, and the Planning, Research, and Institutional Effectiveness (PRIE) office culminates in a collaborative approach to department planning and leads to the accomplishment of the College mission.

Analysis and Evaluation
Recent changes seek to improve the instructional program review process. Historically, program review is completed every six years with no additional evaluation intervals. Listening sessions designed to analyze the current program review process found that program review documents are not utilized for planning, not revisited after submission, and tend to be isolated from other

planning structures at the College (I.B.5.4). In response, constituents from multiple areas of the College worked to improve the instructional program review process. More frequent engagement with program review will engage departments more than once every six years and center around two-year evaluations of two or three program goals and outcomes (I.B.5.5).

Instructional program review incorporates systematic, ongoing evaluation of programs and services using data on student learning and student achievement to support programmatic improvement, implementation of modifications, and evaluation of changes to instructional programs. Data analysis and assessment includes enrollment trends, student learning outcomes, student satisfaction, student success, and completion data. Student data can be disaggregated to provide data on disproportionately impacted students identified at the College or program level, or other student characteristics of interest (I.B.5.6). Instructional program review connects to division wide resource request planning that takes place annually. The incorporation of action goals in the program review process connects programs to College wide planning and objectives; such as student equity, student retention and completion efforts, and first year student outcomes.

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6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Evidence of Meeting the Standard
Sacramento City College makes disaggregated data for subpopulations of students widely available, with information about course enrollment, success, drop rates, student headcount, and retention from fall to spring available at the College, division, and department levels. Five years of data is maintained and updated on a dashboard by the Planning, Research and Institutional Effectiveness (PRIE) office. (I.B.6.1) The PRIE dashboard allows users to disaggregate data based on characteristics that include race, gender, age, low income status, enrollment status, first generation student, veteran status, or DSPS status. It also includes the option to look at multiple demographic characteristics together. Students disproportionately impacted in terms of success or retention are identified with a red square, making gaps easy to identify so strategies can be put into place. Starting in spring 2020, a password-protected faculty data portal was added to the PRIE website, allowing faculty to see their individual course data. This data includes course success rates, enrollment, headcount, and course drop data for a five year span. (I.B.6.2) As with the PRIE dashboard, the faculty data portal provides visual indicators (red squares) next to student subgroups that are disproportionately impacted in terms of success or retention. Additional options include an awards dashboard (I.B.6.3), a tutoring dashboard (I.B.6.4), and a password-protected first time in college dashboard (I.B.6.5), all of which provide disaggregated data on student learning outcomes and achievement.

In addition to the College dashboards, SCC has administered the Distance Education and Course Success Survey (I.B.6.6), Assessment Validation Surveys (I.B.6.7), Student Engagement

Surveys (I.B.6.8), Tutoring Surveys (I.B.6.9), and Student Perception of Progress Surveys (I.B.6.10) allowing analysis of achievement by subpopulation.

Through data analysis, performance gaps are identified at the College, division, department, and instructor levels, and efforts are made to improve student outcomes. Collegewide efforts to bring attention to equity gaps include convocation activities centered on equity, equity-focused professional development activities (I.B.6.11), and the creation of City Ways, which provides inspiration to both faculty and classified staff to improve the student experience and increase success and retention. (I.B.6.12) Equity coordinators provide leadership and training opportunities to faculty in order to improve equity and student outcomes. For example, equity coordinators created a year-long program called Teaching for Equity (T4E), which provides a small cohort of faculty the opportunity to foster student equity in the classroom. (I.B.6.13)

Other efforts are directed toward providing new faculty with an equity mindset. The New Faculty Academy (NFA) introduces new instructors to campus resources so that they can better serve students, diversify pedagogical approaches, and center equity in their classes. (I.B.6.14) For the last several years, the equity coordinators have worked in conjunction with the data analyst from the PRIE office to lead focused efforts guiding individual faculty and departments through the data dashboards, with an emphasis on department and individual course completion outcomes. These Results-based Instructional Data Analysis (RIDA) sessions are contextualized around individual or department needs but include ideas for the development of action plans to address inequities in course success. In fall 2020, the effort to institutionalize the conversation at a department level took place with division deans and department chairs supporting department conversations about student achievement gaps and department-led approaches toward equitable outcomes. (I.B.6.15.1, I.B.6.15.2) Events are underway to infuse an equity-based lens and language into the curriculum, including course SLOs, course objectives, and curriculum planning documents. (I.B.6.16) The College has focused efforts to reduce disproportionate impacts for Latinx STEM students through the STEM Equity and Success Initiative (SESI), which provides students with a summer transition program and a learning community experience. In addition, a SESI Professional Learning Community has formed to expand cross disciplinary approaches to improving success rates for first year and disproportionately impacted students. (I.B.6.17) The College has continued to support and expand both institutionalized and grant-funded programs that support the student engagement and success of underrepresented students, including but not limited to: RISE (I.B.6.18), cultural engagement centers (I.B.6.19), EOPs/CARE/NextUP (I.B.6.20), MESA (I.B.6.21), Re-Emerging Scholars (I.B.6.22), SAGE (I.B.6.23), dual enrollment (I.B.6.24) the Veterans Resource Center (I.B.6.25), and Women Who Code (I.B.6.26). Recent efforts to inform and connect incoming students to SCC support, such as the First Year Experience, are designed to support the retention and success of students new to the College. (I.B.6.27)

Analysis and Evaluation
The College has made achievement data for disproportionately impacted subpopulations of students widely available. Faculty can access and track their own data over time using the faculty data portal. Several strategies are used to mitigate achievement gaps for Black, Latinx and other disproportionately impacted student groups. Evaluating the efficacy of these efforts is evolving, and the utilization of accessible data is an important benchmark. The College recognizes the

need to continuously improve the evaluation of resources and institutional practices intended to improve the achievement of disproportionately impacted student groups.

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7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Evidence of Meeting the Standard

Many policies guiding the work at Sacramento City College are established at the District level. Los Rios Community College District (LRCCD) board policies and administrative regulations codify the process to create or revise policies and regulations (I.B.7.1). Proposals to revise LRCCD board policies and regulations are reviewed and approved by the Chancellor's Cabinet before they are brought to the LRCCD Board of Trustees for final approval.

In 2019, the College identified a need to establish a process to create College-specific policies and practices. In response to that need, the College's Executive Council approved the creation of the Operational Memorandums (OMs) system (I.B.7.2.1) (I.B.7.2.2) For example, a recently approved OM provides new standards for the inclusion of part-time Sacramento City College (SCC) students on the President's Honor Roll (I.B.7.3). As a result of this OM, the number of students eligible for the President's Honor Roll nearly tripled, with the largest proportional increases occurring among Black/African American students, Latinx students, and students with disabilities (I.B.7.4).

The College periodically reviews policies, procedures, and practices through an intentional equity lens. Beginning in Fall 2020, the College launched a campus-wide equity audit, involving administrative units, instructional programs, student services, and learning support services. An inquiry tool identifies policies and practices that potentially create barriers to equitable outcomes and generates action steps to modify these practices. All four administrative units (President's Office, Administrative Services, Instructional Services, and Student Services) have implemented this inquiry process as part of continuous improvement. (I.B.7.5)

Within instruction, student services, and learning resources and support services, effectiveness is evaluated through the program review and unit planning processes, described in detail in Standard II.A.2, II.A.16, II.B.3, and II.C.1.

Analysis and Evaluation

Sacramento City College has well-documented processes for ongoing evaluation. All departments and units are systematically evaluated through the program review and unit planning processes. The College routinely assesses its policies, processes, and practices and revises as appropriate, resulting in a continuous improvement model for student learning and achievement.

8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Evidence of Meeting the Standard
The College broadly communicates assessment results and evaluation activities to internal and external constituents so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities. The PRIE office, with the support of the PRIE Committee and College Council, creates an annual data communication plan modeled after the Completion by Design framework. This plan is used to engage in action planning and data sharing with relevant areas of the College. **(**I.B.8.1**)** External constituents include future students, area high schools, employers, and the community-at-large. Documented assessment results are made public on the SCC website through the Planning Research and Institutional Effectiveness (PRIE) dashboard. **(**I.B.8.2**)** Survey results and findings from additional research efforts are also made available on the College website and are communicated directly to relevant areas at the College. **(**I.B.8.3**)**

The College recognizes the importance of creating a culture of inquiry and institutionalizes evidence-based decision-making into ongoing campus processes to engage the broad campus community in discussion of assessment and evaluation activities. The College not only communicates the results, but also provides the opportunity to interact with data that supports meaningful dialogue and evidence-based decision-making. This data is presented through Convocations (I.B.8.4), Flex activities **(**I.B.8.5**)**, newsletters, interactive data dashboards (I.B.8.6), and numerous presentations. For example, a recent workshop led by Teachers for Equity **(**I.B.8.7**)** demonstrated use of the PRIE data dashboard and showed faculty how to use the data and evidence to make changes to their classrooms and teaching in order to benefit the students they serve. Another example of a professional development opportunity at Sacramento City College is Closing the Gap: Exploring Student Success Data at SCC. **(**I.B.8.8**)** In this session, staff from the PRIE office and Distance Education faculty shared success and retention data for online courses at Sacramento City College, showing faculty how to use the data dashboards and develop ideas for supporting students in the online environment.

Analysis and Evaluation
Sacramento City College communicates the results of assessments and evaluation activities regularly and broadly through data portals, infographics, data visualization tools, presentations, and publications. Internally, data are analyzed and discussed in participatory governance committees and groups to determine College priorities and promotion of student learning and success.

9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

Evidence of Meeting the Standard

Sacramento City College uses an integrated planning model to link planning, resource allocation, evaluation, and continuous improvement efforts. The Planning Handbook outlines the various planning processes at the College, identifies feedback loops between these processes, and links each planning effort with specific resource allocation plans and processes (I.B.9.1). The handbook also contains a functional map identifying the distribution of planning responsibilities between the College and the District (I.B.9.2).

Planning efforts occur at all levels of the College, as outlined below:

Strategic Master Plan: The Strategic Master plan outlines broad strategic priorities and establishes College wide goals (I.B.9.3). These goals are embedded in the College's unit planning, program planning, program review, and resource allocation processes (I.B.9.4.1, I.B.9.4.2, I.B.9.4.3, I.B.9.4.4).

Educational Master Plans: The College's three administrative areas—the Office of Instruction, the Office of Student Services, and the Office of Administrative Services—develop plans for their areas that are integrated into a single Educational Master Plan (EMP). The EMP, which includes the Instructional Master Plan, the Student Services Master Plan, and the Resource Allocation & Capital Outlay Master Plan, describes College priorities, provides an overview of the planning process, and identifies key resource needs for the College Service Areas (I.B.9.5.1) (I.B.9.5.2, I.B.9.5.3, I.B.9.5.4)

Institutional Plans: These plans focus on broad College wide initiatives, including Student Equity and Achievement (I.B.9.6), Guided Pathways (I.B.9.7), and Strong Workforce (I.B.9.8).

Operational Plans: Operational planning processes, which include unit planning and program planning, are developed by divisions and cross-divisional programs, such as tutoring, distance education, information technology, and staff development.

Resource Allocation Plans: Resource requests are made through the unit planning process. These requests are funneled into at least one of four resource allocation plans: The Financial Plan, the Classified Hiring Plan, the Faculty Hiring Plan, and the IT Plan.

Program Review: Program review is the central evaluation process at the College, encompassing both instructional and student services areas.

Funding sources are aligned with different types of plans, with salaries and base budgets coming from the District general operating budget, and programmatic needs funded by a combination of the general operating budget and categorical funds (I.B.9.9). Specific categorical funds, such as Student Equity and Achievement Program funding (SEAP), are allocated through an annual process that aligns funding decisions with goals, objectives, and outcomes (I.B.9.10).

All planning efforts occur on a regular cycle, as outlined below:

Type of planning/evaluation process	Review/revision cycle
Strategic plan	● Every 5 years
Educational master plans	● Every 5 years
Operational plans: ● Program plans ● Unit plans	● Every 3 years, with annual budget updates ● Annually
External plans: ● Student Equity and Achievement plan ● Guided Pathways Scale of Adoption plan	● Every 3 years; funding annually ● Annually
Review processes: ● SLO assessment ● Instructional program review ● Student services program review	● Every semester on a 6-year cycle, aligned with accreditation ● Every 6 years, with 2-year mini-reviews ● Every 3 years
Resource allocation processes: ● Financial/budget committee ● Classified hiring plan ● Faculty hiring plan ● IT resource plan ● Facilities resource plan	● annually ● annually ● annually ● annually ● annually and rolling as needed

Since 2020, the College has made some changes to its integrated planning processes. Survey results indicate that while College planning efforts are integrated, the unit planning process in particular is functionally complicated (I.B.9.11). In response to feedback about the College planning process, changes to the unit planning process were implemented in Fall 2020 (I.B.9.12). Additional changes are in progress or are planned for the future, including creating a web-based program review portal; linking program review goals to resource requests; utilizing strategic planning priorities and College goals to develop a College grants strategy; and making revisions and updates to the Planning Handbook.

Analysis and Evaluation

The College utilizes an integrated planning process linking program review, various levels of College planning, and resource allocation. College goals and planning initiatives drive planning and resource allocation priorities. The College gathers input about the effectiveness of our planning and resource allocation processes, and uses that information to make improvements.

Conclusions on Standard I.B. Academic Quality and Institutional Effectiveness

Sacramento City College practices continuous improvement by using disaggregated data provided by the PRIE data dashboards. The College strategically invests in resources across all areas of the College, including administration, instruction, and student support services. Data dashboards support the analysis of learning outcomes and achievement for subpopulations of students, while focusing specifically on disproportionately impacted student groups. The College identifies strategies for disaggregation of student learning outcomes data that inform College discussions with the intent to improve access, engagement, retention, course progress, and graduation rates.

The student equity plan and equity research agenda illustrate the extent to which the College further disaggregates research data by student demographics and makes evidence-based decisions designed to mitigate observed disproportionate impact. Based on data, resources are allocated to develop and implement activities to reduce disproportionate impact and close achievement gaps. These activities are supported through the allocation of human, fiscal, and other resources, and are assessed through sound research practices to determine efficacy.

Improvement Plan(s)

None.

Evidence List

I.B.1
I.B.1.1	SCC College Council Committee Charge, SCC Employee-Facing webpage
I.B.1.2	SCC PRIE Committee Charge, SCC Employee-Facing webpage
I.B.1.3	Teachers 4 Equity, SCC Employee-Facing webpage
I.B.1.4	Online and Distance Education, SCC Employee-Facing webpage
I.B.1.5	Center for Urban Education (CUE), SCC Final Report, February 2019
I.B.1.6	Achieving the Dream (ATD) Coach Recommendations, Fall 2019
I.B.1.7	SCC Institutional Capacity and Capacity Cafe Report, March 2020
I.B.1.8	City Ways, SCC Employee-Facing webpage
I.B.1.9.1	Caring Campus Identifies Ways to Engage Students Daily, SCC public-facing webpage
I.B.1.9.2	SCC President's Cabinet Meeting Minutes, 7-7-20
I.B.1.10	SCC Planning Handbook, 2019-2020, pp 21-27
I.B.1.11	Program Review Template, SCC Employee-Facing webpage
I.B.1.12	Using Faculty Course Data to Advance Equity

I.B.2
I.B.2.1	Official course outline of record (COR) for HIST 310 in SOCRATES, Los Rios

C. Institutional Integrity

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1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

Evidence of Meeting the Standard

The District requires the College to provide clear and accurate information to students and members of the general public, a requirement codified in various board policies and regulations (I.C.1.1.1, I.C.1.1.2). The College is also obliged to "release news of events, coming events, accomplishments of students and staff and other matters of interest on their respective campuses, sending copies of all releases to the Associate Vice-Chancellor, Communications and Media Relations." (I.C.1.2). College and District personnel work to establish open lines of communication with the general public, ensuring that the people served by the College regard the institution as a "center of educational and cultural activity." (I.C.1.3)

The College website (I.C.1.4) is the primary access point for information about course scheduling, student services, and College policies. The College recently restructured its website to provide easy access menus linking information about the College. Given the amount of information contained on the website, the College works diligently to maintain accuracy and consistency and to ensure accessibility for persons with disabilities. For example, at the bottom of the home page, links provide information to the community regarding disability accommodations, Clery reports, sexual violence, and Title IX resources. This section of the homepage also features a link to a page with information on the College's accreditation status (I.C.1.5).

The College website includes a link to the Office of Planning, Research and Institutional Effectiveness (PRIE), which monitors the degree to which the College achieves its purpose and goals. The PRIE office makes data regarding the demographic background of the student population, transfer rates, course success rates, and other measures of student achievement available to the general public. The PRIE page hosts interactive data dashboards sharing enrollment data, retention/drop rates, and student success data. This information is updated in February and June. The PRIE website also offers links to other data sets reflecting how the College serves its student population (I.C.1.6).

Sacramento City College publishes a variety of publications, including the College catalog. Per board policy, the catalog is updated annually and is available to students on the College website and in printed form (I.C.1.7.1, I.C.1.7.2). Catalog information about courses and programs is taken directly from the System for Online Curriculum Review and Technological Education

(SOCRATES), which maintains the most recent iterations of course and program curriculum. When changes are made to descriptions or learning outcomes, which typically occurs as a result of Program Review, those changes are registered in SOCRATES. Program Learning Outcomes for each instructional program are listed in the catalog. Changes in policies, degree requirements, course offerings and other pertinent information are included each time a new catalog is released. Each year, with guidance from the Public Information Office and the Office of Instruction, faculty and managers review the catalog information before the new version is published.

Analysis and Evaluation
Sacramento City College assures clarity, accuracy, and integrity of information relating to its mission, vision, learning outcomes, educational programs, and student support services by means of regular review and assessment built into the processes and structure of the College.

2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements". (ER 20)

Evidence of Meeting the Standard
District Board policy requires the College to publish an annual catalog (I.C.2.1). The College publishes an online catalog, which is accessed from the home page of the College website (I.C.2.2). Interested individuals may download a PDF of the catalog. The catalog serves as a resource for the most current policies, procedures, and regulations governing the campus. The College also prints a limited number of catalogs for special requests. The College provides online access to archived catalogs and addenda going back to 2003-2004 (I.C.2.3).

The following table lists the location in the catalog for each of the information items:

<table>
<tr><td>Catalog Requirements</td></tr>
</table>

Official Name, Address(es), Telephone Number(s) and Website Address of the Institution	p. 1
Educational Mission	p. 7
Representation of accredited status with ACCJC, and with programmatic accreditors, if any	p. 8
Course, Program and Degree Offerings	pp. 84-569.
Student Learning Outcomes for Programs and Degrees	pp. 101-569
Academic Calendar and Program Length	p. 10
Academic Freedom Statement	pp. 49-50
Available Student Financial Aid	pp. 21-30
Available Learning Resources	p. 20
Names and Degrees of Administrators and Faculty	pp. 570-588
Names of Governing Board Members	pp. 8-9
Admissions	pp. 12-14
Student Tuition, Fees, and Other Financial Obligations	pp. 14-20
Degrees, Certificates, Graduation and Transfer	pp. 67-72

Academic Regulations, including Academic Honesty	pp. 47-58
Nondiscrimination	pp. 60-62
Acceptance and Transfer of Credits	pp. 37-46
Transcripts	p. 35
Grievance and Complaint Procedures	p. 59
Sexual Harassment	pp. 62-66
Refund of Fees	pp. 18-20

Assembling the catalog is a collaborative effort involving the Public Information Office, the Instruction Office, members of the Curriculum Committee, and other campus personnel who contribute specialized knowledge and expertise required for certain sections of the catalog. Catalog details regarding program and certificate requirements are taken directly from SOCRATES, ensuring that information provided to students is current and accurate. Before the catalog is published, campus personnel are encouraged to review the draft and register corrections as needed (I.C.2.4).

Analysis and Evaluation
The College publishes an annual catalog that contains information regarding the facts, requirements, policies, and procedures required for this standard. The College makes the catalog available both in print and online formats, and has established processes to ensure the accuracy and currency of the information.

3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

Evidence of Meeting the Standard

Sacramento City College uses documented assessment of student learning outcomes and evaluation of student achievement results to communicate matters of quality assurance to appropriate constituencies through several processes. Specifically, the College collects student demographic data during the student onboarding process through CCCApply (**I.C.3.1**). The PRIE office validates and publishes end-of-semester enrollment, retention, success, and equity achievement data. Student learning outcomes assessment data is collected and analyzed at the individual instructor and department levels, and SLO reports are input on a cyclical basis into the College's SLO reporting system (I.C.3.2.1, I.C.3.2.2). Collected enrollment data includes student enrollment trends and educational goals. Additionally, the PRIE office tracks student achievement with data that includes degrees and certificates awarded; transfers to UC/CSU by ethnicity; and transfers to UC/CSU by destination campus, retention rates, and student success (I.C.3.3.1, I.C.3.3.2).

The PRIE office regularly conducts quantitative and qualitative research and posts results on the College's planning and research webpage (I.C.3.4). Student achievement data is used to establish institution-set standards and evaluate achievement of College goals. Broad student achievement data and SLO data are analyzed as part of the program review process, and, as described in Standard I.B.4, as part of every level of the College's planning processes.

Recently, as part of the College's work with Achieving the Dream, the College made a commitment to making data available in ways that are more accessible, clear, and user-friendly (I.C.3.5). The PRIE office makes a wide range of student achievement data available to the public **(I.C.3.6)**. Additional data is made available to College employees according to the College Data Communication Plan (I.C.3.7) and in response to specific data requests. College-wide enrollment, drop rate, success, and equity data are shared in a wide range of formats in various ways, including Convocation, flex workshops, College newsletters, and various committee and workgroup meeting presentations.

Analysis and Evaluation

The College uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public.

4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence of Meeting the Standard

Sacramento City College clearly describes the purpose, content, course requirements, expected learning outcomes, and career opportunities for all of its certificates and programs. The College's curriculum development process requires faculty to provide clear descriptions that give a concise overview of the degree or certificate. The curriculum development process requires faculty to provide a program course list identifying the courses required to earn the degree or certificate and to specify the learning outcomes that students are expected to achieve once they have completed the program **(**I.C.4.1**)**. After the program or certificate is formally approved, the program description, program course list, and program learning outcomes are published in the College catalog **(**I.C.4.2**)**. All of the College's degree and certificate programs are organized under one of five meta majors: Arts and Communication; People and Society; Business and Industry; Science, Math and Engineering; and Health and Health Professions **(**I.C.4.3**)**. The College also disseminates information about its certificates and degrees through published brochures and other materials **(**I.C.4.4.1**)** **(**I.C.4.4.2**)**.

Analysis and Evaluation

The College provides information on the purpose, content, course requirements, and expected learning outcomes of its certificates and programs. All information is available to the public and to College stakeholders.

5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard

Most policies and procedures guiding the work at SCC are established at the District level. District board policies and administrative regulations codify the process for creating or revising policies and regulations **(**I.C.5.1**)**. Proposals to revise District board policies and regulations are reviewed and approved by the Chancellor's Cabinet before proceeding to the LRCCD Board of Trustees for final approval **(I.C.5.2)**.

The College recognizes a need to periodically review policies, procedures, and practices through an intentional equity lens. Beginning in fall 2020, the College established a College wide equity audit involving administrative units, instructional programs, student services, and learning support services. A newly developed inquiry tool helps areas identify and modify policies and practices that create barriers to equitable outcomes **(**I.C.5.3**)**. All four administrative units (President's Office, Administrative Services, Instructional Services, Student Services) have implemented this inquiry process at the executive level as part of continuous improvement, and each unit currently works within its functional area to adopt this process. Over time, the goal is for all managers to engage in continuous review of policies and practices using an equity lens.

In 2019, the College identified a need to establish a process to create College-specific policies and practices. In response to that need, the College's Executive Council approved the creation of the Operational Memorandum (OM) system (I.C.5.4.1) (I.C.5.4.2). An example of a recently-approved OM is OM 4.B.1. President's Honors List for Part-Time Students (I.C.5.5), developed in response to concerns from students about inequities in the College's current policy.

Formal documents, including the Planning Handbook, Guide to Participatory Decision-Making, Curriculum Handbook, Faculty Handbook and others, are reviewed annually and updated as needed. These review cycles are outlined in more detail in Standard IV.A.7.

Analysis and Evaluation
Sacramento City College regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

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6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Evidence of Meeting the Standard
The College clearly lists all student expenses, including tuition, fees, textbooks, instructional materials, and other required expenses on its website (I.C.6.1). Additionally, students can click on the *Student Resources* pull-down menu and click on *Financial Aid* to access information about types of financial aid, eligibility requirements, applications, and financial aid workshops (I.C.6.2).

Specific textbook costs are listed on the District bookstore webpage (I.C.6.3). Additionally, textbook and instructional material costs are also listed with each course section in the class schedule (I.C.6.4). After looking up a course, the student clicks on "*i*" for information, which brings up the course description. In the description, there is a link to the bookstore website showing text and materials information for the course. In accordance with SB 1359, course sections with zero-cost textbooks are identified with a special icon in the online schedule.

Analysis and Evaluation
The College informs current and prospective students of the total cost of education including tuition, fees, and other required expenses, such as textbooks, and other instructional materials through the cost of attendance link on its webpage, the College catalog, the schedule of courses, the financial aid website, and the District bookstore website.

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7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for

an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

Evidence of Meeting the Standard
The College endorses the principles of academic freedom. Board Policy 7142 (I.C.7.1) and Regulation 7142 (I.C.7.2) address academic freedom, free expression, and controversial issues. A statement on academic freedom is published in the catalog and on the College website, ensuring students and faculty understand that academic matters should be presented without bias or personal conviction. The faculty handbook and the statement on ethics and performance guide instructors regarding duties and responsibilities. The collective bargaining agreement between the Los Rios Community College District (LRCCD) and the Los Rios College Federation of Teachers (LRCFT) addresses academic freedom and professional responsibility in Article 17 (I.C.7.3). Faculty are regularly evaluated and the faculty contract incorporates evaluation criteria, including ethical standards.

Analysis and Evaluation
Sacramento City College is committed to academic integrity and academic freedom for faculty and students. Through board policy, contractual language, and the faculty code of conduct the College demonstrates its obligation to uphold academic freedom and ensure academic integrity.

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8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

Evidence of Meeting the Standard
LRCCD Board Policy 2400 and LRCCD Board Regulation 2400 address student rights and responsibilities, student discipline, and academic dishonesty, including cheating, plagiarism, and other types of dishonest behavior (I.C.8.1.1, I.C.8.1.2, I.C.8.1.3, I.C.8.1.4, I.C.8.1.5, I.C.8.1.6, I.C.8.1.7, I.C.8.1.8, I.C.8.1.9, I.C.8.1.10). Board policies and regulations are published on the District website (I.C.8.2), in the College catalog (I.C.8.3), and on the College website (I.C.8.4). The faculty code of ethics (I.C.8.5) and the faculty statement on professional ethics (I.C.8.6.1, I.C.8.6.2) are also published on the College website and were updated and approved by the Academic Senate in March of 2020 (I.C.8.7).

Sacramento City College also addresses academic integrity in the online environment. Students must authenticate into the online learning platform, Canvas, and into PeopleSoft, the student information system. Faculty regularly use anti-plagiarism and proctoring software and participate in professional development focused on enhancing academic integrity. Faculty also engage in

meaningful dialogue in response to student input about the professional, ethical, and equity implications of the use of online proctoring tools (I.C.8.8).

Analysis and Evaluation
The College has established policies and procedures promoting honesty, responsibility, and academic integrity and makes this information available in a variety of places including the District and College websites and in the College catalog.

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9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Evidence of Meeting the Standard
Board Policy 7142 (I.C.9.1) and Board Regulation 7142 (I.C.9.2) address free expression and controversial issues in the classroom. Board Policy 7142 defines the responsibility of the instructor to present and encourage discussion in an open intellectual forum where varying opinions may be expressed and fairly debated. Board Regulation 7142 further defines the instructor's role to present arguments from various points of view and avoid imposing personal opinions, while encouraging students to draw independent conclusions.

Academic freedom is addressed in the catalog and on the SCC website (I.C.9.3). The academic freedom statement was updated and approved by the Academic Senate in March 2020 (I.C.9.4). As noted in I.C.7, the collective bargaining agreement between the Los Rios Community College District (LRCCD) and the Los Rios College Federation of Teachers (LRCFT) addresses academic freedom and professional responsibility in Article 17 (I.C.9.5), which states that faculty shall: "Clearly differentiate to students the expression of a faculty member's personal opinions or convictions from the objective presentation of theory, fact, or ideas."

Analysis and evaluation:
The faculty statement on ethics and performance provides guidance for instructors regarding duties and responsibilities. Academic freedom is defined by the board, agreed upon in the faculty contract, and published in the catalog and on the website so students and faculty understand that academic matters should be presented without bias or personal conviction. Sacramento City College faculty present professionally accepted views, data, and information fairly and objectively in accordance with the above.

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10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Evidence of Meeting the Standard

The College mission, vision, and values reflect its commitment to serve the community and provide unbiased educational opportunities for students **(I.C.10.1)**. Sacramento City College is a public, open-access community college. As such, it does not promote or endorse specific beliefs, nor does it require conformation to certain worldviews. SCC does, however, require faculty, students, staff, and administrators to adhere to the regulations and policies established by the Los Rios Community College District Board regarding standards of conduct, academic freedom, and duties and responsibilities **(I.C.10.2)**. On the College website, on a page titled *Faculty Ethics and Performance*, the faculty code of ethics, faculty statement of professional ethics, and information on academic freedom are clearly outlined **(I.C.10.3)**. Students are also given clear guidance as to their rights and responsibilities on the College website **(I.C.10.4)**.

Analysis and Evaluation

Sacramento City College communicates expectations regarding codes of conduct via the College catalog, website, and board policy. No particular world view or belief system is espoused or advanced by the College, and board policy defines a code of conduct for students, faculty, and administration.

11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Evidence of Meeting the Standard

Sacramento City College does not operate outside of the United States.

12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Evidence of Meeting the Standard

The Dean of Planning, Research and Institutional Effectiveness (PRIE) serves as the College Accreditation Liaison Officer (ALO) and is responsible for oversight of the College accreditation and compliance processes. The College President, ALO, and Vice President of Administration

sign and submit annual, fiscal, and midterm reports to ACCJC within required time periods (I.C.12.1.1, I.C.12.1.2, I.C.12.1.3). The ALO works with the Office of Instruction to identify newly developed programs that need to go through the substantive change process, and submits those programs to the Commission for approval (I.C.12.2). The College responds to directives issued by the Commission, such as requests to submit a list of programs offered 100% online in response to COVID-19, in a timely manner and within established deadlines (I.C.12.3). The College posts information required by the Commission on the College website, to communicate the institution's accreditation status to the public (I.C.12.4).

Analysis and Evaluation
Sacramento City College agrees to comply with Eligibility Standards, Accreditation Standards, and Commission policies. The College follows requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. The College responds appropriately and in a timely manner to requirements set by the Commission. The College discloses information about the institution's accreditation status and activities to the public.

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13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

Evidence of Meeting the Standard
Sacramento City College conducts itself with honesty and integrity in all reporting, documentation, public disclosure, and compliance activities. Data provided in annual and fiscal reports is reviewed and validated by the PRIE office and VPA office, respectively, and is verifiable. All information about the College's accredited status, including accreditation of specific programs, is publicly available on the College and District websites (I.C.13.1.1, I.C.13.1.2). Information about the College's accreditation status is communicated consistently to the Commission, students, and the public in reports submitted to the Commission.

Analysis and Evaluation
The accreditation section of the SCC website provides evidence that the College is committed to honesty and integrity in its relationship with the Commission and with program-specific accrediting agencies. The evidence provided in Standard I.C demonstrates the College's honesty and integrity in communicating with other agencies and the public.

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14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evidence of Meeting the Standard
The College ensures its commitment to high quality education, student achievement, and student learn-ing through its learning assessments, program review, and integrated planning processes. The Planning, Research, and Institutional Effectiveness website (I.C.14.1) contains the Strategic Master Plan; Educational Master Plan; and the Institutional, Cross-Divisional, Unit, and Resource Allocation Plans (I.C.14.2). The College is a non-profit, state-funded teaching organization that does not generate financial returns for investors, contribute to a related or parent organization, or support external interests.

Analysis and Evaluation
Student learning, support, success, and achievement are at the heart of all College efforts. The College is a publicly funded, open-access community college that functions for the benefit of students. It does not generate financial return for investors or contribute to any related par-ent organization. The processes by which the College ensures its commitment to high quality education, student achievement, and student learning are described in detail throughout the self-evaluation report.

Conclusions on Standard I.C. Institutional Integrity

The College demonstrates a high level of integrity in the information shared with students and the public. Student achievement data, both aggregated and disaggregated, is validated for accuracy and made available to the College and to the public. The College catalog is regularly updated and contains accurate information about degrees and certificates offered, program requirements, and College policies and procedures. The College maintains compliance with all ACCJC requirements.

Improvement Plan(s)

None.

Evidence List

I.C.1
I.C.1.1.1   Communication With the Public, Information Dissemination, LRCCD Board
                   Policy P-1111
I.C.1.1.2   Communication With the Public, Public Information, LRCCD Board Policy
                   P-1311
I.C.1.2   Communication With the Public, Public Information, LRCCD Administrative
                   Regulation R-1111
I.C.1.3   Communication With the Public, Public Information, LRCCD Board Policy
                   P-1311
I.C.1.4   SCC Homepage
I.C.1.5   Accreditation, SCC Public-Facing webpage

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

A.   Instructional Programs

1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of

identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

Evidence of Meeting the Standard

Sacramento City College offers a wide variety of instructional programs to suit the needs and interests of its diverse student body. The design of SCC programs is consistent with Board Policy, which obliges the colleges in the District to offer "academic and career technical instruction at the lower division level" as their "primary mission." (II.A.1.1) This commitment is reiterated in the College's mission to provide programs and services that "foster the success of all students seeking transfer, career advancement, Associate degree, and certificate attainment, basic skills development and personal enrichment." (II.A.1.2) The College has established processes to ensure that all of its instructional programs, regardless of location or means of delivery, are constructed and reviewed to maintain appropriate academic standards.

College faculty design instructional programs through a collaborative process involving the Instruction Office and, when appropriate, business and industry professionals. According to District Regulations, the creation of new programs should take into consideration projected student interest, labor market data, and other criteria. (II.A.1.3) These criteria guide the work of the Curriculum Committee, a faculty-led body that oversees the design and review of all courses and programs ensuring they meet "the identified needs of the students, community, regional workplaces, and global society." (II.A.1.4) New program proposals are submitted to the Curriculum Committee for a thorough review by other faculty, the Articulation Officer, and the Instruction Office to verify that the proposed program meets district criteria. All degree and certificate proposals must list a set of Program Learning Outcomes, which specify what a student shall know and be able to do after they complete the program. Once the members of the Curriculum Committee have finished their review of the new program proposal, it is sent to the District Curriculum Committee for further review. Proposals for CE programs must first meet certain standards regarding labor market demand before they are presented by the Associate Vice-President for Economic and Workforce Development to the North/Far North Regional Consortium for endorsement. (II.A.1.5)

Once new program proposals are approved through the appropriate review channels, the Vice-President of Instruction submits the program proposal to the California Community Colleges Chancellor's Office (CCCCO) for consideration. Programs approved by the CCCCO are published in the next edition of the College catalog or as an addendum to the current catalog. The process by which the College develops and reviews program proposals is consistent with the protocols outlined in the State Chancellor's Program and Course Approval Handbook. (II.A.1.6)

The College offers 201 degree and certificate programs. (II.A.1.7) All programs published in the catalog list the Learning Outcomes associated with the program, describe how the program may facilitate transfer to another institution, and suggest possible career opportunities for those who complete the program. (II.A.1.8)

All instructional programs are reviewed on a regular basis as part of the program review process. Department faculty examine basic metrics of program success such as enrollments, productivity, course success rates, program completion data, and transfer rates. Faculty in all programs are

required to investigate fundamental questions of student equity as part of program review. (II.A.1.9)

Some programs keep track of employment and licensure rates as key measures of program success. Instructional programs are reviewed every six years, with some subject to additional review by the government agencies that regulate them as part of a specific accreditation process. Faculty in CE programs are required to meet on a regular basis with the members of their respective Industry Advisory Committee, which offers recommendations regarding curriculum, equipment, and other matters to ensure that the program maintains currency. (II.A.1.10)

Analysis and Evaluation
Instructional programs at Sacramento City College, regardless of location or means of delivery, are offered in fields of study consistent with the College and District missions and are appropriate to higher education. The College's rigorous program planning process and governance structure ensure that faculty experts are involved in the development of new curriculum. Regular review of programs ensures that student goals for degree attainment, employment, or transfer, are met.

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2. Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.

Evidence of Meeting the Standard
All faculty, both full-time and adjunct, are responsible that the content of courses and the methods of instruction meet generally accepted professional and academic standards.

Ensuring the quality of course content begins with the development of Course Outlines of Record (COR). In collaboration with faculty across the District, SCC faculty initiate all aspects of the curriculum process, from the development of course outlines to the final approval by the College and district curriculum committees. All course outlines include descriptions of course content and topics, measurable student learning outcomes, methods of instruction, and both general and representative out-of class assignments. (II.A.2.1, II.A.2.2.1, II.A.2.2.2, II.A.2.2.3, II.A.2.2.4)

During the curriculum development process, the Curriculum Committee chair confirms that proposed and amended course outlines are reviewed and approved by up to five subcommittees before being reviewed by the entire curriculum committee. The five curriculum subcommittees are Prerequisite/Corequisite/Advisory, Distance Education, General Education, Honors, and Multicultural. In addition, beginning in fall 2020, all curriculum outlines are now reviewed by

the Equity subcommittee to ensure that courses respond to the learning needs of all student groups. Once the COR is approved by the appropriate subcommittees, it is reviewed by the Curriculum Committee, which is made up of faculty from all academic areas at the College. The Curriculum Committee reviews the COR to confirm its fit with the College's mission, and that it communicates appropriate SLOs, topics, and assessment methods. (II.A.2.3)

All departments at the College engage in regular program review every six years, with a briefer review occurring every two years. (II.A.2.4). The program review process is centered on student success and equity. (II.A.2.5) Department faculty review disaggregated student achievement data and analyze student success in Department programs. This critical analysis guides the department to reflect on strengths, weaknesses, and opportunities for improvement. (II.A.2.6) Faculty also examine the attainment of student learning outcomes over the previous six years in order to propose improvement plans to programs and related courses. (II.A.2.7)

Analysis and Evaluation
Faculty driven curriculum development and regular systematic program review based on student achievement data assure that the instructional programs offered at Sacramento City College are consistent with the College's mission and meet standards for higher education. Recently implemented equity guidelines in the curriculum and program review processes reflect College equity goals. The focus on disaggregated student success data serves to identify areas for improvement in course or program design and delivery to better promote student success.

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3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

Evidence of Meeting the Standard
Assessment of student learning is a critical responsibility of the faculty at Sacramento City College. Course-level student learning outcomes (SLOs) are regularly assessed, and SLO reports are submitted periodically according to a planned structure and calendar. (II.A.3.1) Learning outcomes for courses and programs, including certificates and degrees, are also reported and analyzed as part of the program review process. (II.A.3.2) The College Curriculum Committee has established guidelines (II.A.3.3.1) and requirements for student learning outcomes to be included in the official outlines for all courses and programs at the College. (II.A.3.3.2) In addition, SLOs and ProLOs are reviewed by the curriculum committee whenever an outline is updated, and at a minimum of every 6 years as part of program review.

SLO reporting is monitored by College departments and divisions, either by the Department Chair or an SLO Reporter in the department or division. (II.A.3.4) Reports of SLO assessments are compiled by faculty and entered into the SLO Assessment Reporting System. (II.A.3.5) The

College communicates Program Learning Outcomes through the College catalog. Students are made aware of course level learning outcomes when they receive the syllabus for the course. In every course section, faculty provide a course syllabus to each student that includes the SLOs from the official Course Outline of Record (COR), which can be found in SOCRATES. (II.A.3.6) Each semester, faculty provide a copy of their syllabi to their department or division office and dean, and syllabi are reviewed to ensure that current SLOs are reflected. The syllabi are made available in the division office and are learning outcomes from the current official course outline in SOCRATES in all syllabi.

SCC is currently beginning to revise its SLO process to include more intentional design and implementation of outcomes that correlate with the College's commitment to equity, Guided Pathways, and contextualized learning. To that end, the Student Learning Outcomes Assessment Committee (SLOAC) has begun to foster cross-college discussions on the purpose of SLOs and how SCC may make their collection and reporting a more meaningful exercise. These conversations started in Fall 2020 by bringing members of SLOAC, our Academic Senate, our Curriculum Committee, our Department Chairs Council, and other college entities together permanently archived for future reference. (II.A.3.7) The SCC Faculty Handbook (II.A.3.8) provides information about syllabus development and explains the requirement to include studento address our SLO process. (II.A.3.9) Ongoing discussions in SLOAC speak to these larger concerns. (II.A.3.10)

Analysis and Evaluation
Sacramento City College meets the standard and significant effort and progress have been made with regard to SLO assessment, measurement, and reporting since the last accreditation cycle. At the same time, the College recognizes opportunities for improvement with regard to closing the loop on the usefulness of the process. Some departments are more consistent than others in their reporting, as reflected by the SLO multi-year reporting plans. While individual instructors may well be using their assessment results to improve their own teaching, the general tone at the College is that SLO assessment and reporting are done for compliance purposes, rather than as a mechanism for improving teaching and learning. Current efforts are underway to shift the culture and implement an SLO assessment process that is more effective and meaningful for faculty.

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4. If the institution offers pre-collegiate-level curriculum, it distinguishes that curriculum from college-level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college-level curriculum.

Evidence of Meeting the Standard
The College offers pre-collegiate-level courses in English, English as a Second Language (ESL), mathematics, and Human Career Development (HCD). Courses are distinguished as pre-collegiate through the course numbering system, which identifies pre-collegiate courses with a course number below 100. A link to an explanation of the course numbering system is posted on every program/major web page. (II.A.4.1)

Catalog descriptions include the applicability of courses for graduation or transfer and inform students about the level of the course. All of this information is also included in the online schedule notes and in e-services. The catalog description for ESL 37, for example, states, "This course is part of the reading and writing sequence which prepares ESL students to take college courses leading to a certificate, degree, and/or transfer." (II.A.4.2)

Similarly, pre-collegiate courses in mathematics include "basic skills" or "preparation" in the course title or description. MATH 80, Mathematics Study Skills, supports concurrent enrollment in a college-level math or statistics course. However, the description also states that students may also take this course as preparation for a higher-level math or statistics course. (II.A.4.3) HCD courses numbered below 100 aim to provide support for students with disabilities as they prepare for college-level courses or concurrently as they progress through college-level courses. HCD 88, Study Strategies, teaches students the study skills, research methods, textbook-reading strategies, and test preparation, necessary to succeed in college-level courses. (II.A.4.4)

Analysis and Evaluation
While the majority of courses at the College follow a consistent numbering system, there are some courses with 100-level numbering that are actually below college-level, most notably in English writing and math. For example, ENGWR 108 is a support course that students who need or want additional support may take as a corequisite to transfer-level ENGWR 300. The course is one level below transfer and, though its 108 course number suggests it should be college level, the course cannot be counted toward an associate degree or for transfer to a four-year institution. This anomaly in the numbering system is currently being addressed as part of the English Department's program review in 2021.

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5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

Evidence of Meeting the Standard
Sacramento City College has established processes for the creation and maintenance of all degree programs so that students have clear information on the requirements for those degrees and programs, earn units that contribute toward their educational goals, and achieve competencies that assist in their intellectual and professional development. The College's processes align with District protocols, which in turn align with those established by the California Community College Chancellor's Office.

All degrees and programs originate with faculty who create them in accordance with the College mission, which declares a commitment to providing "a wide range of educational opportunities and support services designed to foster the success of all students seeking transfer, career advancement, Associate degree, and certificate attainment, basic skills development, and

personal enrichment." (II.A.5.1) The College offers a wide variety of AA, AS, AA-T, and AS-T degrees, as well as Certificates of Achievement, to suit the different objectives of a diverse student body. Typically, these degrees and certificates are designed to prepare students for transfer to a four-year school or for employment in a Career Education (CE) field, or both. All AA-T and AS-T degrees are constructed in accordance with the degree templates provided by C-ID, in accordance with SB 1440. (II.A.5.2) Prior to CE degree or certificate approval, the College must provide suitable Labor Market Information to justify the program. (II.A.5.3)

The College Curriculum Committee, a subcommittee of the Academic Senate, is chiefly responsible for reviewing degree and certificate proposals to ensure they meet the appropriate standards for rigor, depth, and breadth and all elements of the program, including learning outcomes and course sequences, are clearly defined. (II.A.5.4) The College Articulation Officer (AO) serves, by title, on the Curriculum Committee to assist with questions regarding the transferability of courses. Although this is primarily a faculty committee, the Vice-President of Instruction serves, by title, on the committee, along with the Associate Vice-President responsible for overseeing the College's CE programs and certificates. (II.A.5.5)

Once a proposal for a degree or certificate is approved by the College Curriculum Committee and the District Curriculum Coordinating Committee (DCCC), it is forwarded to the Los Rios Community College Board of Trustees. All programs and certificates approved by the Board are sent for review to the California Community College Chancellor's Office (CCCCO), which verifies that the degree or program has the correct Taxonomy of Program (TOP) code and an appropriate number of units. The CCCCO requires all Associate degrees to have a minimum of 60 total semester units or 90 quarter units. Once the degree or program has been reviewed by the CCCCO, it is approved for inclusion in the college catalog. (II.A.5.6)

Analysis and Evaluation
The College Curriculum Committee and the District Curriculum Coordinating Committee establish and implement policies to ensure that all degrees and programs at the College follow practices common to higher education, including degree and program length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. Minimum degree requirements are 60 semester credits or equivalent at the associate level.

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6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Evidence of Meeting the Standard
The scheduling process at Sacramento City College operates in a way that allows students to enroll in the courses they need so they may fulfill their educational objectives in a reasonable amount of time. As the College works to comply with recent mandates from the State Legislature and the California Community College Chancellor's Office (CCCCO), the scheduling process is evolving so that students may move along their educational pathway with greater speed and less friction than in the past.

The scheduling process at SCC has always worked in accordance with the principle of program integrity. This principle shapes the schedule so that appropriate proportions of FTE are allocated for GE classes as well as for the classes that students need to complete a specific degree or certificate pattern. Assembling the schedule is an iterative and collaborative process involving the division dean, department chair, and department faculty. Typically, the schedule from the fall or spring term of the previous year is rolled over and then modified according to program needs for the upcoming term. Using data from daily enrollment reports, the dean and the department chair add or subtract sections of a given course in response to student demand. A low-enrolled course might not be scheduled, unless that course is the only section available for students who need to take it in order to complete a given program. Some departments offer courses on a rotating basis so that at least one section of a course is available each year to students who need it. Some deans and chairs communicate with their counterparts in other divisions to coordinate offerings so that certain courses are offered at different times, making it possible for students who need both courses to take them in the same term. (II.A.6.1)

In order to improve the scheduling process, SCC recently implemented tools provided by Ad Astra. One tool, Astra Schedule, helps the College make efficient use of classroom space. Another tool, Platinum Analytics, uses both past and current enrollment data to provide deans and chairs with information to project student demand. Platinum Analytics also calculates student demand by using information about the number of students in the various Pathways. The implementation of Ad Astra is guided by members of the Strategic Scheduling Committee, a group that includes managers, counselors, research analysts, and instructional faculty. While this committee is still working with representatives from Ad Astra to upload more complete data on the College Pathways, the current data sets within Ad Astra already provide more useful scheduling information than was previously available. It is the College's hope that by using the tools supplied by Ad Astra, the College will make scheduling decisions that ultimately improve student retention and degree completion. (II.A.6.2)

Providing clear information on degree and certificate patterns is essential for students to move efficiently toward their education goals. Toward this objective, the College has identified program maps for 27 different transfer patterns (ADTs), with more in development. (II.A.6.3) These degree patterns form the foundation of numerous pathways, which guide our students along a clear sequence of courses. The development of pathways reflects the College's commitment to comply with mandates from the State Legislature and the CCCCO to increase the number of students who obtain degrees and to reduce the number of units students take in pursuit of their objectives. In addition, these efforts are institutionalized in SCC's Strategic Plan. The Office of Planning, Research and Institutional Effectiveness (PRIE) regularly tracks success with regard to these goals by gathering data on course completion rates, course success rates, degree completion, and other metrics. The PRIE Office also tracks of the average number of units students take as they work toward degree and certificate attainment. (II.A.6.4)

Analysis and Evaluation
Sacramento City College is committed to scheduling courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. Recent improvements in scheduling processes, aided by the implementation of software tools such as Ad Astra and Platinum Analytics, demonstrate the College's ongoing commitment to its students and their ability to complete their programs of study in a timely manner.

7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard

Sacramento City College provides equitable services for its diverse student population through a variety of delivery modes, teaching methodologies, and learning support services. The College defines equity as "achieving parity in student success outcomes through the intentional design of the college experience." (II.A.7.1) The College developed an equity framework to guide equity and student success efforts (II.A.7.2) in response to significant equity gaps in enrollment, course success, and math/English completion. (II.A.7.3). The College equity strategy is outlined in the Student Equity and Achievement Plan (SEAP) (II.A.7.4), which is updated every three years and submitted to the CCCCO. Additionally, SEAP funding priorities are aligned with recommendations made by the College's Anti-Racism Action Team (previously known as the African American Student Task Force), as well as recommendations from the Black Student Union (II.A.7.5).

The College offers courses in face-to-face, hybrid, and fully online modalities to meet the educational needs of its students. Processes are in place, including review by the Distance Education Subcommittee of the Curriculum Committee, to ensure that academic standards and learning outcomes are equivalent across modalities, and regular substantive and effective faculty-initiated contact occurs with students (II.A.7.6). The College regularly reviews enrollment, retention, course success, and persistence data to determine whether it meets the needs of students in the distance education modality, and identifies planning items and resources needed to achieve College equity goals (II.A.7.7). With the support of a District wide grant, the College employs an Online Course Design Coordinator to support faculty efforts to align online courses with the Online Education Initiative (OEI) Course Design Rubric (II.A.7.8). In 2016 the College launched the Online Teaching and Learning Academy (OTLA), a fully-online, nine-week course in which faculty learn best practices in online pedagogy (II.A.7.9).

In March 2020, due to the pandemic, SCC pivoted to 100% online learning. The College submitted emergency DE approvals to the California Community Colleges Chancellor's Office (CCCCO) through spring 2021. While disruptive and challenging, the pandemic gave the College an opportunity to identify and address barriers to student success in the online environment.

Equity in teaching and learning is supported by the College Equity Coordinators, the Staff Resource Center, the Student Equity Committee, and the Equity Subcommittee of the Curriculum Committee. A variety of professional development opportunities support faculty efforts to improve equity outcomes. Teachers for Equity (T4E) (II.A.7.10) is a year-long professional development experience designed to create an equity-focused teaching and learning community. New full-time faculty are encouraged to implement instructional methodologies leading to equitable student outcomes as part of the semester-long New Faculty Academy (NFA)

(II.A.7.11). Finally, Results-Based Instructional Data Analysis (RIDA) (II.A.7.12) workshops guide faculty through a review of their individual disaggregated student success data. These efforts are augmented by the Deans' Council Equity Action Team and the PRIE office working together in a College wide effort encouraging all faculty to review and analyze success data, as well as to develop and implement action planning steps (II.A.7.13.1, 11.A.7.13.2).

First time in college (FTIC) students are an area of focus for College equity efforts. FTIC students historically have lower success rates, higher drop rates, and lower persistence rates compared to returning students. As part of its Guided Pathways efforts, SCC launched First Year Experience (FYE) , with onboarding efforts for the fall 2020 cohort beginning in spring and summer 2020. The FYE includes a Summer Bridge orientation experience, a Success Team, and enrollment in the First Year Seminar (FYS). The PRIE office tracks leading indicators for this cohort, including course success, drop rates, unit completion, and transfer-level math and English completion. Outcomes from the first cohort demonstrate positive results, including improved course success and retention for African American students in particular (II.A.7.14.1, II.A.7.14.2, II.A.7.14.3).

Student services at SCC are organized using the Completion by Design framework (II.A.7.15, II.A.7.16). Within this framework, many of the College's learning support services are sustained by Student Equity and Achievement (SEA) funding, and outcomes are tracked by the PRIE office and communicated to the practitioners in these areas. Student services and learning support programs are evaluated under the College's program review and program planning processes. Cohort-based learning communities such as Umoja and Puente, the Cultural Engagement centers, RISE, and MESA are designed to meet the diverse and changing needs of the student population and provide students with tutoring, academic counseling, textbook loans, and a sense of community. (II.A.7.17.1, II.A.7.17.2, II.A.7.17.3, II.A.7.17.4, II.A.7.17.5) In addition, the various tutoring labs across the College, including the Learning Skills and Tutoring Center, the Writing Center, the Math Lab, the Advanced Technology Design Lab, and the Business and CIS Division Computer Lab, provide academic support to all students (II.A.7.18.1, II.A.7.18.2, II.A.7.18.3).

Between 2014 and 2020, the Writing Center adopted practices to improve services to African American and Latinx students. The director and staff of the Writing Center convened a series of focus groups with African American students to explore what was not working and what could be changed. As a result of this inquiry, the Writing Center developed new training for tutors, created a more welcoming environment, sought more African American tutors, and developed more culturally responsive approaches. The result was an increase in course success rates of African American students by slightly over 20% and Latinx students by slightly over 10% in the courses for which these students received tutoring (II.A.7.19).

Analysis and Evaluation
Sacramento City College effectively uses delivery modes, teaching methodologies, and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard

District policy obliges the College to maintain a balance between its commitment to allow students freedom to take classes they want while making sure they are adequately prepared for those classes. Board Policy P-2831 declares that if "prerequisites, co-requisites, advisories and limitations are established unnecessarily or inappropriately, they constitute unjustifiable obstacles to student access and success." At the same time, the Board acknowledges the importance of appropriate prerequisites "where they are a vital factor in maintaining academic standards." (II.A.8.1) This balance is managed by department faculty and the Curriculum Committee, where the prerequisite/corequisite/advisory subcommittee reviews all prerequisites, corequisites, and advisories. All prerequisites, corequisites, and advisories listed in a Course Outline of Record (COR) must be accompanied by a justification. Under certain circumstances, departments that have established math, English, or ESL prerequisites must request a validation study by the PRIE office (II.A.8.2). The purpose of the validation study is to ensure the prerequisite promotes student success without creating an unjustifiable obstacle to student access.

The College uses assessments to evaluate prior learning in chemistry and ESL. The purpose of the chemistry assessment is to determine if students are ready for the first semester of General Chemistry (CHEM 400). This placement test, the California Chemistry Diagnostic Exam, is a standardized test developed by the American Chemistry Society and is commonly used at other colleges and universities. During the pandemic, the use of this placement test was suspended, so placement in CHEM 400 was determined by successful completion of CHEM 300, CHEM 305, CHEM 310, or one year of high school chemistry lecture and laboratory, with a "C" grade or better, within one year prior to enrollment in CHEM 400 (II.A.8.3).

Placement methods for ESL are designed to help instructors and students determine the best level for students to begin or continue their English language studies. The current placement test, developed in May 2020 to replace standardized tests (Accuplacer/Compass), consists of two components: a guided placement questionnaire and a writing sample. Writing samples are independently scored by two trained ESL faculty and may involve a third party to resolve split scores. The score for the placement is determined based on the writing sample, though exceptions are made under two conditions: First, if the student has completed a degree at a college or university in their home country or, second, if the student indicates a much higher self-assessment. If there is a wide discrepancy between the score on the writing sample and the self-assessment, the student may be asked to complete a second writing sample (II.A.8.4.1, II.A.8.4.2). The PRIE office reviews placement exams to ensure they operate reliably and without bias (II.A.8.5).

Pursuant to Board Regulations, the College has a formal process allowing students to challenge prerequisites (II.A.8.6). The College catalog outlines the process by which a student may challenge a prerequisite if one of the following criteria apply:

- The student believes they have the knowledge or ability to succeed in the course.
- The prerequisite course is not available.
- The student believes the prerequisite is discriminatory or not applied equitably.
- The student believes the prerequisite violates regulations or district policy.

Students who wish to challenge a prerequisite on any of these grounds may fill out a form, which is reviewed by a Prerequisite Challenge Committee (II.A.8.7).

Analysis and Evaluation
Sacramento City College follows clear policies in the establishment of prerequisites. The College reviews its use of prerequisites and assessments of prior learning to ensure they are effective and without bias. The College offers students a formal process by which to challenge a prerequisite.

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9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

Evidence of Meeting the Standard
Through the coordination and collaboration of the SCC Academic Senate, Curriculum Committee, and SLO Assessment Committee (SLOAC), learning outcomes at the course and program levels are assessed to ensure that the College awards course credit, degrees, and certificates based on student attainment of learning outcomes, and that units of credit are awarded consistent with institutional policies (II.A.9.1). Graduation requirements are listed in the College catalog (II.A.9.2), and requirements for certificates are listed on each program page (II.A.9.3).

Additionally, units of credit awarded are consistent with generally accepted norms in higher education. Los Rios Community College District (LRCCD) Board Policy 7241 and Administrative Regulation 7241 articulate requirements for graduation (II.A.9.4.1, II.A.9.4.2). LRCCD Board Policy 7252 and Administrative Regulation 7252 provide grading definitions and policies, outlining instructor responsibilities in evaluating student progress (II.A.9.5.1, II.A.9.5.2). These policies and regulations align with California Education Code Title 5.

Achievement of course learning outcomes provides the foundation for students to earn degrees and certificates. A pilot project using Canvas for SLO collection, assessment, and evaluation is underway at the College. An internal tool will allow faculty to map SLOs directly to assignments, discussions, and other assessments in Canvas. Canvas will report data on SLO achievement to a repository where it can be tracked in real time throughout the academic year (II.A.9.6). Assuming the pilot effort is successful and the Academic Senate approves scaling the effort, the SLOAC expects the SLO process to improve dramatically. The goal is that SLO reporting will become more automatic across the College, leading to more faculty engaging in the SLO process with the use of real-time SLO data to help inform pedagogy.

The College does not have any programs that require clock hours.

Analysis and Evaluation
The achievement of program learning outcomes is the basis for awarding degrees and certificates. LRCCD Board Policy 7241 and Administrative Regulation 7241 (Graduation Requirements) govern the awarding of degrees and certificates. Board Policy 7252 and Administrative Regulation 7252 (Grading Practices and Procedures) outline the instructor's responsibilities in the process.

Intentional and documented assessment of student learning outcomes at the course level has been uneven. While many instructors use student learning outcomes as a general framework for awarding grades, there is low to moderate compliance with utilizing the college's SLO reporting system. As described in more detail in the Quality Focus Essay, the College is in the process of changing the way SLO assessment informs the teaching and learning process. On a more pragmatic level, the College needs to engage in more consistent SLO assessment and reporting activities.

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10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

Evidence of Meeting the Standard
LRCCD Board Policy 2216 (II.A.10.1) and Administrative Regulation 2216 (II.A.10.2) outline policies and procedures for transfer of credit from and to other institutions. The SCC catalog and the Admissions and Records website outline the process to transfer credit from another institution (II.A.10.3.1, II.A.10.3.2). Students requesting evaluation of courses taken at other institutions meet with a counselor who explains the process and reviews the transcript. Students are informed of the appropriate process to request equivalency, course substitution, or certification for general education. Equivalency or substitution petitions are reviewed by the appropriate department chair.

The College maintains articulation agreements with area high schools and four-year colleges and universities. Faculty requests for UC and CSU articulation are submitted as part of the curriculum development and approval process. The College articulation officer submits requests for general education and course-to-course articulation. All articulated courses for major and general education from SCC to the UC and CSU are found on the assist.org website. Articulation agreements with private and out-of-state institutions are listed on the SCC website (II.A.10.4). High school articulation agreements are reviewed and maintained by the College Career Education (CE) Transitions Coordinator. Information about these agreements is available to students on the College website (II.A.10.5). Articulation agreements align with the SLOs of SCC

courses and are monitored to ensure appropriateness. Students who complete articulated courses at the high school receive college credit and are not required to repeat the coursework, ultimately decreasing their time to transfer.

The Course Identification Numbering System (C-ID) provides a common course numbering system aligning courses among California Community Colleges (CCC). This system makes it easier for courses to transfer seamlessly from one CCC to another, as well as from a CCC to a CSU. Information about C-ID is provided to students by counselors and in the College catalog (II.A.10.6). The catalog also provides information regarding alternative credit and study options, including Advanced Placement (AP), International Baccalaureate (IB), the College Level Examination Program (CLEP), credit by exam, and military service (II.A.10.7).

The College catalog also provides information about transfer from SCC to four-year institutions. Students can access specific information about transfer to CSU, UC, and private and out-of-state institutions, including Historically Black Colleges and Universities (HBCU) (II.A.10.8.1, II.A.10.8.2, II.A.10.8.3). The College catalog provides an explanation about articulation of transfer degrees, including units needed, GPA, GE, and major requirements (II.A.10.9). SCC currently articulates 26 Associate Degrees for Transfer (ADTs), with one in development. A comprehensive list of all SCC degrees is listed in the catalog (II.A.10.10.1, II.A.10.10.2). Additionally, the Transfer Center offers information and counseling, and facilitates appointments with university representatives and campus visits. Students can find a host of resources in the Transfer Center as well as on the Transfer Center web page (II.A.10.11). Counselors meet with students to discuss transfer requirements, general education, major requirements for universities, impacted majors at universities, transcript evaluation and how courses apply toward transfer to another university.

Analysis and Evaluation
Sacramento City College provides students with clearly stated transfer-of-credit policies to help students move forward without penalty. In accepting transfer credits to fulfill degree requirements, SCC certifies the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. The College assesses areas of need for articulation, evaluates student demand of majors for transfer, and develops relationships with universities to make articulation smooth for students.

11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

All SCC programs include program learning outcomes (ProLOs) defined in the curriculum outline (II.A.11.1). The ProLOs for each program are also listed on the College website and in the College catalog (II.A.11.2). Student learning outcomes (SLOs), provided in the course outlines for all courses (II.A.11.3.1, II.A.11.3.2), are mapped to the ProLOs and align with

general education learning outcome areas (GELOs) addressing communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes. The alignment of GELOs and institution learning outcomes (ISLOs) to these competency/skill areas are mapped by the Student Learning Outcomes Assessment Committee (SLOAC) and are outlined on the College website (II.A.11.4). Finally, the College curriculum handbook illustrates the connection between GELOs and the competency/skill areas (II.A.11.5).

Analysis and Evaluation
College ISLOs, ProLOs, GELOs, and SLOs address communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes. The curriculum development and approval processes ensure alignment between the learning outcomes and the competency/skill areas.

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12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Evidence of Meeting the Standard
All degree programs at Sacramento City College require students to fulfill a general education (GE) component. This requirement, mandated by Title V, is expressed in the Los Rios Board of Trustees Policy on General Education (II.A.12.1), which declares the institution's commitment to developing "the creativity, critical thinking, ethical behavior, and self-understanding which are essential to the attainment of personal goals and to participate in a society characterized by increasing global interdependence and by rapid and significant change." Six GE areas are identified in this policy: Natural Sciences, Social and Behavioral Sciences, American Institutions, Humanities, Languages and Rationality, and Living Skills. Specific information about the classes that fulfill the GE areas is found in the College catalog, along with information about GE patterns required for CSU and IGETC. (II.A.12.2.1, II.A.12.2.2, II.A.12.2.3) The College website also has a comprehensive list of all General Education Learning Outcomes (GELOs). (II.A.12.3)

In order for a course to count toward a General Education requirement, the curriculum is reviewed by faculty members on the General Education Committee, a subcommittee of the Curriculum Committee. As the SCC Curriculum Handbook states: "Approval of a course to meet

the general education criteria is considered by the General Education subcommittee of the Curriculum committee. The General Education subcommittee relies on faculty expertise to determine the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level." Members of the General Education Committee employ a consistent rubric in the review of each course to determine its suitability for inclusion in the GE pattern. This rubric may be found in SCC's Curriculum Handbook. ([II.A.12.4](#))

Analysis and Evaluation
Sacramento City College requires a component of general education for all students earning an associate degree. The interdisciplinary nature of the GE curriculum ensures that students are prepared to participate in civil society; have developed the skills necessary for lifelong learning; and have obtained a broad understanding of the development, knowledge practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. The GE subcommittee of the Curriculum Committee relies on faculty expertise to determine appropriate courses to include in the general education curriculum.

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13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard
Sacramento City College programs and certificates all focus on at least one area of inquiry or an established interdisciplinary core. New program curriculum is developed following procedures established by the curriculum committee. All degree and certificate outlines contain a program description conveying the basic scope of the program and program learning outcomes (ProLOs) identifying what students should be able to accomplish upon the successful completion of the program. Once a program is approved by the California Community Colleges Chancellor's Office (CCCCO), the program description and learning outcomes are published in the College catalog and on the College website ([II.A.13.1](#)). ProLOs are rooted in the course SLOs and are constructed on the premise that successful completion of the courses contributes to the accomplishment of the broader student learning outcomes for the degree or certificate. Alignment of course expectations and standards with transfer institutions is maintained through the articulation process. In career education programs, course expectations and standards are aligned through consultation with industry representatives.

All degree and certificate programs are reviewed as part of the program review process. During program review, SLOs and PROLOs are evaluated and, if necessary, revised ([II.A.13.2](#)). In this fashion, faculty maintain the currency of the College's degrees and certificates.

Analysis and Evaluation

The College's degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and includes mastery of key theories and practices within the field of study. Each degree lists required major courses, electives, and areas of emphasis in the catalog, along with program outcomes and the transfer and career objectives.

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14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard
Career education (CE) programs are built around the industries they serve. CE programs follow guidelines and regulations put forth in Title 5 and California Education Code. Relevant sections of the legislation are listed on the SCC CE website (II.A.14.1). To ensure that CE programs meet employment needs and standards, CE program faculty meet at least once a year with an industry advisory committee (IAC), which is made up of members of the community, including program graduates working in the field, employers, government officials, and other stakeholders. The IACs make recommendations regarding employer needs, technological developments, and expectations for technical competencies and professionalism. In addition, IACs recommend curriculum changes, equipment updates, and other program modifications required to prepare students for employment (II.A.14.2.1, II.A.14.2.2, II.A.14.2.3).

Many CE programs are regulated and accredited by outside government and professional agencies (II.A.14.3). These regulating bodies establish standards for instruction and requirements for graduating students. Employment data, job projections, and licensure rates are provided by respective licensing agencies, the Bureau of Labor Statistics, and the California Employment Development Department. In addition, CE programs maintain records of graduate licensing and/or certification with appropriate accrediting authorities. Data regarding employment of the College's CE graduates is also available on the CE web page, through a link to Cal-PASS (II.A.14.4). This information is reported on an annual basis to ACCJC (II.A.14.5).

Analysis and Evaluation
As a result of regular curriculum review, involvement from local industry leaders, and statistical analysis of graduate pass/fail rates from industry licensing/certification authorities, the College is able to ensure that graduates completing CE certificate and degree programs demonstrate the appropriate and current professional and technical competencies to meet employer standards.

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15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Evidence of Meeting the Standard

The College has established procedures regarding program viability and discontinuance delineated in the program appraisal and discontinuance process. The discontinuance process begins during program review when department faculty examine program viability. A program may be found to be out of alignment with the College mission, university transfer, higher education standards (Title 5 or federal regulations), or insufficient resources and declining program enrollment. (II.A.15.1)

When the College discontinues a program, it does so only if there is agreement between the department, the Curriculum Committee, and the Academic Senate. The division discontinuing a program provides academic planning support to students to ensure they can complete their program in a timely manner. Relevant campus departments, such as Counseling and Admission and Records, are notified of changes to division offerings and provided with guidance for course substitutions. (II.A.15.2) In addition, the College website informs students about their catalog rights. (II.A.15.3)

Analysis and Evaluation

Sacramento City College is committed to the quality and currency of its programs. Programs are regularly evaluated during the program review process. When a program is discontinued, every effort is made to guide students to complete their program of study in a timely manner.

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16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard

Instructional programs are evaluated on a six-year cycle as part of the formal program review process (II.A.16.1). The Office of Instruction, in collaboration with the curriculum committee co-chairs, develops and maintains a program review calendar (II.A.16.2). Program review includes a review of curriculum outlines for all courses and programs, enrollment data analysis, and a formal report explaining results of the analysis and future plans. An example of how program review informs change at the College is evidenced by the Family and Consumer Science (FCS) program. The department's most recent program review report (II.A.16.3) notes: "The requirements in Family and Consumer Sciences have changed in recent years and areas housed in FCS are forming their own programs in response to the needs and demands of the field. As such, a degree in FCS is not as valuable as it once was." As a result of the analysis, the department now directs students to the only remaining FCS degree, the Family and Consumer

Science AA degree, or to the appropriate program in another department, for example, Early Childhood Education or Nutrition.

The College recognizes that the program review process can improve and serve as an effective planning and continuous improvement tool. In 2019, the PRIE office conducted a qualitative study of the effectiveness of our program review process (II.A.16.4). The study revealed areas for improvement, including the need for better communication and support. Many faculty viewed program review as an obligation rather than as a valuable process that can help improve student learning and success. The study found that faculty want a clear follow-up and accountability process put into place. Faculty also indicated that the program review report template (II.A.16.5) needed to be redesigned to make it more meaningful and useful as a planning document.

These results, combined with a growing College wide commitment to equity and student success, culminated in a series of changes to the program review process. During the 2019-2020 academic year, the Office of Instruction, the PRIE office, and the Academic Senate worked together to develop and approve a new program review template and process (II.A.16.6.1, II.A.16.6.2). Changes include a student and equity focused redesign of the program review template; the development of a more frequent review cycle, with two-year check-ins built into the six-year process; the creation of a Program Review Committee (II.A.16.7), and a stronger linkage between program review, goal setting, and resource requests. General changes to the program review process were approved by the Academic Senate in spring 2020. Specific changes and implementation processes were developed by an Academic Senate workgroup and approved by the Academic Senate in fall 2020. A soft launch of the new program review process started in spring 2021.

Analysis and Evaluation
The College took a proactive approach to concerns raised about the program review process by collecting feedback at a listening session, identifying core themes, and using those core themes to make improvements. The College will continue to evaluate our program review process to ensure that it functions effectively as a tool to facilitate improvements in teaching, learning, and delivery of high-quality educational programs.

Conclusions on Standard II.A. Instructional Programs

Instructional programs align with our College's mission, and meet standards of quality appropriate for higher education. Program review and SLO assessment data are used to make improvements in curriculum and pedagogical approaches. While SLO assessment is conducted in all degree and certificate programs, reporting of SLO assessment results has been uneven. Information about course and program requirements, including general education requirements, is communicated clearly to students through the College catalog and website. The College's general education requirements promote critical thinking, intellectual inquiry, cultural awareness and responsiveness, and breadth of knowledge across disciplines.

Improvement Plan(s)

In addition to the plans outlined in the Quality Focus Essay, the College recognizes the need to improve consistency and frequency of SLO assessment and reporting activities. There is also a need to clarify how faculty use SLO assessment results to make improvements in the teaching and learning process.

Goal #1: Increase consistency and frequency of SLO reporting.
- Provide clear communications to faculty regarding SLO reporting deadlines.
- Ensure that resources for completing SLO reports are available to faculty.
- Work with the Office of Instruction, Division Deans, and the Academic Senate to develop a system of accountability to ensure timely completion of reports.

Goal #2: Identify and implement practices that make SLO assessment meaningful to faculty and students.
Detailed plans for achieving this goal are outlined in Action Project #2 of the Quality Focus Essay.

Evidence List

II.A.1
II.A.1.1	Los Rios Board Policy 7121
II.A.1.2	SCC Mission Statement
II.A.1.3	Los Rios Administrative Regulation 7141
II.A.1.4	SCC Curriculum Committee Charge
II.A.1.5	SCC Career Education Program Development
II.A.1.6	SCC Curriculum Handbook, p. 12: Movement of Curriculum Proposals Beyond Local Approval
II.A.1.7	Degrees and Certificates (2020-2021 SCC Catalog)
II.A.1.8	Program of Study Example - Geography (2020-2021 SCC Catalog)
II.A.1.9	SCC Student Data Dashboard
II.A.1.10	SCC Program Review Template

II.A.2
II.A.2.1	SCC Curriculum Handbook
II.A.2.2.1	ATCAD300 Course Outline
II.A.2.2.2	ENGWR300 Course Outline
II.A.2.2.3	FITNS307 Course Outline
II.A.2.2.4	NURSE315 Course Outline
II.A.2.3	Course Outline of Record A Curriculum Reference Guide
II.A.2.4	Program Review Calendar to 2025
II.A.2.5	Program Review template
II.A.2.6	ESL Program Review - Data Analysis
II.A.2.7	Dental Assisting Program Review - SLO Analysis

II.A.3
II.A.3.1	Sample Multi-Year SLO Reporting Plan
II.A.3.2	Program Review Template

II.A.14.2.2	SCC MET Department IMMT Industry Advisory Committee Meeting Minutes, 11-18-20
II.A.14.2.3	LRCCD CE Industry Advisory Committee Handbook, December 2020
II.A.14.3	Sacramento City College Accreditation Status as of April 2021, SCC webpage
II.A.14.4	California Partnership for Achieving Student Success, Community College Pipeline
II.A.14.5	Annual Report for 2020, Sacramento City College

II.A.15

II.A.15.1	SCC Program Appraisal and Discontinuance Process
II.A.15.2	Example of course substitution options to complete degree (sent to students and other campus departments by the SCC Business and Computer Information Science Division)
II.A.15.3	Petition for Degree or Certificate (SCC webpage)

II.A.16

II.A.16.1	Program Review, SCC Employee-Facing Webpage
II.A.16.2	SCC Instructional Program Review Calendar - 2020 to 2025
II.A.16.3	Family and Consumer Sciences Program Review Report, 2016-2017
II.A.16.4	Program Review Listening Session Results
II.A.16.5	Program Review Template, used until Spring 2020
II.A.16.6.1	Current Program Review Process/Timeline, SCC Employee-Facing webpage
II.A.16.6.2	Current Program Review Template, SCC Employee-Facing webpage
II.A.16.7	Program Review Committee, SCC Employee-Facing webpage

B.   Library and Learning Support Services

1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

Evidence of Meeting the Standard
Library Collection and Study Areas:

Sacramento City College offers a variety of library and learning support services to encourage student learning and achievement through the Learning Resources Division, which includes the

Library ([II.B.1.1](#)), Tutoring Center ([II.B.1.2](#)), Writing Center ([II.B.1.3](#)), and Student Tech Help desk ([II.B.1.4](#)).

SCC's Library provides print books, periodicals, reference materials, DVDs, ebooks, streaming video, and databases ([II.B.1.5.1](#), [II.B.1.5.2](#)). Additionally, the library provides a robust reserve textbook collection for student use. The library circulates graphing calculators, laptops, DVD players, and chess sets. The Library's print collections (including textbooks on reserve) are available in-person during library operating hours. Electronic materials are accessible to students on and off campus 24 hours a day, seven days a week through the library's website. Digital Library materials are also available to students directly in Canvas, including direct links to Films on Demand.

The SCC Library also provides library services to the two SCC Centers: Davis and West Sacramento ([II.B.1.6.1](#), [II.B.1.6.2](#)). Each center has its own reserve textbook collection funded via the SCC Library Materials Program Plan. Physical library materials - such as paper books, DVDs, etc. - can be sent to any college, or center, in the Los Rios District from any Los Rios Library. Library orientations can be scheduled at each center.

The Library furnishes plentiful study and instructional space for student use. Two computer classrooms host library courses and library orientations. Students working individually or in groups have access to tables, study carrels, a lounge area, and six group study rooms, which can be reserved in person or online ([II.B.1.7](#)). The second floor of the Learning Resources Center (LRC) is home to the circulation desk, the reserves collection, most of the reference materials, the paper periodicals, copiers, scanners, printers, the Research Help desk, a cell phone charging locker ([II.B.1.8](#)) and the largest student computer labs on campus. The third floor of the LRC includes most of the print collection and offers students a silent study area with tables and carrels.

Library Instruction and Research Help:
The Library provides ongoing instruction and research help to students and faculty at the College. ([II.B.1.9](#)) Course-Integrated Library Instruction Sessions, library instruction sessions customized to specific courses upon faculty request, are available at the main campus and the Davis and West Sacramento Centers. ([II.B.1.10](#)) Approximately 1,000 students per year complete the Canvas-based Path to Information Literacy Online Tutorials (PILOT), which helps students gain insight into the research process, develop effective research strategies, and become familiar with the Library's primary research tool, OneSearch. ([II.B.1.11](#))

The Library regularly offers an Introduction to Library Research workshop ([II.B.1.12](#)), which is a general, drop-in, 50 minute workshop, orienting students to the basics of library research. The Research Help Desk, located on the 2nd floor of the Library, is staffed with one or more librarians during all LRC business hours. During the Covid-19 closure, the research help desk has transitioned to and online service (24/7 research chat) staffed by SCC librarians during our usual business hours, and by librarians from other systems outside of our usual business hours, thus students have 24/7 online access to research help.

Learning Skills & Tutoring Center and The Writing Center:

The Learning Skills & Tutoring Center (LSTC) and the Writing Center (WC) are located on the first floor of the LRC. The LSTC has small and large tutoring rooms, tables in a communal area, and computers available to students and tutors to work on applications and web-based educational resources. The Writing Center offers writing tutoring for all courses with a writing component. (II.B.1.13)

The Learning Skills and Tutoring Center offers tutoring support for important general education courses for all students. (II.B.1.14) Tutoring is provided in person and online. (II.B.1.15) Tutors are trained to work in any delivery mode. Tutoring is available to all students taking courses for which tutoring is offered, regardless of mode of delivery of the course itself. The current list of subjects includes Allied Health, Anthropology, Biology, Chemistry, Communications, Deaf Culture and American Sign Language, Early Childhood Education, French, Japanese, Korean, Mathematics, Nutrition, Physics, Philosophy, Psychology, Sociology, Statistics, and Spanish. (II.B.1.16) The Tutoring Center at the Davis Center offers math, chemistry, and writing tutoring in person and online via the main campus LSTC. The West Sacramento Center offers math and writing tutoring through their Math Lab and Writing Center. (II.B.1.17.1, II.B.1.17.2, II.B.1.17.3, II.B.1.17.4) The College contracts with an online tutoring service, NetTutor, for courses for which there is a demand for tutoring, but no tutors available. (II.B.1.18)

Additional tutoring across the main campus is coordinated by the Learning Skills and Tutoring Center coordinator and include the Advanced Technology Design Lab, Beacon Tutoring Program, Business & CIS Division Open Computer Lab, Business Student Center, English as a Second Language Lab, Language and Literature Reading and Writing Lab, Math Lab, Music Lab, Occupational Labs, Photography Lab, RISE, Science and Allied Health Tutoring Center, and Veterans Resource Center (II.B.1.19). All campus tutoring services collaborate with one another as part of the Tutoring Workgroup.

For some courses, the LSTC offers embedded tutoring via the Beacon Program. A Beacon tutor is a trained peer tutor who works with an instructor for a specific class. The tutor then facilitates group study sessions with students in the class and focuses on the content areas covered by the instructor. Beacon tutors can work with students in person or online. (II.B.1.20.1, II.B.1.20.2, II.B.1.20.3)

The LSTC also offers various college success workshops such as Study Skills, Time Management, and Academic Integrity. Workshops are also offered in collaboration with other centers on campus, such the Writing Center and the Math Lab. Classroom visits are arranged on request, to demonstrate to students how to access services. Beginning in Fall 2020, the LSTC began offering workshops online. (II.B.1.21)

In order to measure student usage of the services offered by the LSTC, the College has a process in place to measure how many students attend sessions. (II.B.1.22) To promote its services, the LSTC works with the Public Information Office to publicize their programs and offerings, via several media outlets. (II.B.1.23)

Analysis and Evaluation
The mission of the Learning Resource Center "is to support the classroom work, cultural pursuits, and personal development of our students, faculty, and staff." The Learning Resource

Center supports student learning and achievement through physical and online resources for students, faculty, and staff. The SCC support services benefit all departments on campus and the Davis and West Sacramento Centers. A wide range of tutoring services, writing aid, library instruction (including research help, orientations, and more), library materials (physical materials and online resources), myriad computer labs, and student tech help serve to bolster students from all majors at the College.

2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Evidence of Meeting the Standard

The SCC Library supports the goals of the College and provides a balanced, up-to-date, collection of print, non-print, and electronic resources, which help students become efficient and effective consumers of information who are able to find, evaluate, analyze, use and communicate data. (II.B.2.1)

The College employs six full time librarians and several adjunct librarians. Librarians conduct collection development under the guidelines of the library collection development policy (II.B.2.2.1, II.B.2.2.2), which includes guidelines on the criteria for selections of materials, types and formats of collected materials, the materials budget allocation formula, collection maintenance, and guidelines on challenged materials. Librarians encourage students, staff, and administrators to recommend additions to the library collection. Additionally, subject area liaison librarians (II.B.2.3) actively solicit input from instructors in all disciplines, encouraging them to make suggestions for their specific subject area. Subject area liaison librarians also organize department meeting visits (II.B.2.4.1, II.B.2.4.2) in a further attempt to collaborate with faculty across the College on collection development. The Curriculum Committee membership includes a librarian in order to keep library staff abreast of new courses and concomitant curriculum changes. (II.B.2.5) In addition, the library budget allocations by subject area are determined by a function of circulation statistics and program enrollment. (II.B.2.6)

Tutoring materials, such as textbooks, need to be on hand for tutors to access while helping students. To fill this need, textbook donations are sought through staff, students, and tutors.. Other important tutoring materials, such as calculators, whiteboards, manipulatives, and office supplies, are provided as needed. Feedback from Instructional Assistants, tutors, and their tutees inform what materials are needed. Recent additions include a phone/laptop charging station for student convenience and movable whiteboards for use during tutoring sessions.

As distance education demand has increased in recent years, the repurposing of tutoring spaces has expanded student access to online tutoring. Currently, the Library has three office/tutoring rooms, shared by the LSTC and WC, which are used for on ground and online tutoring, and

include computers, monitors, webcams and document cameras. During the pandemic, all tutoring sessions were conducted remotely.

Analysis and Evaluation
Guided by the College mission, the Learning Resource Center mission, and the Library Collection Development Policies, Sacramento City College selects and maintains educational equipment and materials to support student learning for all students at the College.

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3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard
Sacramento City College routinely evaluates the library and other learning support services. The main evaluation tool is the program plan, written every three years and updated annually. Additionally, unit planning, program review, course completion data, and surveys conducted by various learning support areas utilized to evaluate learning support services.

Library:

In the 2019-2020 academic year, the Library completed its latest comprehensive program plan for 2020-2023, including a summary of the annual survey on student library satisfaction and usage, conducted annually except for spring 2020 due to the pandemic. The survey showed that as textbook prices have increased, reserve textbook use, library laptop checkouts, DVD checkouts, ebook use, and streaming media use also increased. Consequently, the Library increased its reserve textbook collection and money spent on ebooks, streaming media and other digital information. Students also indicated that using library materials helps them improve their grades (93.3%), stay in school (84.4%), and complete their courses (91.1%) (II.B.3.1).

SCC also assures adequacy in meeting student needs by evaluating student success rates in learning support courses. Sacramento City College is focused on closing achievement gaps among disproportionately impacted groups, primarily African American and Latinx students. In the 2018-2019 academic year, the success rate for SCC students in credit library courses was 76%, increasing to 80% in 2019-2020. For African American students in credit library courses, success rates rose from 54% in 2018-2019 to 90% in 2019-2020, a 34% improvement. (II.B.3.2) The Library also tracks the numbers and types of instruction sessions offered to ensure that student research needs are being met. (II.B.3.3.1, II.B.3.3.2, II.B.3.3.3)

Library and other learning support services are also evaluated through participation in the District Librarians Coordinating Committee (DLCC), whose subcommittees and workgroups include: Database coordinators, who determine which databases the district subscribes to; the eBook committee, which organizes group purchases of ebooks, ereference, and streaming media;

and the Library User Experience Team (LUX), which reviews the library user experience with OneSearch and other online library resources (II.B.3.4). Other involved committees that evaluate library and other learning support services include the Student Learning Outcomes and Assessment Committee and the Learning Resources Committee (II.B.3.5.1, II.B.3.5.2, II.B.3.5.3).

Learning Skills & Tutoring Center and Writing Center:

The Learning Skills and Tutoring Center (LSTC) and Writing Center (WC) also completed comprehensive Program Plans in the 2019-2020 academic year for 2020-2023. (II.B.3.6.1, II.B.3.6.2) The College uses surveys to assess tutoring effectiveness for all tutoring centers on campus (II.B.3.7.1, II.B.3.7.2, II.B.3.7.3). Tutoring effectiveness is measured by student perceptions of its helpfulness. The most recent survey found: "Almost all respondents who expressed their opinions about tutoring helpfulness agree that tutoring has helped them in learning to use better study skills, finding and using campus resources, and having a more positive attitude about the subjects they were studying." The survey also found: "The three areas that respondents indicated they received the most help are to understand the course content, completing homework, and getting a better grade in the class."

NetTutor surveys students about the service's efficacy and shares that information with the LSTC. Additionally, the LSTC surveys students about NetTutor use and shares significant results with the company. For example, as a result of a negative survey response from a student about a particular NetTutor subject area, the Computer and Information Science Lab began to offer CIS tutoring online for the course in question (II.B.3.8).

Since the library does not offer degree programs, program review of the LTAT designator involves a small number of students, most of whom enrolled in tutoring education classes: LTAT 310, 311, and 312. The most recent program review, in 2019-2020, found a decline in enrollment in LTAT courses, influenced by changes in financial aid eligibility in the 300 course, and prerequisite requirement changes for LTAT 92. Overall, success rates are higher for LTAT than for the college as a whole, including hybrid and online modalities, with high achievement of SLOs.

The SCC WC annually evaluates its services with student surveys and review of course success data provided by the PRIE Office. This data is used to make improvements at the center. The tutoring surveys include questions about what students have learned in tutoring sessions and how this will affect them in the future. They also contain questions about the aspects of tutoring that are most useful to students and how the sessions or the Center can be improved. The WC periodically conducts one-time surveys with more specialized questions related to equity and social justice. For example, a survey in spring 2017 asked students what kinds of tutor behaviors make them comfortable or uncomfortable.

The WC uses class success data, survey feedback, and focus group results to target student groups whose success rates are most disproportionately impacted. For instance, in spring 2019, the WC led three focus groups with Black students in order to capture feedback about what they like about the center and what can be improved. As a result two changes were made to the WC: Tutors now explain what to expect in tutoring sessions for all students who come to tutoring for

the first time, and the sign-up process has been streamlined. Taken together, the data from surveys, focus groups, and student success numbers has helped the WC make informed changes in the tutoring environment and revise procedures for tutor education, hiring, and pedagogy.

Analysis and Evaluation

SCC uses a variety of methods to evaluate and improve its learning support services including the program plan process, program review, surveys, evaluations, course success data, and feedback from students and various committees. As a result, the College has made improvements in student success rates and achievement of student learning outcomes.

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4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

Evidence of Meeting the Standard
Library:

The Library contracts with various electronic databases to provide resources and services to Sacramento City College faculty and students. (II.B.4.1.1, II.B.4.1.2, II.B.4.1.3, II.B.4.1.4, II.B.4.1.5) Many databases are licensed district-wide through the Community College Library Consortium (CCLC), including resources from Bloomsbury, EBSCO, Gale, Infobase, JSTOR, Naxos, NewsBank, Oxford UP, ProQuest, and SAGE. The District also contracts through CCLC for a research help chat service available 24/7 to all students. In some cases the Library contracts directly with information resource vendors such as the American Medical Association, Elsevier, Kanopy, and Salem. In most cases, usage statistics (II.B.4.2.1, II.B.4.2.2) are available and are consulted when databases come up for renewal. The Library uses Springshare for research guides and licenses its use through CCLC. Librarians from each college serve as representatives on the district wide Database Coordinators Committee (II.B.4.3.1, II.B.4.3.2) to evaluate database use and make database acquisition decisions. The SCC Library participates via a district-wide contract for EZproxy, which secures off-campus access to licensed resources, and monitors access problems. Finally, the Los Rios libraries participate in the Statewide Library Services Platform (LSP) program via the CCLC, specifically for the use of the Ex Libris product Alma/Primo (January 2020 to present). (II.B.4.4)

Learning Skills and Tutoring Center and Writing Center:

The Writing Center uses WC Online (II.B.4.5) for scheduling and tracking appointments in its center. This is a fully online service paid for on a yearly basis through program funds.

The College uses NetTutor, a commercial tutoring service paid for by the California Community Colleges Chancellor's Office (CCCCO), which provides access to tutoring when the tutoring centers at the College are unable to provide tutoring services. NetTutor is available to all SCC students either through their Canvas course, or through a dedicated self-enroll Canvas shell. The rest of the services used in Tutoring--Google Suite, SARS, MS office, and ConferZoom--are provided by the Los Rios Community College District or by the CCCCO. Currently, the CCCCO provides the NetTutor service to the College at no cost, though the College had a prior existing contract with NetTutor. (II.B.4.6)

Evaluation of the usefulness and effectiveness of the library and tutoring services that are contracted by the College occurs in the program planning process. Program plans for library collections, tutoring, and media services are reviewed and updated every three years. (II.B.4.7.1, II.B.4.7.2, II.B.4.7.3)

Analysis and Evaluation
These services and resources are adequate for the institution's intended purpose of providing learning support services. The College regularly evaluates these services and resources to ensure their continued usefulness and supportiveness.

Conclusions on Standard II.B. Library and Learning Support Services

Sacramento City College's Library and Learning Resource Center (LRC) provides substantial resources and services that support student learning and achievement through the library's physical and online collections, research and library instruction aid, tutoring services, writing services, and computer labs. The SCC Library and LRC rely on faculty from inside and outside of the Library and LRC to provide expert feedback on selecting and maintaining educational equipment and materials to support student learning, as well as to provide evaluation of services to ensure that they contribute to the attainment of student learning outcomes through various surveys, committees, program plans, and student success data analysis.

Improvement Plan(s)

None.

Evidence List

II.B.1
II.B.1.1   Library, , SCC public-facing webpage
II.B.1.2   Learning Skills and Tutoring Center, SCC public-facing webpage
II.B.1.3   Writing Center, SCC public-facing webpage
II.B.1.4   Student Tech Help, SCC public-facing webpage
II.B.1.5.1   OneSearch webpage (books and articles), SCC public-facing webpage
II.B.1.5.2   Research Databases, SCC public-facing webpage
II.B.1.6.1   Davis Center Library Services, SCC public-facing webpage
II.B.1.6.2   West Sacramento Library Services, SCC public-facing webpage
II.B.1.7   Group Study Rooms, SCC public-facing webpage

II.B.3.6.1 SCC Tutoring Program Plan, 2020-23 (Year One), 11-22-19
II.B.3.6.2 SCC Writing Center Program Plan (2020-2023), November 2019
II.B.3.7.1 Planning, Research and Institutional Effectiveness (PRIE) Office, SCC
            employee-facing webpage
II.B.3.7.2 SCC Tutoring Helpfulness Survey, Fall 2019
II.B.3.7.3 SCC Tutoring Usage Survey, Fall 2019
II.B.3.8   Business & Computer Information Science (CIS) tutoring and study labs, SCC
            webpage

II.B.4
II.B.4.1.1 Research Databases, Los Rios Libraries (as of October 2020)
II.B.4.1.2 Community College League Of California (CCLC) invoice dated 5-5-20 for
            FY 2020-21   LRCCD use of multiple educational research databases (part 1)
            database invoices
II.B.4.1.3 CCLC invoice dated 5-5-20 for FY 2020-21 LRCCD use of multiple
            educational research databases (part 2)
II.B.4.1.4 CCLC invoice dated 5-5-20 for FY 2020-21 LRCCD use of multiple
            educational research databases (part 3)
II.B.4.1.5 CCLC invoice dated 5-5-20 for FY 2020-21 LRCCD use of Springshare
II.B.4.2.1 Integrated Postsecondary Education Data System data for SCC 2019-2020
II.B.4.2.2 EBSCO Database Usage, SCC, Calendar Year 2019
II.B.4.3.1 LRCCD Librarians Coordinating Committee Minutes, 5/12/20, with
            subcommittee reports (see item 4 "Reports" on page 2 for discussion of database
            purchasing)
II.B.4.3.2 LRCCD Database Coordinators Committee Meeting Minutes, 12-4-17
II.B.4.4   CCLC 2021 Library Services Platform Program Participation Agreement for
            SCC (due date 10-9-20)
II.B.4.5   LRCCD Purchase Order dated 7-20-20 for FY 2020-21 subscription to WC
            Online
II.B.4.6   LRCCD Purchase order dated 5-6-16 for 10,000 hrs of online tutoring services
            for SCC
II.B.4.7.1 Library Book & Media Collection Program Plan 2020-2023
II.B.4.7.2 Tutoring Program Plan 2020-2023
II.B.4.7.3 Media Productions & Services Program Plan 2020-2023

C.   Student Support Services

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1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Evidence of Meeting the Standard

The student services listed below are available on the Sacramento City College campus and via online and by phone during remote operations due to the pandemic. Some services are scheduled at the outreach centers in Davis and West Sacramento. In 2018 the College adopted the Completion by Design model, aligning services to points in a student's educational pathway.

Retention and Persistence	Connection and Onboarding	Engagement and Completion	Intervention
Athletic Advising (II.C.1.1)	Advanced Education (II.C.1.10)	Cultural Engagement Centers (II.C.1.21)	Sexual Violence and Title IX (II.C.1.34)
Career Center (II.C.1.2)	Admissions & Records (II.C.1.11)	Disability Services and Programs for Students (DSPS) (II.C.1.22)	Student Disciplinary Procedures and Due Process (II.C.1.35)
Counseling (II.C.1.3)	Business Services (II.C.1.12)	Workability III (Career Exploration for students with disabilities) (II.C.1.23)	Student Grievance and Class-Related Concerns (II.C.1.36)
Health and Wellness (II.C.1.4)	RISE (Respect, Integrity, Self-Determination, and Education) (II.C.1.13)	EOPS, CARE, NextUp (II.C.1.24)	Crisis/Urgent services (II.C.1.37)
CalFresh (II.C.1.5)	Assessment Testing (II.C.1.14)	CalWORKs (II.C.1.25)	WEAVE Confidential Advocate (II.C.1.38)
International Student Center (II.C.1.6)	Welcome Center (II.C.1.15)	Black Student Success (II.C.1.26)	
Transfer Center (II.C.1.7)	Financial Aid and Fees (II.C.1.16)	MESA (Math, Engineering, Science Achievement Program) (II.C.1.27)	

Early Alert: Probation & Dismissal (II.C.1.8)	Outreach & Recruitment (II.C.1.17)	Basic Skills Initiative, Student Equity, and Student Success and Support Program, 2017-19 Integrated Plan (now consolidated into Student Equity and Achievement Program [SEAP]) (II.C.1.28)	
Work Experience and Internships (II.C.1.9)	First Year Experience (II.C.1.18)	Veterans Resource Center (II.C.1.29)	
	Hispanic-Serving Institution (SAGE and SESI) (II.C.1.19)	Puente Project (II.C.1.30)	
	Child Development Center (II.C.1.20)	Undocumented Resource Program (II.C.1.31)	
		Clubs and Student Leadership (II.C.1.32)	
		Re-Emerging Scholars Center (II.C.1.33)	

Student services are evaluated at the program level using a variety of tools and processes. Program review in student service areas occurs on a three-year cycle (II.C.1.39). Other measures include annual unit plan accomplishment reports (II.C.1.40), annual surveys of tutoring services across the College (II.C.1.41), the Community College Survey of Student Engagement (CCSSE) (II.C.1.42), the Survey of Entering Student Engagement (SENSE) (II.C.1.43), the District Remote Learning Survey (II.C.1.44), and the Onboarding and First semester Experience Survey (II.C.1.45). Results of these and other surveys are published on the Planning, Research, and Institutional Effectiveness (PRIE) page of the college website (II.C.1.46).

Some student services programs are wholly or partially funded by Student Equity and Achievement (SEAP) funding. In fall 2020, the College implemented a new assessment initiative for all program areas receiving SEAP funds. Programs receiving SEAP funds create individualized assessment plans in collaboration with the PRIE Office to ensure outcome

measures are assessed according to goals set forth by the Vice President of Student Services Office (II.C.1.47).

Analysis and Evaluation
The College evaluates the effectiveness of Student Services programs in a variety of ways, and uses the results to inform improvement. Quality is evaluated against College strategic priorities, the College mission, and specific programmatic indicators. Formal program review processes have traditionally been conducted every three years, although these processes have faltered in recent years due to multiple changes in leadership, resulting in the loss of institutional knowledge of processes. The College sees this as an opportunity to improve program review processes, and create an equity-minded and systematic research, assessment, and evaluation process for the evaluation of student services.

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2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting the Standard
Sacramento City College offers a wide variety of student support services and programs to help students achieve their educational goals. All of Sacramento City College's student services and programs are anchored in one or more of the four Student Services General Outcomes: Information Competency, Life Skills and Personal Development, Critical Thinking, and Global and Cultural Awareness (II.C.2.1). Each student support service and program has identified specific outcomes appropriate to that service or program (II.C.2.2). Because the College is committed to ongoing improvement, SCC's student support programs and services are assessed on a regular basis by the faculty, staff, and administrators who manage the programs and services (II.C.2.3). When assessment data shows a need for improvement, adjustments are made to improve the service.

The Student Learning Outcomes Assessment Committee (SLOAC) has a Student Services SLO workgroup that reviews and makes recommendations regarding SLO assessment processes for student support programs (II.C.2.4). The Office of Planning, Research and Institutional Effectiveness maintains a repository of assessment activity in Student Services (II.C.2.5) including information about Counseling Department efforts to guide more students to prepare Student Education Plans (SEPs); reports by Health Services on efforts to help students learn how to manage stress; updates from the International Student Center on services to help students maintain their visa status; and Assessment Center information on efforts to make it easier for students to access test results. All of these assessment reports are grounded in a specific SLO for that department (II.C.2.6).

Sacramento City College also has, as part of its system of shared governance, two standing committees that review various student services and programs. The Student Equity Committee

reviews programs and services designed to facilitate student progress and student equity (II.C.2.7). The Matriculation and Student Success Committee evaluates, provides feedback, and makes recommendations in areas including admission, orientation, assessment, advising and counseling, and other matriculation activities (II.C.2.8). The work of these committees is informed, in part, by research studies performed by the College that examine student progress and student satisfaction. There is, for example, the Perception of Progress Survey (II.C.2.9), which asks students to describe their experience at the College and identify factors that help or hinder their progress. There is also the SENSE survey (II.C.2.10), conducted in 2017, which helps community colleges discover important factors affecting entering students' persistence and success. Such surveys provide important information to the faculty, staff, and managers at the College as they seek ways to improve the quality of student services and programs.

Analysis and Evaluation
The College has identified learning outcomes for all student support programs. Outcomes are assessed regularly as part of student services program review, through College wide surveys such as SENSE, and within participatory governance committees. Data is used to improve the quality and effectiveness of student support programs and services.

3. The institution ensures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

Evidence of Meeting the Standard
From the onboarding process through successful completion, Sacramento City College offers a wide array of programs and services to support students. The organizational chart for student services highlights the broad, yet intentional, efforts by the College to provide equitable student services (II.C.3.1).

The *While You Are Here* section of the College catalog provides detailed information about the availability of student support services and how to access services, regardless of service location or delivery method (II.C.3.2). *While You Are Here* highlights SCC's commitment to equity and includes information about all of the programs and services offered at the College.

SCC provides student support services and resources in different modalities and across centers. Additionally, SCC provides services at its two satellite centers: the West Sacramento Center (II.C.3.3) and Davis Center (II.C.3.4).

To support successful onboarding, SCC provides intentional outreach and recruitment at local high schools and in the community (II.C.3.5). Online orientations, such as the Virtual City Jams, welcome first-time College students (II.C.3.6)**.**

In response to the COVID-19 pandemic, SCC expanded its use of technology to serve students off-campus and make resources accessible regardless of location. Online services include the admissions application; College orientation; course enrollment and withdrawal; payment of student fees; and access to class schedules, grades, transcripts, and degree evaluations. The student tech support desk is available to support students with distance education tools and software (II.C.3.7).

To support its distance education students, SCC maintains several discipline specific and general tutoring options online (II.C.3.8). In addition, SCC provides multiple on-site computer labs with hands-on support to help students with various needs (II.C.3.9).

To provide equitable support for students underrepresented in specific disciplines, SCC offers programs such as Women Who Code, a program promoting gender diversity in computer science education (II.C.3.10) and SESI (STEM Equity and Success Initiative), a program seeking to increase enrollment and success of Latinx and economically disadvantaged students in Science, Technology, Engineering and Math (STEM) programs (II.C.3.11).

Finally, the Starfish software application offers students feedback about academic performance and helps connect them with members of a success network, made up of instructors, counselors, and support staff (II.C.3.12).

Analysis and Evaluation
Because the College offers student support services online and in person, it effectively serves all students and bridges the gap for students with remote access. SCC's focus on equity-minded programs gives the campus the opportunity to develop scalable and targeted strategies to close equity gaps amongst disproportionately impacted student groups. SCC students have equitable access to appropriate, comprehensive, and reliable services through many modalities and student support programs. SCC will continue to monitor the demand for student support services and improve access, program quality, and effectiveness accordingly.

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4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard
Driven by its mission to provide students with opportunities for personal enrichment (II.C.4.1), the College offers a wide variety of co-curricular and athletic programs. All of the College's co-curricular and athletic programs are professionally supervised and managed according to proper legal and regulatory standards.

The vice president of student services provides administrative supervision for all campus clubs and organizations through the Office of Student Leadership and Development (II.C.4.2). This office provides guidance to the students on the Student Associated Council, which helps to organize the Student Senate and numerous student clubs (II.C.4.3). Members of the Student Senate and the Clubs and Events Board work together on the Joint Budget Committee to allocate the resources provided for student organizations and activities, in accordance with the by-laws established for that committee (II.C.4.4). Any enrolled student may join the Student Associated Council. Students who wish to serve on either the Student Senate or the Clubs and Events Board must carry a minimum of five units each semester, maintain a 2.0 GPA, and participate in a training program. Students on academic probation are not allowed to serve on the Student Senate or the Clubs and Events Board. All clubs must have a faculty member from the College serving as an advisor (II.C.4.5.1, II.C.4.5.2,). According to the *Club Handbook*, any student may form a club once they have at least nine other students committed to the club and have obtained the approval of the Office of Student Leadership and Development (II.C.4.6). For the 2020-2021 academic year, the College had ten active student clubs and 78 inactive student clubs. Many clubs became inactive when the College was forced into remote operations due to the pandemic.

All of the College's 17 intercollegiate athletic programs are located in the Kinesiology, Health and Athletics (KHA) Division and are supervised by the KHA Dean, who also functions as Athletic Director. Per board policy, the College's athletics programs are structured around the regulatory requirements established by the California Community College Athletic Association (CCCAA) (II.C.4.7.1, II.C.4.7.2). In this way, the College monitors the eligibility requirements of its student athletes and assesses compliance with Title IX (II.C.4.8). The KHA Division submits its annual unit plan to the Planning, Research and Institutional Effectiveness (PRIE) office and participates regularly in the process of program review, ensuring its athletics programs maintain quality and currency.

Revenue generated through the sale of tickets is deposited into accounts managed either by the College or the District, where they are used according to College and District protocols.

Analysis and Evaluation
Sacramento City College co-curricular and athletic programs contribute to the educational experience of students and thus help the College fulfill its mission. Program operations and finances are subject to effective and appropriate rules and oversight.

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5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard

Sacramento City College provides a full range of counseling and guidance services to help new and returning students achieve their educational goals. SCC counseling faculty and staff provide important information to students regarding course scheduling, transfer requirements, and career opportunities. The College also offers courses to support students as they navigate the challenges of college life, programs that affirm the cultural values of a diverse student body, and services that attend to the physical and emotional health of individual students. The provision of these various services is consistent with the directive of Los Rios District Board Regulation P-2511, which requires that "each college shall provide a comprehensive, systematic counseling program that will further student goals of academic achievement, vocational direction, and personal-social development." (II.C.5.1)

In order to best serve students in particular fields of study, the College designates counselors to serve as liaisons to specific academic programs. The liaison counselors maintain close ties with the faculty in those programs and facilitate communication between students and faculty. Some counselors serve designated high schools in the greater Sacramento area, providing information and outreach to students from those schools, and some are assigned to work with certain groups of students, such as veterans or athletes. The Counseling Department also designates an individual to serve as the articulation officer (AO). By title, the AO sits on the Curriculum Committee and participates in the review of courses and degrees to ensure that SCC curriculum is properly aligned with program requirements of transfer institutions (II.C.5.2).

To assure that students receive accurate and up-to-date information on academic requirements, counselors receive training on a regular basis. All counselors, full-time and adjunct, convene regularly to receive updates on academic policies, transfer guidelines, and other matters relevant to student advising. As new technologies are implemented, such as Starfish and Degree Planner, counselors attend training sessions organized at both the College and District. Once a year, the Los Rios Counselors Association (LRCA) organizes a one-day conference of all counselors in the District to discuss a range of issues, such as how to help students with mental health issues, how to assist students with financial aid requests, and how to help students navigate an ever-shifting academic landscape. Counselors also regularly attend workshops sponsored by the California State University, the University of California, and several private and out-of-state institutions (II.C.5.3).

In addition to general counseling, the College maintains a number of programs such as EOPS (II.C.5.4), DSPS (II.C.5.5), and CalWorks (II.C.5.6), which offer support and guidance for qualifying students. Veterans, reservists, and dependents of deceased or disabled Veterans may obtain assistance from the College's Veterans Affairs Office as well as the Veterans Resource Center, an on-campus facility where veterans and their dependents may talk with an adviser and socialize with other veterans (II.C.5.7.1, II.C.5.7.2).

Formerly incarcerated students and justice-impacted students may receive support through the College's Re-Emerging Scholars Program, a program co-managed by counseling faculty and sociology faculty. The Re-Emerging Scholars Program offers academic guidance, personal counseling, and life-skills workshops, as well as a student club where participants may socialize and provide each other with mutual support (II.C.5.8).

Programs such as RISE (II.C.5.9), Black Student Success (II.C.5.10), Puente (II.C.5.11), and MESA (II.C.5.12) offer counseling, tutoring, transfer workshops, and other support services.

While information about graduation and transfer requirements may be obtained from the College catalog, the College website, counseling faculty, and other sources, the Transfer Center organizes events inviting representatives from the UC, CSU, and other institutions to come to SCC and talk with students about transfer plans (II.C.5.13.1). Representatives from the nation's Historically Black Colleges and Universities also visit SCC on a regular basis (II.C.5.13.2).

The Transfer Center hosts an annual College fair every fall, in addition to tours of various colleges and universities in northern California. Every month, the counselor who oversees the activities of the Transfer Center emails a newsletter to the campus community informing students about transfer workshops, college tours, and upcoming visits by delegates from other colleges (II.C.5.14). Each week, the Transfer Center holds *Transfer Thursday* when students meet with one of the center's representatives to discuss the application process, transfer agreements, and other issues. The Transfer Center also celebrates the accomplishments of SCC students who are moving toward their degree and transfer goals.

The SCC Career Center provides a variety of services to guide students toward their employment goals. In addition to helping students find employment through the Federal Work-Study Program, the center provides career counseling and resume writing workshops (II.C.5.15).

SCC offers a variety of courses designed to help students succeed. For example, Human Career Development 110 provides success strategies and support services to entry level students (II.C.5.16). HCD 310 helps students obtain skills necessary to reach their educational objectives and prepares them for the challenges of the educational curriculum required to be successful in higher education (II.C.5.17). More recently, as part of a larger effort to design programs and curriculum around guided pathways, SCC now offers a Freshman Seminar, INDIS 313, a three-unit transferable course for first-time college students. INDIS 313 is an interdisciplinary class, taught by instructors from across the College, and is intended to help students learn how to navigate College processes, cultivate their own personal and cultural resources, develop fluency in the digital tools required for success in college and in the workplace, and help students move toward their career goals (II.C.5.18).

Analysis and Evaluation
The College provides counseling and academic advising to support student development and success and prepares faculty and other personnel responsible for the advising function. The full range of counseling and guidance services help new and returning students achieve their educational goals. By providing timely, useful, and accurate information to prospective and current students, the College ensures students understand the requirements related to their programs of study, including graduation and transfer policies.

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6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

Evidence of Meeting the Standard

Sacramento City College is an open access institution. This commitment is declared in the College's mission statement, and is honored in its admissions policies (II.C.6.1). Students are provided with clear, well-defined pathways toward their degree, certificate and transfer goals and are offered appropriate guidance as they pursue their educational objectives.

Los Rios District Board Policy 2211 adheres to the principles of Education Code 76000, which obliges the College to admit "any California resident" or "any non-resident possessing a high-school diploma or the equivalent thereof." (II.C.6.2) Students may apply for admission once they create an OpenCCC account and complete the application, which is accessed from the SCC website (II.C.6.3). Special admissions policies apply to international students, veterans, foster youth, students with special circumstances, and high school students (II.C.6.4). Special admissions criteria apply to specific programs such as Dental Hygiene (II.C.6.5), Nursing (II.C.6.6), Occupational Therapy (II.C.6.7), Physical Therapy (II.C.6.8), Aviation (II.C.6.9), and Cosmetology (II.C.6.10).

Once students apply to the College, they are given a date and time when they may sign up for classes. Registration priority is determined by students' class level, the number of units they have completed, and other factors (II.C.6.11).

The College has instituted a number of programs to help students as they proceed toward their educational goals. For example, newly enrolled students are encouraged to participate in the *First Year Experience (FYE)*. FYE organizes students into cohorts and assigns them to a *success team* consisting of a counselor, a success coach, a peer mentor, and a faculty member who teaches the Freshman Seminar (INDIS 313) (II.C.6.12). Students who sign up for FYE also participate in the FYE Summer Bridge program, where they meet the members of their success team and attend workshops to learn study skills, explore career interests, become familiar with campus resources, and establish connections with other students, faculty and staff (II.C.6.13). In addition to FYE, the College also offers *City Jams*, orientation sessions for first-time College students providing academic counseling, help with financial aid applications, and other forms of assistance (II.C.6.14). These programs augment the work of the Counseling Department, where students may receive career counseling, academic counseling, personal counseling, and assistance with their individual education plan (II.C.6.15).

Recently, the College developed a set of meta majors to help guide students on their educational pathways. Students who have not yet declared a major may explore subjects within the five meta majors: Arts and Communication; People and Society; Business and Industry; Science, Math and Engineering; and Health and Health Professions (II.C.6.16). Listed under each meta major are a number of degree and certificate programs where students find information about the required courses, Program Learning Outcomes, and career possibilities for those who pursue a particular pathway. Also listed under the meta majors are the various transfer degrees that the College has developed in accordance with the guidelines established by the California Community Colleges Chancellor's Office.

The Transfer Center provides information to help students transfer to other institutions and organizes workshops, college tours, and fairs to give students information about their transfer options and help them navigate the transfer process. In addition to these services, the Transfer Center maintains a computer lab where students can research colleges and universities, attend

webinars, take virtual tours of campuses, print transcripts, and connect with college representatives (II.C.6.17).

In addition to the support services described above, students can track their academic progress through eServices. The tool allows students to track graduation qualifications such as general education and degree requirements and math and writing competency. Students can view their educational plan, and simulate how their progress will be impacted if they decide to change their major (II.C.6.18).

Analysis and Evaluation
The College's admissions policies are consistent with its mission, and its programs and services provide students support and guidance as they move toward their degree, certificate and transfer goals.

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7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard
Sacramento City College uses CCCApply to facilitate the admissions process. The California Community Colleges Chancellor's Office (CCCCO) CCCApply steering committee meets regularly to assess and modify the application for ease of use and compliance with state and federal reporting requirements. The College website addresses the specific needs and questions of various groups of possible applicants, including first-time-in-college, undocumented, veteran, transfer, returning, and international students (II.C.7.1). Requirements for international students are outlined on the College website (II.C.7.2). The College admissions and placement instruments and practices are evaluated by the College Planning, Research, and Institutional Effectiveness (PRIE) office. (II.C.7.3.1, II.C.7.3.2)

Admissions practices for specialized programs are evaluated on a regular basis as part of the program review process. The application process, requirements, and selection criteria are clearly described on the College website along with dates for information sessions or links to informational videos. For example, applicants for the Vocational Nursing program can find videos about the program and its application process as well as specific information about prerequisite course requirements, forms to request course equivalencies, and a link to the online application (II.C.7.4).

Since the AB 705 state initiative passed in October 2017, Sacramento City College made changes to comply with the law, which seeks to eliminate the use of assessment tests for the "purposes of determining the placement of students into transfer-level math and English," as explained on Sacramento City College's Placement webpage (II.C.7.5).

The current assessment and placement process for English and math is based on the high school GPA of entering students. A student is automatically placed into English and math classes if the student has graduated from a US high school within the last ten years, and if the student applying

to SCC has included all of the requested information. A student who has identified a need to enroll in an English as a Second Language course may take the ESL assessment test. Additionally, the College has a straightforward, yet flexible, admissions and placement process for students transferring from other institutions of higher education (II.C.7.6). To ensure compliance with AB 705, English, math, and ESL placement processes and instruments are evaluated regularly by the pertinent department and the College PRIE office (II.C.7.7.1, II.C.7.7.2). Assessment and placement instruments in other disciplines are discussed in II.A.8.

Analysis and Evaluation
The College is an open-access institution and has made equity a central focus in the admissions and placement process. Sacramento City College continuously evaluates and assesses its capacity to practice equity on every level. SCC's current admission and placement process for students aligns itself with the overall equity goals of the institution.

All departments, especially the math and English departments, regularly meet with industry experts, each other, and members of SCC's executive team to strategize the best way to assess, place, and instruct students with as little bias as possible. The CCCCO regularly reviews the application instrument, and the College's PRIE office regularly reviews admissions and enrollment data.

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8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Evidence of Meeting the Standard
Sacramento City College adheres to the Los Rios Community College District's policies and regulations pertaining to the retention, security, and release of student records as stipulated by FERPA and Title 5 (II.C.8.1.1, II.C.8.1.2, II.C.8.1.3, II.C.8.1.4). Governing board regulation R-8381 (II.C.8.2) classifies public records, including student records, and delineates the retention period of each class and manner of destruction. Board regulation R-2265 (II.C.8.3.1, II.C.8.3.2) relates to the confidentiality of student records and dictates the guidelines for their release.

The Oracle/PeopleSoft Campus Solutions system includes application data, enrollment data, transcript data, charges, payment data, and other data concerning services delivered for all Los Rios students. The PeopleSoft system includes audit and other mechanisms that preserve the history of core records and changes that occur over time.

The OnBase document imaging system is used to store student records documentation. The District maintains the indexing and the Colleges maintain the storage of the scanned images.

Student records are housed in one of two data centers (District Office and Folsom) with replication (backup) of each system and database to the opposite site. Secure backups of all data are stored on disk at a third college site, American River College.

Analysis and Evaluation
The College maintains student records permanently, securely, and confidentially. Policies and procedures for maintaining student records are clear, and policies regarding the release of student records are published in a number of places, including the College website and the faculty handbook.

Conclusions on Standard II.C. Student Support Services
The College offers a wide range of student services designed to maximize successful outreach and matriculation, promote retention, success, and equity, and support students as they move towards achieving their educational goals. Student support services are available to all students across locations and modalities. The College offers a robust array of general counseling and advising services, services for specific populations, and retention and transfer programs. The College ensures that admissions and placement instruments are used in accordance with our mission, are in compliance with District and state regulations, and are evaluated to ensure freedom from bias. The College maintains student records in compliance with LRCCD Board Policies and Administrative Regulations, Title 5, and FERPA.

Improvement Plan(s)

The College recognizes the need to redesign and recommit to systematic program review efforts in student services. Steps towards improvement are outlined below:
- Establish a Student Services Program Review workgroup consisting of the area supervisors and department chairs;
- Develop a timeline and work plan for program review revision efforts, with a goal of implementing this process in Fall 2022;
- Establish a program review cycle calendar for each of the student service areas;
- Conduct an equity audit of the existing program review process, and use the findings from that inquiry to develop a more equity-minded and actionable reporting template and process;
- Work with the Office of Planning, Research, and Institutional Effectiveness to identify data needs, and to develop tools for completing the program review report;
- Work with the VP of Student Services, AVP of Student Services, area deans, and area supervisors to develop a process of reviewing and approving program review reports.

Evidence List

II.C.1
II.C.1.1   Athletic Advising, SCC Panther Handbook page 16
II.C.1.2   Career Center, SCC public-facing webpage
II.C.1.3   Counseling, SCC public-facing webpage
II.C.1.4   Health and Wellness, SCC public-facing webpage
II.C.1.5   CalFresh, SCC public-facing webpage

[1] The Commission acted to modify the Standard during its January 2018 Board of Directors meeting.

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

A.   Human Resources

1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting the Standard
Sacramento City College maintains an educational environment where highly qualified faculty, staff, and administrators focus on excellence in teaching, learning, and support services. Faculty and staff play a primary role in the assessment of human resource needs to ensure effectiveness in academic and support programs. The SCC has developed, through shared governance, systematic and transparent processes in hiring personnel to meet the College's vision, mission, and values. Faculty and staff at SCC maintain a culture of care, respect, social justice, and fair treatment of others that extends to policies and procedures ensuring equity and fair treatment. The College also provides a comprehensive professional development program dedicated to meeting the needs of faculty and staff. The College assures the integrity and quality of its programs and services by employing administrators, faculty, and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services.

LRCCD board policies and administrative regulations delineate processes for recruitment and selection of employees, as well as for establishing equivalency to minimum qualifications (III.A.1.1.1., III.A.1.1.2, III.A.1.1.3. III.A.1.1.4, III.A.1.1.5, III.A.1.1.6, III.A.1.1.7, III.A.1.1.8, III.A.1.1.9, III.A.1.1.10, III.A.1.1.11, III.A.1.1.12, III.A.1.1.13, III.A.1.1.14, III.A.1.1.15, III.A.1.1.16, III.A.1.1.17, III.A.1.1.18, III.A.1.1.19)

Hiring procedures are described in detail in the Faculty Hiring Manual (III.A.1.2), the Equity Handbook for Hiring Process (III.A.1.3), and a range of other resources available on the LRCCD Hiring Resources website (III.A.1.4). The District Human Resources office verifies that applicants meet minimum qualifications for the position to which they apply. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. All job descriptions are directly related to the institutional mission and goals and accurately reflect position duties, responsibilities, and authority (III.A.1.5.1, III.A.1.5.2, III.A.1.5.3). Sacramento City College employs qualified staff—administrators, faculty, classified staff, and student help—in accordance with federal, state, District, and College hiring and evaluation policies, regulations, and procedures.

As part of its commitment to equity in its hiring practices, SCC provides an equity

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representative on all hiring committees. Professional development is scheduled quarterly for individuals wishing to serve as an equity representative on a selection committee (III.A.1.6). The equity representative ensures that the hiring process is equitable, private, information protected, and that the applicant pool and the selection committee is diverse.

To ensure that the College recruits and hires the best candidates for employment, the College and District provide professional development training and resources to all employees (III.A.1.6, III.A.1.7). The District offers a number of programs to support current and prospective employees in the application and promotion process. The Faculty Diversity Internship Program (FDIP) aims to recruit qualified faculty who mirror the racial and ethnic diversity of the Los Rios' service area (III.A.1.8). The Level Up workshop provides application and interview preparation for people seeking employment or promotional opportunities within Los Rios (III.A.1.9). The Classified Leadership Academy (CLA) is a training and professional development program for permanent, classified employees. CLA develops the skills and abilities of classified employees who have leadership and advancement potential (III.A.1.10).

Analysis and Evaluation
Sacramento City College follows the hiring process set by the Los Rios Community College District Human Resources office. Specific steps are explained on the District website and in various hiring manuals and handbooks. Guidance includes how to answer application questions and submit supporting documents, information about foreign transcript evaluation, the screening process, and the job interview process. Contact information is provided for applicants needing assistance. Job descriptions for faculty, classified professionals, and administrative staff clearly present the specific qualifications required, duties and responsibilities, and the organizational department for each position. In addition, job descriptions provide an overview of the College and its goals.

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2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

Evidence of Meeting the Standard
Policies and procedures for faculty hiring are codified in LRCCD Board Policies and Administrative Regulations, described earlier in Standard III.A.1. They are also outlined in detail in the Faculty Hiring Manual, which is updated at least every three years. The Board of Trustees approved the most recent version of the manual on March 20, 2019. The manual provides specific information pertinent to the complete hiring process, including the development and posting of faculty positions (tenure-track and adjunct), the make-up of the committee, screening

and interview processes, reference check process, and selection. In addition, the manual presents a description of the District's efforts to maintain diversity and cultural competence (III.A.2.1).

SCC follows the minimum qualifications for faculty as set by the California Community Colleges Chancellor's Office (CCCCO), and as required by LRCCD Board Regulations (III.A.2.2, III.A.2.3). Minimum qualifications are included on every faculty job announcement (III.A.2.4.1, III.A.2.4.2). In addition, information regarding the equivalency process is provided and is based on the minimum qualifications from the CCCCO (III.A.2.5). Pre-employment processing requirements, which include submission and review of official transcripts, are outlined in Board Policy P-5124 (III.A.2.6).

Full-time and adjunct faculty job postings include required degrees, professional/discipline experience, teaching assignment, and expected duties, such as curriculum development and learning outcome assessment. In addition, each includes a statement demonstrating the College's commitment to equity.

Analysis and Evaluation
The College adheres to LRCCD board policies and administrative regulations regarding faculty hiring. The College follows guidelines set by the CCCCO regarding minimum qualifications for faculty and determining faculty equivalency. Faculty job descriptions include degrees required and desired, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the College. Faculty job descriptions also include development and review of curriculum and student learning outcome assessment. The College maintains consistency in full-time and adjunct faculty hiring practices.

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3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard
All administrative, faculty, and classified job postings are established using a template that contains requisite elements for all postings: A summary of the position outlining general responsibilities, specific requirements and responsibilities, and minimum qualifications for the position. Qualifications are checked against legal minimum qualifications established by the CCCCO and industry standards for each position. Job announcements are reviewed at the College and by District Human Resources specialists to ensure that job specifications are clear and are equity minded. (III.A.3.1.1, III.A.3.1.2)

All positions include a District-established minimum qualification of having "an equity-minded focus, responsiveness, and sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students, including those with physical or learning disabilities as it relates to differences in learning styles; and successfully foster and support an inclusive educational and

employment environment." This supports the District's goal of improving educational outcomes for students from different racial/ethnic backgrounds. (III.A.3.2)

Selection procedures for each posting are described in the *Hiring Practices Administrative Guide* (2020) available on the District Hiring Resources website (II.A.3.3). Official transcripts are verified by District specialists to ensure recommended candidates possess the requisite academic credentials required for the position.

Analysis and Evaluation
The College and the District collaborate in the development of job postings to ensure that minimum qualifications for all employee groups are accurately posted. Hiring procedures for all employee groups establish consistent hiring practices to secure qualified administrators and employees to work in educational programs and services at the College.

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4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard
All District and College applicants demonstrate how they meet minimum qualifications upon submission of their application to the PeopleAdmin applicant portal. The documented quality control process verifies that applicants provide all required documents, including evidence of degrees.

Evidence of degrees and credentials for positions requiring academic credentials is verified through the review of unofficial transcripts from accredited institutions indicating the degree conferral date. The District only accepts foreign transcripts evaluated by the National Association of Credential Evaluation Services (NACES), or the Association of International Credential Evaluators (AICE), and their partner organizations (III.A.4.1). During the review, criminal history verifications are removed from the application by Human Resources (HR) staff and processed by the Director of Equity, Compliance, and Title IX. The HR Director conducts a second review for minimum qualifications to verify incomplete applications and determine if an applicant will be removed from further review and consideration. For hard-to-fill positions, or pools with significantly low numbers of applicants, Human Resources reaches out to all applicants in the pool to request additional documentation as needed.

Faculty applicants who do not possess the degrees described on the job posting, which are sourced from the CCCCO MQ Handbook, can request equivalency review using the HR template form. The form provides a construct upon which to outline how their education and experience is equivalent to the requisite degree. Application materials are sent to the College equivalency review committee, which consists of a minimum of three faculty members from the interview committee and the discipline area dean. The decision of whether to grant equivalency is documented on a district form (III.A.4.2). An applicant verified for meeting equivalency is

approved for equivalency at all four Los Rios Colleges. Equivalency procedures are outlined in the Faculty Hiring Manual, (III.A.4.3) in the Hiring Practices Administrative Guide (III.A.4.4), and on the District website (III.A.4.5).

Once selected, the applicant must submit an official unopened transcript and/or any certificates. These are reviewed by an employment specialist to make sure the degree earned and/or certificate meets the educational minimum qualifications. Where experience is required, this is calculated accordingly. Documents are filed as part of the employee record. Additional records may be requested from the candidate; otherwise, the department is notified if the candidate is found ineligible for the position.

Analysis and Evaluation
Through a multi-tiered review process; and in consultation with College personnel, faculty, and campus leadership; required degrees held by faculty, administrators, and other employees are verified to be from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

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5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Evidence of Meeting the Standard
The District provides written human resource procedures and standardized evaluation forms for all employee groups, available on the District Human Resources website and referenced in District collective bargaining agreements (III.A.5.1). Sacramento City College systematically evaluates employees in all employment classification groups, including faculty, classified professionals, and administrators, at regular intervals in compliance with Board Policy P-5141 for faculty (III.A.5.2), P-6141 for classified professionals (III.A.5.3), and P-9141 and P-9142 for administrative, confidential, and executive staff (III.A.5.4.1, III.A.5.4.2). The formal employee evaluation process is documented and maintained by Human Resources (HR) in the employee record. Generally, the performance evaluation process includes a conversation between supervisor and employee regarding strengths, expectations, and opportunities for improvement and growth. Faculty performance reviews typically include a work site observation, feedback from students, and a self-study. Faculty evaluation criteria measure teaching effectiveness, scholarship, participation in activities appropriate to their areas of expertise, and participation in College service and responsibilities.

Performance review formats, criteria, timelines, and processes are negotiated with all bargaining units and comply with appropriate collective bargaining agreements (III.A.5.5.1, III.A.5.5.2, III.A.5.5.3, III.A.5.5.4). College managers serve on negotiation teams to ensure evaluation instruments include appropriate criteria to assess employee effectiveness.

The District monitors the performance review process. Managers receive periodic updates regarding the status of performance reviews in their departments. Evaluations are stored in the District employee personnel file.

Managers receive employee performance review training through the Classified Leadership Academy, the New Managers and Supervisors Academy, Liebert Cassidy Whitmore training, and through on-demand training as requested (III.A.5.6.1, III.A.5.6.2, III.A.5.6.3).

Analysis and Evaluation
Procedures outlined in District policy and regulations and in the collective bargaining agreements provide a structured and consistent method to evaluate all personnel systematically and at stated intervals. Evaluation instruments are used to assess performance and participation in institutional responsibilities and other activities appropriate to the assignment and provide documented evidence of the review.

6.   ~~The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.~~ *(Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.)*

[Skip Standard III.A.6. Continue responses with Standard III.A.7)

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7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty **and** may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

Evidence of Meeting the Standard
The single largest component of the general fund budget is instructional staffing. The District monitors the allocation for instructional staffing and sets a productivity goal (students per class) for the College in order to maximize access for students while managing expenses. As described in the District's Adopted Budget (III.A.7.1)*,* the number of full-time faculty employed by districts is governed by state regulation. Districts are required to maintain full-time faculty positions at an established level, which increases each year by the level of funded growth. As with the fifty percent law, failure to comply may result in financial penalties and districts must ensure new positions are funded relative to funded growth. This process is documented in the

Los Rios Community College District Guidelines for Authorizing New and Replacement Faculty Positions, State Compliance Information for Faculty Replacement (III.A.7.2).

The staffing ratio for counseling faculty is one counselor for every nine hundred students (1:900). This staffing level does not reflect funding sources other than general purpose. When all funding sources, including categorical, are considered, the actual counselor to student ratio is historically about 1:600. Other faculty and new classified and management positions are not driven by an established formula but have historically tracked the District's growth. Funds are set-aside in the budget process to accommodate new positions as a result of growth.

The College engages in an annual faculty hiring prioritization process, conducted jointly by the Office of Instruction and the Academic Senate (III.A.7.3.1, III.A.7.3.2). Program Review reports and unit planning documents provide the rationale for the hiring of new faculty. The Academic Senate hears formal presentations from departments requesting new faculty hires and subsequently develops a ranked priority list. The list is reviewed, modified (if necessary), and approved by the College President and the Vice President of Instruction, with consultation from the Academic Senate President. The final approved prioritization list moves to the District Prioritization Workgroup. The workgroup, which consists of the Deputy Chancellor, the Vice Chancellor of HR, the Vice Chancellor of Finance, the AVCSS, and the College VPIs and VPSSs, determines how many authorized positions shall be allocated to each college in the District to maintain similar 75/25 ratios. Final determinations, typically based on campus size, are made by the Associate Vice Chancellor for Human Resources, the Vice Chancellor for Education and Technology, and the Vice Presidents of Instruction. Faculty vacancies, due to retirement or resignation, are presented to the Vice President's Council in consultation with the Vice Chancellor of HR for review and approval.

The table below displays the number of full-time and adjunct faculty at Sacramento City College over the last six years (III.A.7.4). Prior to the pandemic, the processes described above assured that the College maintained sufficient staff to meet the needs of the students and employees served. Current budget cuts and a resulting District wide hiring freeze, an increase in the number of full-time faculty retirements, a decrease in course offerings resulting in fewer adjunct faculty opportunities, and the inability to backfill many positions, has resulted in strained departments throughout the organization.

	Fall 2015 Employee	Fall 2016 Employee	Fall 2017 Employee	Fall 2018 Employee	Fall 2019 Employee	Fall 2020 Employee
	Employee Count	Employee Count	Employee Count	Employee Count	Employee Count	Employee Count
Academic, Tenured/Tenure Track	306	321	323	314	311	300
Academic, Temporary	433	406	432	430	437	338

Analysis and Evaluation

Processes at the College ensure sufficient numbers of faculty are in place to deliver courses and programs at the College. Staffing analyses are conducted regularly at the District level, and needs are addressed as legislation mandates and resources allow. The pandemic had a significant impact on the College's faculty staffing levels, creating pressure in high-demand programs.

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8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Evidence of Meeting the Standard

Newly hired adjunct faculty participate in the District New Hire Orientation (III.A.8.1), where they receive a copy of the New Employee Handbook (III.A.8.2). Divisions conduct specialized orientations for new adjunct faculty hires, following the New Hire Checklist for adjunct faculty (III.A.8.3). The orientation includes a meeting with the division dean and department chair, a tour of College facilities, and review of information such as office hours, receiving keys, grading, attendance, disability services, and technology. The division dean assigns mentors to new adjunct faculty, based on recommendations from the department chair.

The College provides opportunities for adjunct faculty to participate in professional development. Required hours for flex days are based on the adjunct's work assignment. All adjunct professors are encouraged to attend the fall and spring convocation events, as well as division and department meetings. Many adjunct faculty begin their connection to the College when they participate in the Faculty Diversity Internship Program (FDIP), which aims to recruit faculty from racial and ethnic diversity groups that mirror the student population of Sacramento City College. The one year program includes 48 hours of training in the fall and a teaching internship at one of the four Los Rios Colleges in the spring (III.A.8.4). Adjunct faculty are invited to serve on College committees and attend campus events, assist in curriculum development, and participate in the Academic Senate (III.A.8.5.1, III.A.8.5.2). Adjunct faculty are eligible to receive additional compensation for participation in College service activities that are outside of their contractual obligations.

The Los Rios Colleges Federation of Teachers (LRCFT) works to create parity between full-time and part-time faculty. Past efforts include increases to the adjunct faculty salary schedule; benefits for adjunct faculty who reach a certain threshold in their teaching load; and compensation for regular office hours for students (III.A.8.6).

In spring 2020, work commenced at the District to update the adjunct faculty hiring section of the Faculty Hiring Manual to align it with the full-time faculty hiring procedures. The changes were reviewed by the Academic Senates of the four colleges, instructional faculty, and administrators (III.A.8.7.1, III.A.8.7.2).

Analysis and Evaluation
The College values its adjunct faculty and recognizes that they serve as the pipeline for tenure-track positions. Many adjuncts serve in an adjunct capacity for many years. As such, new and continuing adjunct faculty are onboarded and supported to retain their talent and provide continuity of the instructional program for the students they serve.

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9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

Evidence of Meeting the Standard
New classified staff positions are requested, prioritized, and approved on an annual basis, depending on available fiscal resources (III.A.9.1). Division deans include classified staffing needs in the annual division unit plans, and classified staffing requests are prioritized by the Classified Senate, reviewed and ranked by the President's Executive staff, and finalized by the College President (III.A.9.2, III.A.9.3). Recommendations are forwarded to the District office, where the number of staff positions is determined based on growth, size of facilities, and available funds. Once the number of staff positions is set by the District, the LRCCD Associate Vice Chancellor for Human Resources, the LRCCD Vice Chancellor for Education and Technology, and the campus Vice Presidents of Administrative Services and Student Support determine the specific number of staff positions for each campus based on the factors described above.

Replacements for existing classified staff positions are made on an as-needed basis. Division deans submit requests to their respective vice president, and the request is reviewed and either approved or denied by the president's executive staff.

Some classified staff positions are funded through grants and categorical funds, such as the Student Equity and Achievement Program. The Los Rios Community College District has established a rule that full-time salaries and benefits funded by these sources may not exceed sixty percent of the allocation. This protects the District in case the grant or categorical funding is not improved by COLA or is eliminated. Grant and categorical funds can, however, be used to hire temporary classified staff.

The table below displays the number of permanent classified employees at the College. (CCCCO Data Mart)

Fall 2015 Employee	Fall 2016 Employee	Fall 2017 Employee	Fall 2018 Employee	Fall 2019 Employee	Fall 2020 Employee

	Employee Count	Employee Count	Employee Count	Employee Count	Employee Count	Employee Count
Classified	259	254	264	273	258	254

Analysis and Evaluation

Prior to the pandemic, the processes described above assured that the District was sufficiently staffed to meet the needs of the students and employees served. Current budget cuts and the inability to backfill many positions has resulted in a reduction of the classified staff workforce and strained departments throughout the organization. Moreover, the current hiring freeze has prevented the College from hiring temporary classified staff, many of whom provide essential services to our students. As recovery from the effects of the pandemic continues, planning efforts will address the need for replacement of lost personnel.

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10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)

Evidence of Meeting the Standard

The table below shows the number of administrative employees at the College over the past six years.

	Fall 2015 Employee	Fall 2016 Employee	Fall 2017 Employee	Fall 2018 Employee	Fall 2019 Employee	Fall 2020 Employee
	Employee Count	Employee Count	Employee Count	Employee Count	Employee Count	Employee Count
Educational Administrator	21	22	22	21	22	23

While administrative staffing numbers have remained relatively stable, some administrative positions remain vacant for a long period (such as the Associate Vice President of Student Services) or are staffed on an interim basis (such as the Dean of Engagement and Retention and the Dean of Completion and Transfer). Additionally, the economic impact of the pandemic has resulted in a District wide hiring freeze in an effort to keep District finances healthy for the long term. Currently, the need to fill administrative vacancies is evaluated on a case-by-case basis, with some positions being filled (such as the Associate Vice President of Instruction and College Initiatives) and others being eliminated (such as the Dean of Advanced Technology). In cases where positions are not filled, programs and services in that area are absorbed into other administrative units.

The College ensures that administrators have appropriate qualifications, preparation, and expertise to provide leadership supporting the College mission. The College is in compliance

with board policies and administrative regulations described in Standard III.A.1. The College follows hiring protocols outlined in the Hiring Practices Administrative Guide, and adheres to established minimum qualifications for educational administrators (III.A.10.1). For educational administrators, the minimum qualifications are a master's degree (in any discipline), and one year of formal training, internship, or leadership experience reasonably related to the administrative assignment. Some administrative positions, such as directors of Disabled Student Programs and Services and Extended Opportunity Programs and Services, have specific regulations described in Title 5, to which the College and District adhere. Processes to establish eligibility, review transcripts, evaluate foreign transcripts, and determine equivalency are described in detail in Standard III.A.1.

Analysis and Evaluation
LRCCD board policies, administrative regulations, and hiring protocols ensure that the College hires administrators with the appropriate preparation and expertise to provide continuity and effective administrative leadership. Postings describe the requisite skills in areas such as leadership and coordination, collaboration and team building, project documentation and deliverables, and training/staff development and supervision. The College maintained a consistent level of administrative staffing over the past six years. The economic impact of the pandemic has resulted in administrative staffing challenges to which the College exercises creativity and flexibility to ensure effective administrative leadership and continuity of programs and services provided.

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11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard
Board policies and regulations (series 5000, 6000, 9000) are available to the public at the district website. (III.A.11.1, III.A.11.2) Each semester, training is available to district managers and supervisors on personnel policies and procedures, as well as union contract adherence, to ensure consistency and equity in complying with personnel policies/procedures. New managers and supervisors receive mandatory training on discrimination/harassment prevention, as well as on district policies and procedures. (III.A.11.3.1, III.A.11.3.2, III.A.11.3.3, III.A.11.3.4)

On an operational level, HR has an extensive number of frequently updated how-to training documents that are used by recruitment and employment staff and shared with the colleges as needed to ensure consistent application of HR procedures. The equity officers of the District and colleges meet regularly to discuss and make recommendations on the implementation of the District's EEO Plan and relevant policies and procedures.

Analysis and Evaluation

HR utilizes bargaining unit codified procedures, and departmental policies and procedures for all functions. Personnel policies and procedures are systematically developed, clear, equitably administered, and available for informational review. The LRCCD website for all policies and regulations, including those for personnel, are straightforward and easy to find. The written policies ensure fairness and consistency in employment procedures.

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12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard

The District offers annual training sessions to attract, hire, and retain diverse employees. Both the District and the College promote professional development opportunities and web page resources for all employees and selected potential faculty, which reinforce the value of recognizing and embracing the benefits of diversity.

Adjunct faculty make up only about 20% of full-time faculty applicant pools, yet 50% of those offered full-time positions in recent years have come from the adjunct ranks. Recognizing that an adjunct assignment is a potential pathway to tenure-track opportunities, efforts are underway to further diversify the adjunct pools. The Faculty Diversity Internship Program (FDIP) recruits new prospective faculty interested in pursuing a career in community college teaching. The opportunity, including eligibility and program details, is posted publicly through PeopleAdmin at the Jobs web page. The curriculum is rich in hands-on techniques and resources for engaging all students, particularly students from marginalized backgrounds, and utilizes Canvas and Zoom. (III.A.12.1) As the most diverse pool since the program's inception, the racial/ethnic composition of the 2020/21 cohort of FDIP interns follows:

Race/Ethnicity	Count	% of Total
African American	17	32.1%
Am Indian/Alaskan Native	0	0.0%
Asian/Pacific Islander	9	17.0%
Hispanic	20	37.75
Other Non-White	0	0.0%
Two or More	3	5.7%
White (Non-Hispanic	3	5.7%
Not Disclosed	1	1.9%
Total	53	100%

The District also offers workshops for people seeking employment or promotion within Los Rios. These workshops are designed to help prospective applicants, particularly those from underrepresented groups, prepare for the interview process. (III.A.12.2)

Employee network or affinity groups celebrate, validate, and respect the diverse individuals of our organization. They began as small, informal, self-started employee groups for people with common interests and issues and not only benefit their group members, but also serve to attract job applicants and retain diverse new hires. Open to all employees, ERGs typically have a structure of a campus committee with periodic meetings, events, and/or socials. ERGs can serve in an advisory capacity and are called upon to provide training workshops. Examples are Asian Pacific Islander Legacy, Black Faculty and Staff Association, Comunidad, Native American Collaborative, and Spectrum (LGBTQIA+), each of which have a presence on the district web pages which identifies mission/goals, events, committee contacts, and resources. (III.A.12.3.1, III.A.12.3.2, III.A.12.3.3, III.A.12.3.4, III.A.12.3.5)

Each year the data is analyzed to compare the diversity of our employees to that of the students. The data is shared in hiring committee trainings and workshops and is reported annually to the Board of Trustees. (III.A.12.4) These analyses help inform future efforts to recruit, hire, and retain a diverse workforce.

Analysis and Evaluation
One of the main responsibilities of the Human Resources Department is to recruit and facilitate the hiring of talented individuals that provide our district with a workforce that mirrors the demographics of our student body and community. An annual report to the Board of Trustees highlights the recruitment efforts of the District. The most recent data suggest that the District is moving in the right direction in terms of employee diversity. It is projected that as more prospective faculty graduate from the FDIP program, the numbers of adjunct faculty from diverse backgrounds will increase, thereby increasing the diversity of the applicant pool for full-time tenure track hires. This coupled with an expanded advertising campaign and a comprehensive training program provides current and prospective employees from diverse backgrounds a support structure that is consistent with the mission and values of the District and its colleges.

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13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard
The District Strategic Plan outlines values that support its commitment to professional ethics. These values include professionalism, serving the community, social justice, mutual respect and consideration, and building a culture of sustainability (III.A.13.1). The District has multiple board policies in place to guide professional ethics and standards of conduct for all employee groups. These policies address discrimination and harassment (III.A.13.2.1, III.A.13.2.2, III.A.13.2.3), sexual harassment (III.A.13.3.1, III.A.13.3.2, III.A.13.3.3), the district's commitment to a violence-free workplace (III.A.13.4.1, III.A.13.4.2, III.A.13.4.3), reports of unlawful conduct (III.A.13.5.1, III.A.13.5.2, III.A.13.5.3), sexual and/or intimate relationships with students (III.A.13.6.1, III.A.13.6.2, III.A.13.6.3), and the district's commitment to maintaining a drug- and alcohol-free workplace (III.A.13.7.1, III.A.13.7.2, III.A.13.7.3). LRCCD

administrative regulations outline the processes for addressing these issues with faculty (III.A.13.8.1, III.A.13.8.2, III.A.13.8.3), classified professionals (III.A.13.9.1, III.A.13.9.2, III.A.13.9.3), and management and confidential employees (III.A.13.10.1, III.A.13.10.2, III.A.13.10.3), as well as potential consequences and disciplinary actions for violating these policies. Processes for disciplinary actions are also addressed in the LRCEA and LRCFT contracts (III.A.13.11.1, III.A.13.11.2).

The College upholds written codes of ethics for each employee classification, which are published in the College catalog and on the College website (III.A.13.12.1, III.A.13.12.2, III.A.13.12.3, III.A.13.12.4). These statements, while overlapping with LRCCD board policies and administrative regulations, focus on encouraging employees to go above and beyond mere law-abiding behavior and aspire to a high ethical standard.

Analysis and Evaluation
The District has clear policies and regulations to address appropriate professional conduct of its employees, including clearly identified disciplinary actions for violation of the policies. The College upholds written codes of ethics for each employee classification and communicates them to employees and students.

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14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard
The Staff Resource Center (SRC) is the College's professional development hub (III.A.14.1). The SCC Strategic Planning System Cross-Divisional Program Plan for the SRC is a three-year plan outlining professional development needs and priorities for the College (III.A.14.2). It aligns with the College goals and mission, identifies resource needs, and includes a review and evaluation of previous professional development efforts. The SRC partners with College initiatives including Achieving the Dream (ATD), City Ways (III.A.14.3), Student Equity and Achievement (III.A.14.4), Guided Pathways (III.A.14.5), Distance Education and Instructional Technology development (III.A.14.6), the HSI STEM Equity and Success Initiative (SESI) (III.A.14.7), HSI Students in a Global Economy (SAGE) (III.A.14.8), Caring Campus (III.A.14.9), Teachers 4 Equity (III.A.14.10), the New Faculty Academy (III.A.14.11) and various software implementation efforts (III.A.14.12).

The SRC coordinates programming for the College professional development (PD) week, which occurs the week before classes begin for the semester. Information about PD week is published on the College website (III.A.14.13) and communicated to employees via e-mail and the College newsletter. PD week includes workshops focused on technology, such as Canvas, Google Apps, Starfish, and accessibility tools; equity and anti-racism; innovative pedagogical approaches; guided pathways implementation; student engagement; using data to make classroom and programmatic improvements; student learning outcomes assessment; and academic discipline-specific topics. All PD week offerings align with identified institutional priorities (III.A.14.14).

Professional development opportunities are offered throughout the year for all employee groups. Both synchronous and asynchronous offerings are available, and a web page is maintained with resources for teaching and working remotely during the pandemic (III.A.14.15). The SRC provides asynchronous resources for employees and students. Faculty are eligible to receive up to $500 per year in Conference, Workshop, and Travel (CWT) funds to engage in outside professional development opportunities. Through LRCEA, the classified professionals union, classified employees can receive up to $1,000 per year to support professional development efforts.

All professional development workshops, including Convocation, PD week events, and PD events held throughout the semester, are evaluated by attendees (III.A.14.16). Evaluations are used by the SRC staff to guide future programming. There is also a PD proposal and idea form on the College website, which seeks to gather feedback from employees and identify training needs (III.A.14.17). An annual report of all College professional development offerings is completed by the SRC staff and submitted to the CCCCO (III.A.14.18).

The District offers professional development and training related to software implementation efforts at its four colleges, including Starfish, Ad Astra, and Degree Planner. PD opportunities sponsored by LRCCD include the New Managers and Supervisors Academy, the Classified Leadership Academy, workshops supported by the Los Rios Managers Association (LRMA), and webinars related to employment, performance, and compliance issues offered by Liebert Cassidy Whitmore (III.A.14.19).

Analysis and Evaluation
The College and District offer a range of professional development opportunities for employees that align with the College mission and goals and meet the needs of all employee groups. All professional development offerings are evaluated by attendees, and systematic evaluation occurs through the program planning process, as well as via the annual report submitted to the CCCCO. Feedback from evaluations is used to inform future professional development offerings.

15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evidence of Meeting the Standard

Official personnel records are electronically scanned and stored by HR personnel in OnBase. Only employees, their direct supervisors, and confidential Human Resources staff are allowed access. Employees are provided access to their official records by contacting Human Resources. Board Policies and Administrative Regulations 5171, 6151 and 9511 specify the rights and procedures regarding personnel file access, confidentiality, and content for classified, faculty, and management personnel. (III.A.15.1.1, III.A.15.1.2, III.A.15.1.3, III.A.15.1.4, III.A.15.1.5, III.A.15.1.6) Each union contract also specifies employee rights to personnel file access, confidentiality, and content. (III.A.15.2.1, III.A.15.2.2, III.A.15.2.3, III.A.15.2.4)

Upon request, employees are allowed to sit down at a Human Resources computer to view their files, or request copies.

As of Spring 2020, all hiring documentation is received from the colleges and District units as 3 separate PDF files: 1) hiring forms; 2) screening criteria rating sheets; and 3) interview rating sheets. A How-To document entitled *Scheduling Interviews & Submitting PDF Documents* was prepared to provide guidance on the transition to paperless document processing. Once received, HR uploads these files either to PeopleAdmin (hiring forms) or a secured and encrypted shared drive (screening and rating sheets).

Analysis and Evaluation
Recruitment, hiring and employment documentation is housed safely in either OnBase, PeopleAdmin, or secured and encrypted District shared folders. All prior paper documentation is securely archived and stored until such date they are to be destroyed. In this way, the District ensures that all employee records and documentation are secured and only accessed by those with the appropriate clearances and authority.

Conclusions on Standard III.A. Human Resources

The College and District follow hiring and human resource policies and procedures outlined in LRCCD Board Policies and Administrative Regulations as well as in hiring manuals. The College and District ensure that employees in all classifications meet minimum qualifications established by the California Community Colleges Chancellor's Office, and that employees are qualified to provide high quality instruction, student and learning support services, and administrative leadership. The College and District offer professional development opportunities and employee support services in an effort to maximize retention, effectiveness, and diversity of employees. Fluctuating state resources, particularly as a result of the COVID-19 pandemic, have put a strain on human resources at the college. Security and confidentiality are protected in all human resources processes, including documentation and record-keeping.

Improvement Plan(s)

Because of the COVID-19 pandemic, declining enrollments and fluctuations in state funds has caused the College to experience staffing challenges across all levels of the institution. The College recognizes the need to rebuild employee capacity in areas that have been understaffed. Steps towards improvement are outlined below:

- Identify areas that experience high employee turnover, and if necessary, work with those areas to implement employee retention strategies.
- Conduct a gap analysis for each employee group to identify areas of highest staffing needs.
- Work with the District to develop realistic staffing goals based on current budgets and future budget projections.
- Utilizing the participatory governance process, create a longer-term (3-year? 5-year?) employee resource plan to serve as a road map for annual hiring prioritization processes.
- Conduct regular employee satisfaction surveys and use results to make improvements.

Evidence List

III.A.1

III.A.1.1.1	LRCCD Board Policy P-5121
III.A.1.1.2	LRCCD Board Policy P-5122
III.A.1.1.3	LRCCD Board Policy P-5123
III.A.1.1.4	LRCCD Board Policy P-5124
III.A.1.1.5	LRCCD Board Policy P-6122
III.A.1.1.6	LRCCD Board Policy P-6123
III.A.1.1.7	LRCCD Board Policy P-9121
III.A.1.1.8	LRCCD Board Policy P-9122
III.A.1.1.9	LRCCD Board Policy P-9123
III.A.1.1.10	LRCCD Board Policy P-9124
III.A.1.1.11	LRCCD Administrative Regulation R-5121
III.A.1.1.12	LRCCD Administrative Regulation R-5122
III.A.1.1.13	LRCCD Administrative Regulation R-5123
III.A.1.1.14	LRCCD Administrative Regulation R-6122
III.A.1.1.15	LRCCD Administrative Regulation R-6123
III.A.1.1.16	LRCCD Administrative Regulation R-9121
III.A.1.1.17	LRCCD Administrative Regulation R-9122
III.A.1.1.18	LRCCD Administrative Regulation R-9123
III.A.1.1.19	LRCCD Administrative Regulation R-9124
III.A.1.2	LRCCD Faculty Hiring Manual
III.A.1.3	Equity Handbook for Hiring Process
III.A.1.4	LRCCD Hiring Resources
III.A.1.5.1	Administrative Job Posting Example
III.A.1.5.2	Classified Job Posting Example
III.A.1.5.3	Faculty Job Posting Example
III.A.1.6	Equity Representative Training
III.A.1.7	CUE Training in Faculty Hiring Training
III.A.1.8	Faculty Diversity Internship Program
III.A.1.9	Level Up: Pathways to Los Rios
III.A.1.10	Classified Leadership Academy

III.A.2

III.A.2.1	LRCCD Faculty Hiring Manual

III.A.15

B.   Physical Resources

1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Evidence of Meeting the Standard

The College follows procedures to assure the safety and sufficiency of its physical resources. College personnel work in cooperation with the District Office of Facilities Management to oversee maintenance tasks and coordinate construction projects (III.B.1.1). Established channels of communication allow for the assessment of facilities, reports on potential health and safety issues, and the maintenance of a safe and healthy environment for all who work and study at the College.

The SCC Operations Division assumes primary responsibility for the maintenance of campus physical resources. This division, supervised by the Vice-President of Administration, coordinates building access, custodial services, building maintenance and renovation, and other functions. Following the guidelines established by the District's Illness Injury Prevention Program (IIPP) (III.B.1.2), the Operations Division works with personnel across the College to develop and implement safety protocols, coordinate periodic workplace inspections, and identify potential hazards and work toward their correction. College managers are responsible that individuals are informed of potential hazards related to their work and that they receive appropriate training. Any suspected work-related injury, illness, or incident must be investigated and documented. District personnel in facilities management are obliged to respond promptly and effectively upon notification of potential safety issues. To facilitate communication regarding potential workplace hazards, the District provides an Employee Safety Information Form, as well as a phone number, so that employees may notify the District of potential problems (III.B.1.3). The District's IIPP obliges employees "to report any hazard they observe to their supervisor" and furthermore declares that "no employee of the District is to ever be

disciplined or discharged for reporting any workplace hazard or unsafe condition." The District's reporting procedures also allow for confidentiality (III.B.1.4). Workplace injuries and illnesses are reported to Cal/OSHA as required. The District has also developed a Hazardous Communication Program by which, under the supervision of the Vice-President of Administration, the College is required to properly label and store hazardous materials and ensure that the employees using them are properly trained on how these materials are to be handled (III.B.1.5).

The Campus Safety Committee, one of the College's standing committees, helps to maintain a safe and secure environment at all locations (III.B.1.6). The committee receives concerns from students, faculty, and staff about potential safety issues, and makes recommendations for improvement. The committee reviews injury reports, provides updates on safety training, and works with College and District personnel to develop plans that enhance the safety and security of the campus. For example, the Campus Safety Committee was involved in discussions regarding the provision of campus shuttles, the installation of emergency phones and security cameras, and the implementation of emergency communication systems such as the RAVE Guardian App (III.B.1.7). The Campus Safety Committee also provides an important channel of communication between the Los Rios Police Department and the College at large.

Plans to modify or add to the College's physical resources are reviewed and managed by both College and District personnel. Departments and divisions submit assessments of their functional spaces in annual Unit Plans; in these Unit Plans, requests may be made for simple modifications or for the provision of more space. Any request involving physical resources is automatically routed to Operations and to the Campus Development Committee for review (III.B.1.8).

The Facilities Master Plan (FMP) guides the College as it proceeds with renovations to its physical resources. The FMP is part of the family of plans that direct College decisions, and is revised periodically after stakeholders from the College and the District meet with independent consultants in a series of meetings to assess the state of the buildings, grounds, and campus infrastructure. Separate FMPs are produced for the Davis and West Sacramento Centers. The latest iteration of the FMP for the main campus was produced in 2019 and provides a list of recommended renovation projects, in order of priority. Projects are approved after the stakeholders assess various factors such as budget, projected campus need, and construction logistics. The list of projects in the FMP includes brief descriptions of the age and condition of each building, and what the College hopes to accomplish through its renovation. The FMP also declares the College's commitment to certain principles in its renovation work, such as safety and security, ADA compliance, energy efficiency, aesthetic appeal, and architectural consistency (III.B.1.9). As work proceeds on major renovations, the College posts information on its website about the projects and how construction work will impact traffic and parking on campus (III.B.1.10).

Analysis and Evaluation
The College regularly assesses the safety and security of its physical resources and follows established processes for their maintenance and renovation.

2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Evidence of Meeting the Standard

The College and the District work closely on the acquisition of new facilities and equipment and the building and maintenance of physical resources. These decisions move through established processes so that the College effectively supports its programs and services.

District policy regarding the facility planning process requires the "quantitative evaluation of existing space, the ability to serve students and (the) carefully documented projection of future needs." The District distinguishes between two types of facilities projects: New construction and modernization. Plans for new construction projects are based upon projected enrollment growth, changes in educational programs, careful evaluation of capacity load ratios, and availability of funding. Modernization projects are based upon enrollment projections as well as other criteria, such as the age and condition of existing facilities, potential health and safety issues, and a careful comparison of the cost to modernize a structure against the cost to replace it. The District is primarily responsible for determining the priority assigned to facilities projects across the four colleges (III.B.2.1). The District's Five Year Capital Outlay Plan lists the various projects across the District and provides information on funding sources, capacity load ratios, WSCH projections, and other variables (III.B.2.2).

The College gathers information about facility needs through its planning process. Unit plans and program plans typically include assessment of facilities and equipment in a given service area. Requests for replacement, renovation, or additions to physical resources are forwarded to the appropriate College and District personnel for review according to the aforementioned criteria. If a project is approved, it is included in the College's Facilities Master Plan (FMP) (III.B.2.3).

The latest iteration of the College's FMP was produced in July of 2019, as most of the projects identified in the previous FMP were nearing completion. Work on the FMP was initiated in the summer of 2018. The College convened a series of meetings over the course of several months that included students, staff, faculty, managers, District personnel, and outside consultants. As this group worked to identify projects, it considered the age and condition of the buildings, as measured by a Facilities Condition Index (FCI). The group also applied a series of design principles. This ensures that as the College moves forward with the process of improving its physical resources it does so with the goal to create a safe and pleasant campus environment with functional spaces that promote a positive educational experience for all who study and work at the College. "All projects are to address and satisfy a base set of faculty issues including code compliance, accessibility and ADA compliance, improved instructional space, adequate faculty offices, meeting rooms and other support spaces." As a result of its work, the group identified 13 projects that have since been approved for inclusion in the College's FMP. The Campus Development Committee monitors the progress of the projects and provides updates to the campus community (III.B.2.4).

The Office of Campus Operations is responsible for handling routine maintenance of the College's facilities. Operations personnel handle custodial duties, room temperature checks, and room security issues; they also deal with some emergency situations. Campus Operations also "monitors the condition of all campus non-instructional equipment and infrastructure" and keeps a schedule for the maintenance and repair of these resources (III.B.2.5).

Analysis and Evaluation
The College works closely with District personnel and outside consultants to plan for the building, maintenance, and replacement of its physical resources. These plans flow through established processes, employ common metrics for decision making, and work to create a safe and pleasant environment for learning.

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3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Evidence of Meeting the Standard
The District Office plays an active role in overseeing and evaluating the effectiveness and feasibility of physical resources to ensure the institution can support its educational and learning programs. The methods by which the District Office and Colleges accomplish these responsibilities are indicated in the Colleges' planning documents, the district Facilities Management efforts and collaboration with the colleges and various State and County Health and Safety Assessments, Inspections and Reports.

The Colleges' annual planning documents are used by the District units to develop and maintain high quality services to support student learning and District and college operations. This operational plan allows the department/unit to appropriately identify and implement its specific responsibilities to support accreditation standards, the institution's vision, mission and values statement, Strategic Plan and compliance with federal and state laws that impact community college districts.

To meet compliance with the Cal/OSHA Injury and Illness Prevention Plan (IIPP) and for the success of the district safety program in prevention of injuries and property losses, regularly scheduled safety inspections are completed by those responsible in their designated areas, known as the State Association of Community Colleges (SWACC), Safety Assessment. The inspections must be documented on a safety inspection checklist which are collected by the Department Chair from those responsible on a regular basis. This will confirm the inspections are being completed and that corrections of hazards are being implemented (III.B.3.1).

The Facilities Management (FM) team is tasked with performing all journeymen level maintenance of district facilities in the areas of electrical, HVAC, locksmithing, carpentry, roofing, painting, plumbing and grounds-keeping. The district uses a computerized maintenance management system, Maintenance Connection, and data derived from the California Community

College Chancellor's Office Facility Condition Index Report along with its annual Schedule Maintenance and Special Repair (SMSR) plan to track, evaluate and plan for maintenance and upgrades to district facilities and physical resources (III.B.3.2). The District also proactively engages in recurring district-wide maintenance projects (to include facility renewal) to support campus educational and administrative needs. Additionally, the Director of Maintenance meets monthly with each campus Director of Administrative Services and District Director of General Services to review facilities safety concerns and maintenance needs to assess Facilities Management performance on their respective campus.

Analysis and Evaluation
The District uses the data provided by the CCCCO's FCI Report to inform decisions when the District updates its Facility Master Plan for each campus and its annual Schedule Maintenance and Special Repair (SMSR or aka Deferred Maintenance) plan which is submitted to the CCCCO for review and approval. The District also proactively engages in recurring district-wide maintenance projects (to include facility renewal) to support campus educational and administrative needs. For example, these are planned, scheduled and executed as follows:

- Roofing – 5 year cycle
- Roadways and main pedestrian thoroughfares – 3 year cycle
- ADA barrier review and removal (as defined in the District's Barrier Removal Plan) – 1 year cycle.

Additionally, the Director of Maintenance meets monthly with each campus Director of Administrative Services and District Director of General Services to review facilities safety concerns and maintenance needs as well as assess FM performance on their respective campus.

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4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard
Board regulation R-8417 outlines the facility planning process for the district (III.B.4.1).The District utilizes several key factors to prioritize needs. These include projected regional population and population growth; analyses of our student population; staffing needed to serve the students; facilities needed to support programs and services; current and projected space utilization; and funds required to support programs, staffing, and facilities. The type of student and the kinds and types of program and service they will need and want;

District Facilities Master Planning draws from each of the Los Rios Colleges' local plans to determine the most pressing needs district-wide. SCC's Facilities Master Plan identifies major new construction and modernization projects, taking into account future space needs, available local bond funding, and anticipated state bond funding. Among the three principles guiding the FMP is Long Range Planning, which obliges the team assembling the FMP to "consider SCC's ability to support ongoing costs with respect to space, personnel, future equipment upgrades,

infrastructure and other resources." (III.B.4.2). Projects approved in the FMP are included in the District's Five-Year Capital Outlay Plan, which provides information on capacity-load ratios, cost estimates, funding sources and construction timelines. The Five-Year Capital Outlay Plan also includes information on growth projections so that the College can prepare to make appropriate allocations of its human and financial resources. In this fashion, the College works in cooperation with the District to calculate the Total Cost of Ownership of its physical resources. (III.B.4.3)

All long-range capital improvement plans at the College are tied to institutional goals and are evaluated on the basis of what it will cost to operate them. The College's Strategic Planning System is designed in such a way that all proposals for capital improvements require close examination of the human and financial resources that will be required both in the near and long-term. One key component of the Strategic Planning Process is the Unit Plan, in which each service area registers its request for new equipment, new rooms, and/or renovated functional spaces. All such requests must indicate how they support any one of the College's five goals as identified in the Strategic Master Plan. Such requests also typically include either a cost estimate or are directed to the appropriate College area—Facilities or Information Technology, for example—so that a precise estimate may be determined (III.B.4.4).

In the annual adopted budget, the District maintains a capital projects fund to record the acquisition, or cost, of major facilities construction (III.B.4.5). The District allocates a construction budget for each upcoming capital improvement project (III.B.4.6). To ensure stewardship of public resources, the Citizens' Bond Oversight Committee ensures all facilities are built according to the intent of the users to meet ongoing and expanding student and programmatic needs (III.B.4.7). The District allocates funds in excess of the prior year's maintenance expenditures in order to ensure that the College is able to maintain operations.

Analysis and Evaluation
The District and College planning and budgeting processes ensure that long-range capital planning supports the College's Strategic Plan goals of access, success, equity, and a healthful learning and working environment. The College's Facilities Master Plan informs District planning, and projects are prioritized district-wide according to Board Regulations. The District budgets sufficient resources for upcoming construction projects and ongoing operations, to ensure necessary institutional improvements are addressed in a timely manner.

Conclusions on Standard III.B. Physical Resources
Facilities planning and budgeting at the college is integrated with our College planning process, our College Facilities Master Plan, and with District planning and budgeting processes. These efforts include large-scale building projects as well as ongoing maintenance. Challenges include the age of many facilities, limited expansion opportunities given the present College footprint, and increasing construction costs. The College's facilities planning process takes these factors into consideration, and allows for planning and decision-making to assure access, safety, security, and a healthful learning and working environment.

Improvement Plan(s)

None.

Evidence List

III.B.1
III.B.1.1   Facilities, LRCCD employee-facing webpage
III.B.1.2   LRCCD Injury Illness Prevention Program
III.B.1.3   LRCCD Employee Safety Information Form
III.B.1.4   Report a Hazard or Incident Form
III.B.1.5   LRCCD Hazardous Communication Program
III.B.1.6   Campus Safety Committee
III.B.1.7   Campus Safety Committee Summary 2018-2019
III.B.1.8   Campus Development Committee
III.B.1.9   SCC Facilities Master Plan
III.B.1.10   Construction Updates, SCC webpage

III.B.2
III.B.2.1   LRCCD Board Regulation R-8417
III.B.2.2   2022-2026 Five Year Capital Outlay Plan
III.B.2.3   Resource Management and Capital Outlay Master Plan 2018
III.B.2.4   Facilities Master Plan
III.B.2.5   Operations, SCC employee-facing website

III.B.3
III.B.3.1   LRCCD Employee Safety Information Form
III.B.3.2   LRCCD Summary of Scheduled Maintenance/Special Repair Projects

III.B.4
III.B.4.1   LRCCD Administrative Regulation 8417
III.B.4.2   SCC Facilities Master Plan
III.B.4.3   Summary of Scheduled Maintenance/Special Projects 2018
III.B.4.4   2020-2021 Unit Plan Objectives
III.B.4.5   LRCCD Adopted Budget 2019-2020, Capital Projects Fund
III.B.4.6   LRCCD Future Projects
III.B.4.7   LRCCD Citizens' Bond Oversight Committee

C.   Technology Resources

1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard

Working closely with District IT personnel, the College provides technology, software, and support necessary for its instructional programs, academic services, and operational functions. The College routinely assesses the suitability of its technological resources and identifies opportunities for improvement. In this way, the College follows processes that seek greater efficiency and ease of use for all members of the campus community.

In February of 2017, The District established a foundation for the College to build and maintain its technological resources and services when the Board approved the District Technology Plan 2017-2022 (III.C.1.1). The District engaged an outside consulting firm which reviewed Unit Plans and Program Plans of the four colleges and conducted on-site visits with students, faculty, staff, and managers to develop a comprehensive assessment of the technology needs of the four colleges. The District Technology Plan provides the framework and operational plan to implement technologies to better support on-going District wide technology needs as well as the District's vision, mission and strategic goals.Personnel in the College's Division of Information Technology work with District personnel to implement the proposals listed in the District Technology Plan.

In addition to working on District initiatives, the College's Division of Information Technology addresses the technological needs and challenges unique to Sacramento City College. The College's unit planning system solicits requests for technological resources, which are then forwarded to the appropriate personnel. The Division of Information Technology also gathers information about specific College needs through established channels of communication with the Education and Information Technology Committee, the Office of Media Services, the Office of the VPA, and other College groups. This information is reflected in the IT Program Plan, a document providing a comprehensive assessment of the College's current and future technology needs (III.C.1.2). The IT Program Plan also describes how the College routinely replaces computers, servers and network equipment. The IT Program Plan is reviewed annually and revised every three years.

In order to keep track of the College's technological resources, the College maintains a master inventory of all equipment, listing the make, model, specifications, and date of purchase (III.C.1.3).

Analysis and Evaluation

The College follows established processes for the assessment, acquisition and maintenance of its technological resources so that it may provide students, faculty, staff and managers a suitable infrastructure for study and work.

2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard
The College maintains a regular replacement cycle for PCs and Macs at individual workstations, classrooms, and computer labs (III.C.2.1). Computers are equipped with a standard set of software, with additional software available by request (III.C.2.2). Computer network services provided by the college include access to college and district information technology, as well as Internet access (III.C.2.3).

The College's planning processes are designed in such a way so that the institution regularly assesses the state of its technological infrastructure. Building and maintaining the College's technological infrastructure is a joint venture between the College and the District. The College's Information Technology Plan, described in Standard III.C.1, is created by the College IT department and the Education and Information Technology Department, and shared with the District IT department (III.C.2.4) The Information Technology Program Plan is also informed by communication with shared governance committees, such as the Education and Information Technology Committee (III.C.2.5).

In anticipation of future technology needs, the District created a District Technology Plan Steering Committee, which was tasked with gathering information from each constituency group on the state of specific technological functions at each campus (III.C.2.6) and developing a District Technology Plan, described in more detail in Standard III.C.1 (III.C.2.7). The District Technology Plan includes a Road Map identifying specific projects, priority level, and anticipated completion timeframe (III.C.2.8). The District's Master Projects List indicates the status of various projects (III.C.2.9).

Analysis and Evaluation
The College meets the standard. The College works closely with the District and with campus personnel to review and assess the College's technological infrastructure so that its academic, administrative and business processes function effectively. The Information Technology Plan also recognizes the need for improved communication between IT personnel and various members of the campus community, and suggests that this could be accomplished through surveys and other means of gathering feedback.

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3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of meeting the Standard:
Technology resources, including computer hardware, software, Internet and WiFi access, and IT support are available at all College locations. Open computer labs are available for student use at the Main Campus, the Davis Center, and the West Sacramento Center. Additionally, the Main Campus has a number of department-specific computer labs that are available to students who are enrolled in corresponding courses (III.C.3.1). During the COVID-19 pandemic, students who

met eligibility requirements were given either a Chromebook, a more powerful laptop, or a desktop computer, depending on their educational needs. These computers were distributed at the main campus but available to students taking classes at either the main campus or the outreach centers (III.C.3.2). Students are also given information about free or low-cost computers and WiFi (III.C.3.3.1, III.C.3.3.2). For students needing IT support, the SCC Student Technology Help Desk is available to all students, regardless of location (III.C.3.4).

A range of technology resources and support is available to all employees, regardless of their work location. The Information Technology department maintains and supports over 2,500 computers for faculty, staff, computer labs and classrooms for the College, including our Outreach Centers. Other services include software installation, PC and Mac support and replacement, network services, and information security (III.C.3.5). The Information Technology department provides workstation support on-site as well as via remote desktop service, which is as easily accomplished at the Centers as at the main campus. During the COVID-19 pandemic, Computer Services has dedicated more time and energy towards setting up and providing support for VPI and VDN access, reconfiguring existing laptop stock for remote use, and equipping and providing tech support for employees with home workstations.

Plans for IT improvements across all locations are included in the Information Technology program plan (III.C.3.6). Annual IT planning and resource allocation processes for all locations occur in tandem with the program planning process. Improvements that have been made during this accreditation cycle include augmentation of the college WiFi signal as well as the WiFi at the West Sacramento and Davis centers, improvements to information security processes, increasing the number of computers at the West Sacramento center, and adopting a more flexible approach to workstation computer replacement. Ongoing IT needs are handled through an online ticketing system, which handles requests from all campus locations (III.C.3.7).

Both the District and the College Information Technology departments maintain a network disaster recovery plan, which allows the institution to respond to an interruption of network services. Plans and processes are in place for all locations where a network outage, WiFi interruption, security breach, or interruption of other services including Canvas, Outlook, Gmail, e-Services, Employee Self-Service, or PeopleSoft applications, including the Online Grading System and PeopleSoft Financials (III.C.3.8).

All information and communication technology throughout the District is governed by the District's Accessibility Policy, a set of protocols governing "websites, course materials, documents and business applications that are accessible to all current and future students, faculty, staff and other constituents." Among the protocols listed in this document are the Procurement Guidelines, which oblige all vendors of information and communication tools and technology to provide the district with an Accessibility Conformance Report, verifying that a given product meets certain accessibility standards (III.C.3.9).

Analysis and Evaluation:
Technology resources, including hardware, software, network, accessories, and IT support, are available to all students and employees at all locations. Processes for requesting IT resources and support, which include program planning, unit planning, and the online IT ticketing system, are

utilized both at the main campus and at the outreach centers. At the same time, processes are in place to identify and address location-specific needs.

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4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting the Standard
The Staff Resource Center, the hub of professional development for the College, offers a wide range of technology-related events, workshops, and training modules (III.C.4.1). Information about past events, including many technology-related workshops, are archived on the PD Week site (III.C.4.2). Technology-related topics are highlighted during PD Week, specifically on "Tech Wednesday" but also throughout the week. Throughout PD Week, as well as the fall, spring, and summer semesters, technology-related professional development topics include Canvas (Canvas Quizzes, Ally Accessibility Checker, etc.), Google Apps, Screencast-o-Matic, Skype, Starfish, Zoom, and more. This mostly includes trainings hosted and facilitated by colleagues in SCC Distance Education, Instructional Development, Learning Resources, Student Services, and many other areas of the college, and also includes workshops, webinars, and other events hosted by other Los Rios colleges and outside organizations. The College and District also provide training support for implementation of new software applications, including the Starfish Early Alert and Student Engagement tool, Ad Astra and Platinum Analytics, and Degree Planner. Longer-term professional development opportunities in technology include the Online Teaching and Learning Academy, which instructs faculty in a wide range of skills from instructional design to accessibility and copyright in the online environment (III.C.4.3). On-demand academic technology support for instructors is provided throughout the year and is available on the College website (III.C.4.4).

The College also makes technology-related asynchronous resources available to employees and to students. These resources include webinar and workshop recordings, workshops slides, handouts, and other related links, as well as links to articles, written tutorials, and tech helpdesks. Materials are provided at beginner, intermediate, and advanced levels, and focus on multiple applications and platforms. Resources to help employees meet accessibility requirements are also made available (III.C.4.5).

The Staff Resource Center regularly publicizes multiple technology-related support services to SCC students and employees, including a Critical Information handout for students and employees (III.C.4.6) and information for students about a range of technology needs (III.C.4.7). On-demand support for student use of technology, described earlier in Standard III.C.3, is provided by the Library and Academic Computing department, the Student Technology Help Desk, and a large number of specialized computer labs.

In addition to the training opportunities described above, the College recognizes that many of our students fall within the cracks of the "digital divide." A significant proportion of our students lack access to consistent and reliable computers, Internet, or other forms of technology, and many lack the knowledge needed to utilize these tools effectively. In response to this, the College has created a Digital Inclusion workgroup that provides education to the college community about the technology challenges our students face, and works to identify and recommend solutions to close digital equity gaps (III.C.4.8).

Analysis and evaluation:
The College provides effective technology-related instruction and support for faculty, staff, students, and administrators. Technology-related training opportunities are available in a range of modalities, including in-person, online, one-time-only, on-demand, and as part of a series of longer training course. In recognition of the deep digital divide that exists in the Sacramento community, the College offers these technology trainings through the lens of achieving digital equity for students and employees.

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5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard
LRCCD Board Policies P-7811, P-7821, P-7831, P-7841, P-7851, P-7861, and P-7871 (III.C.5.1.1, III.C.5.1.2, III.C.5.1.3, III.C.5.1.4, III.C.5.1.5, III.C.5.1.6, III.C.5.1.7); and Administrative Regulations R-7811, R-7831, R-7851, and R-7871 (III.C.5.2.1, III.C.5.2.2, III.C.5.2.3, III.C.5.2.4) outline user rights, technology access; responsibilities and ethics; nondiscrimination; privacy and confidentiality of electronic materials; copyright policies involving computer programs; and policies on security. Board Policy P-7881 identifies policies and processes for addressing computer and technology use violations (III.C.5.3). Computer, internet, and technology use policies are communicated to students via the students rights and responsibilities page on the College website (III.C.5.4).

Compliance with the Americans with Disabilities Act and Sections 504 and 508 of the Rehabilitation Act of 1973 is codified in LRCCD Board Policy P-7136 and Administrative Regulation R-7136 (III.C.5.5.1, III.C.5.5.2). The College's commitment to accessibility is based on WCAG 2.0 standards, and accessibility guidelines are outlined in the LRCCD Information & Communication Technology Accessibility Program report (III.C.5.6).

LRCCD Board Policy P-7145 and Administrative Regulation R-7145 outline processes for authentication of students' identities in distance education courses; oversight of the district's Learning Management System (LMS); and the quality of distance education

courses ([III.C.5.7.1](#), [III.C.5.7.2](#)). The College has developed guidelines for regular and effective contact, and the College's curriculum process evaluates whether course proposals meet those guidelines ([III.C.5.8](#)). The Academic Senate has approved a set of guidelines for the distance education modality, as well as faculty preparation and professional development guidelines for teaching distance education courses. These guidelines are made available to faculty through the Faculty Handbook ([III.C.5.9](#)).

During the pandemic, many faculty with no experience teaching online were required to adjust quickly to a distance learning format. Faculty also had to determine whether or not their courses could be taught in an online format. The Office of Instruction worked with division deans and department chairs to identify impossible to convert courses ([III.C.5.10](#)), particularly courses offered as part of the College's career education programs, and courses that are essential and need to be offered in-person (such as Nursing). During the pandemic, the College's distance education team increased the offerings of the Online Teaching and Learning Academy (OTLA). Faculty experienced in online teaching volunteered to serve as mentors and coaches for faculty learning how to teach online.

Analysis and Evaluation
The College and District have clear policies and regulations guiding the use of technology in teaching and learning. These policies and regulations are communicated to students and employees. During the pandemic, the College continues to adhere to these policies while also maintaining flexibility in order to meet students' educational needs.

Conclusions on Standard III.C. Technology Resources
College and District technology planning incorporates hardware installation and maintenance, software installation and training, technology replacement cycles, compliance with accessibility requirements, and addressing digital equity issues among students and employees. Both the College and the District rely on LRCCD Board Policies and Administrative Regulations, technology planning documents, and participatory governance structures to help guide technology planning and decision-making. Comparable technology resources and support are available at all locations. The College and District have clear policies guiding the use of technology in teaching and learning, both for students as well as for employees.

Improvement Plan(s)
None.

Evidence List

III.C.1
[III.C.1.1](#)   LRCCD District Technology Plan 2017-2022
[III.C.1.2](#)   IT Program Plan 2020-2023
[III.C.1.3](#)   Master IT Inventory

III.C.2
[III.C.2.1](#)   Computer Replacement Cycle, SCC employee-facing webpage

D.   Financial Resources

Planning

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1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

Evidence of Meeting the Standard

Sacramento City College (SCC) uses an integrated planning process, which involves all constituencies to ensure a financial planning and implementation process that meets the needs of institutional strategic goals and objectives (III.D.1.1). SCC uses a data-driven planning cycle that involves assessment, evaluation, and measures of outcome to ensure an efficient, effective, and timely allocation of financial resources to support campus strategic goals.

Financial planning is integrated into all institutional planning, and aligns with the Los Rios Community College District planning process (III.D.1.2). Planning involves all campus constituencies (Senior leadership, management, faculty and staff) using a data driven Strategic Planning System (III.D.1.3) to identify funding needs in order to maintain and grow student learning programs and services.

The college financial resource allocation process reflects the strategic goals identified in the Strategic Master Plan (III.D.1.4). Campus constituencies identify objectives to meet the College's strategic goals via Unit Plans, and then prioritize resource needs at the department, division, and College service area level (III.D.1.5).

While the Sacramento City College financial resource allocation is a multi-year process, in late Spring, the College Vice President of Administrative Services provides a Budget Planning

Guidance memo (III.D.1.6) to the Executive Council, Senior Leadership Team, and Budget Committee Tri-chairs, reviewing the financial outlook for the subsequent fiscal years. This is a projection of the upcoming three fiscal years and includes funding received through District allocations and expected expenses. This memo is also posted on our college website. In addition, the President provides financial guidance to the Budget Committee Tri-Chairs of resources available to the Budget Committee for allocation, via a written Budget Memo (III.D.1.7). Through input from deans and chairs, and determinations of department allocations over a multi-year time frame, the campus College Budget Committee also provides input (III.D.1.8). During the budget execution year, a mid-year review is conducted by the Vice President for Administrative Services (VPA) to assess actual financial data and trends. This memo is distributed in the same manner as the Planning Guidance memo (III.D.1.9). The District Budget Committee provides input to the Vice Chancellor of Finance and Administration in developing and preparing an annual budget of district funds (III.D.1.10). , develops and prepares

Analysis and Evaluation
Sacramento City College meets this standard. The campus has a transparent and robust planning process, which involves all campus constituencies, outlined by a publicized planning calendar, and is designed to prioritize campus financial resources to support campus strategic goals and objectives. With input by the campus Budget Committee, it continues to be an evolving system that strives to improve upon best practices and policies.

Revenues achieved by the college through all sources, including restricted and unrestricted, are sufficient to support educational improvement and innovation. The priorities of the College guide the allocation of resources with an eye towards equity and ensuring student learning is our top priority. These resources are maintained and preserved to support ongoing financial success of the college.

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2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence of Meeting the Standard
As part of the Strategic Planning System, the college maintains a Resource Allocation Plan that provides guidance for college wide financial resource allocation, in order to implement the College's strategic planning process, and work toward SCC's strategic goals (III.D.2.1). This process provides a predictable and transparent mechanism to integrate division/unit program plans and provide allocation of available financial resources each college year, to include existing and new campus efforts and funding requests (III.D.2.2).

	Funding for One Time Only (OTO) Requests	Funding for Continuing Efforts
New Activities	• Included in Unit Plan Objectives • Requests sent to Budget Committee after prioritization	• Included in Unit Plans • Requests go to VPA • Budget Committee informed
Continuing Activities	• Included in Unit Plan Objectives • Requests sent to Budget Committee after prioritization	• Included in Unit Plan Objectives • Request reviewed by VPA • Deemed MOE - Maintenance of Effort activities

As stated in standard III.D.1, resource allocation is communicated to the college at least twice a year. In late Spring, the budget for the subsequent year is communicated and then, in late Fall, early Spring, the budget is updated as resource amounts solidify.

Board Policy P-8122 and Regulation R-8122 lay out the planning process, timeline, and involvement of constituency groups and College in the Districtwide Budget Committee (III.D.2.3.1, III.D.2.3.2). In addition to these specific Board Policies and Regulations, the 8000 series cover all components of Budget Planning and Administration and sound management of resources. District budget priorities align with the District's values, vision, mission, and goals. (III.D.2.4). These policies and processes are described in more detail in ER 5.

The distribution of financial information is in line with the requirements for the District to submit a tentative and final budget, as well as any revisions. These are presented to the Board of Trustee for consideration and review.

Analysis and Evaluation
Sacramento City College meets this standard. The College and the District utilize a transparent planning process that involves all constituencies to ensure available financial resources are prioritized to support the campus' strategic goals and objectives. Individual departments, divisions, and units adhere to an established planning calendar which helps ensure requests for funding are submitted timely and can be considered in the budget planning for the upcoming fiscal year. The funding amounts are communicated out to the college through the Budget Planning memo distributed by the VPA. Budget information is communicated regularly to the LRCCD Board of Trustees, in compliance with Board Policies and Regulations.

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3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Evidence of Meeting the Standard

The Los Rios Community College District and SCC have processes in place that ensure compliance with the Board Policies and Administrative Regulations described in ER 5 and Standard III.D.2. The College and the District work in tandem to follow clearly defined financial policies and procedures to ensure a sound and financially stable funding environment that includes input from all constituencies. As mentioned earlier, a key element in the campus part of this tandem relationship (with LRCCD) are the District and College Budget Committees, which involves all campus constituencies, to include staff, faculty, and senior leadership (III.D.3.1.1, III.D.3.1.2).

The College Budget Committee helps to evaluate the budget development process each year and provides input to campus senior leadership, staff, and faculty in a variety of ways:

- Share budget information with the campus departments and units, and provide budget updates;
- Ensure transparency;
- Review departmental, unit, and institutional program plans that involve one-time only financial resources and requests;
- Resources requests are evaluated using agreed-upon metrics to identify those in support of Campus Strategic Goals and Objectives, and then establish a hierarchy of impact to the campus that is provided as a recommendation to the College President;
- Tracks high-value items on the campus that may impact current or future campus budgets;
- Continuously reviews past, current, and recommended financial resource requests to ensure the campus budget allocation process supports College strategic goals and supports the Program/Unit Planning Planning cycle (III.D.3.2).

The District Budget Committee reviews, provides input on, and approves the LRCCD Annual Budget before it is presented to the Board of Trustees. As described in Standard III.D.2, the District Budget Committee consists of representatives from each college and from each constituency group.

Analysis and Evaluation

Sacramento City College meets this standard. The College and the District use a transparent planning process that encourages input from all constituencies, provides a chronological and calendar based planning process, and involves a robust Budget Committee to provide analysis and oversight. Financial requests are evaluated on merit to meet the College's strategic goals and objectives, and decisions made by the College President are shared with the campus on a timely and consistent basis.

Fiscal Responsibility and Stability

4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard
College:
The campus uses a Family of Plans to coordinate all financial resource requests and ensure that approved requests are allocated in support of the College's strategic goals and objectives (III.D.4.1). The Strategic Master Plan provides guidance and direction for the Colleges' goals and objectives, and establishes measurable and time-specific metrics; it identifies individuals, departments, units, and divisions responsible for implementation and assessment of this process (III.D.4.2). The remaining plans act to fine-tune guidance and planning for departments, divisions, units, and areas.

Standards III.D.1 and III.D.2 address in more detail how the College uses its Financial Resource Allocation plan to provide a predictable and transparent mechanism for financial resource allocation each year. As outlined in the SCC Planning Handbook, the College integrates unit plans and program plans, and then evaluates and prioritizes financial resource requests. This enables the College to make funding decisions that support the College's Strategic Goals. Budget communication processes are also described in Standards III.D.1 and III.D.2.

The funding that flows through the Budget Committee is related to one-time-only requests submitted to the Budget Committee through the unit planning process (III.D.4.3.1, III.D.4.3.2, III.D.4.3.3). A transparent monitoring system exists using agreed-upon metrics and tools to evaluate funding effectiveness and provide feedback for the next planning cycle (III.D.4.4) .

District:
The District's planning process is designed to provide a realistic assessment of available financial resources. To accomplish this, the District utilizes an X, Y, and Z budget model, developing three budget scenarios (III.D.4.5)**.** The X budget is the most conservative in terms of revenue projections, consisting of base or prior year revenues earned plus a Cost of Living Adjustment (COLA), if provided in the state budget. The Y budget is a realistic estimate that adds a moderate estimate for growth and other new revenues, reflecting mid-level revenue projections. The Z budget is an optimistic budget that includes the maximum expected revenue from growth and other sources of funding. District planners recommend to the Board of Trustees the adoption of the Z budget, but at the funding levels in the most conservative X budget that limits expenditures until the District receives actual revenues. This practice ensures that planning can proceed without undue contingencies in the event of a reduction or elimination of projected revenues.

In conjunction with the X, Y, and Z budget model, the District has also developed an allocation model for new revenue sources, which include, but are not limited to, growth funds, COLA, Basic Skills funding, program improvement funds, and Lottery revenues. The District allocates 80 percent of these funds to the collective bargaining units, based on the percentage that bargaining unit receives of the compensation costs in the District. Before allocating these funds,

however, the District deducts the costs of achieving and sustaining student growth, such as the addition of counselors and classroom faculty. When allocating the remaining funds, the District takes into account and deducts the costs associated with all related compensation costs, including salary step and column increases, health and welfare costs, and other compensation costs. The District then distributes any remaining revenue to employees in the form of a final compensation adjustment for the fiscal year. The District refers to the remaining 20 percent of the new funds as Program Development Funds (PDF). District planners establish priorities for PDF expenditures, and the District Budget Committee reviews and offers recommendations concerning the priorities. A large portion of PDF is used for the operational costs of the District and colleges. The District also reserves program development funds for allocation during the year to support priorities of the District (III.D.4.6)..

Expenditures in the District wide budget include planned increases to achieve access goals for the instructional programs at each college. Budget controls on spending ensure that individual line item expenditures from operational budgets are not exceeded. In addition, both the District and Colleges have procedures to ensure compliance with funding source spending type and amount restrictions. All categorical and grant expenditures require the program administrator to attest that the expenditure is in compliance with the goals and objectives of the program by signing the categorical authorization box on purchase authorization documents, such as requisitions and limited purchase orders (III.D.4.7).

To develop new funding resources, the District maintains a Grants Office to support the District and its member colleges in securing external funding sources and managing grants and contracts. The Grants Office has a grants administrator who oversees grant proposal development and the management of awarded external funds (III.D.4.8). The College also provides assistance with grant application technical review, budget development, and program evaluation, and ensures that grant efforts align with strategic goals and priorities (III.D.4.9).

Analysis and Evaluation
Sacramento City College meets this standard. Both the College and the District maintain a transparent, consistent, and well-developed financial resource planning process. It includes all campus constituencies, utilizes an independent evaluation entity (Campus and District Budget Committees), and is designed and executed to ensure that funded financial resource requests support the College and District Strategic Goals and Objectives.

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5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence of Meeting the Standard

To assure the financial integrity of the institution and responsible use of its financial resources, the District's internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The District shares financial information through various means and, as described in ER 5, has policies, regulations and procedures in place to ensure sound financial practices and financial stability (III.D.5.1.1, III.D.5.1.2).   The District prepares and the Board approves a tentative budget (III.D.5.2) in June for the upcoming year, and and adopted budget (III.D.5.3) in September along with the unaudited actuals for the prior year, and budget revisions in February and June to include any additional revenue sources or modifications received throughout the year. The District's annual budget includes not only the districtwide annual revenue and expenditure plan, but detailed budgets for each individual college. Budget Committee meetings are held several times throughout the year to include all stakeholders such as collective bargaining groups, academic and classified senates, student representative and college administration, in accordance with the Budget Planning and Administration Regulation (III.D.5.4). In addition, all information regarding benefit changes and options are presented to an insurance review committee with members from all bargaining units participating to inquire and vote on all benefit changes provided by the District (III.D.5.5). The District and the colleges have daily online access to their budget and financial activity through the PeopleSoft Enterprise Resource Planning (ERP) system and various prepared reports which includes all budgets, actual expenditures and encumbrances to assist with budget management (III.D.5.6). Financial information is routinely shared at board meetings, division and department meetings, budget committee meetings, collective bargaining negotiations, ad-hoc meetings and any public information requests. The District's Business Services department managers and staff are readily available to provide consultation and guidance when needed.

The District uses PeopleSoft, an integrated software application, to manage its financial resources and ensure that resources are expended in a manner consistent with the approved budget. This system allows for online budget inquiry as well as the creation of special reports. Funds cannot be encumbered until appropriations are made through the budget process. Regular positions and their related budgets are managed through a position control module within the District fiscal services unit, which closely monitors position transactions (III.D.5.7). Funds appropriated for regular positions cannot be transferred without district office review and authorization.

In accordance with the Authorization of Signatories Board Policy, all long-term financial and contractual commitments must be reviewed and authorized by the District (III.D.5.8). The General Services Department and District General Counsel are responsible for reviewing all contracts before approval or recommendation to the Board of Trustees. The District's Authorized Signer List specifically identifies positions and persons authorized to sign various documents (e.g. payroll authorizations, purchase orders, contracts, etc.) to ensure proper oversight of commitments and provide accountability and effective management of potential risk for these transactions or agreements (III.D.5.9).

Internal controls continue to be strengthened as a result of regularly evaluating financial management practices. The District is annually subject to an audit of all funds by a licensed independent external auditor. As part of the annual independent audit, Business Services staff

have discussions with the auditors describing the process and related controls over various functions and practices in Business Services (III.D.5.10). These focus areas include but are not limited to: budgeting, financial reporting, fiscal close, internal control environment, risk assessment, and information technology access. The auditors document the discussions and notify senior management if there are any areas of concern.   Audit findings and the District's responses to these findings are included in the audit report, which is presented to the Board of Trustees each year. The audit for the year ending June 30, 2020 did not report any findings. The annual audit is considered an effective tool for improvement of the management of the District's finances and demonstrates the District's financial integrity and effective management of financial resources.

Analysis and Evaluation
The District is committed to conducting business in a fiscally responsible manner under the highest of ethical standards. To assure the financial integrity of the institution and responsible use of its financial resources, the District's internal control structure is continually evaluated, audited and improved as needed. The District widely disseminates dependable and timely information for sound financial decision making.

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6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard
As described earlier in ER 5 and in Standard III.D.5, the District prepares an Adopted Budget Book by the established deadline each year. In addition, the District is audited by external auditors yearly and consistently have audits with no findings (ER.5, III.D.5).

The District has historically only received unmodified audit opinions (clean opinions) on all internal control audits. In addition, the District has not had received any audit findings in the past 6 years (FY14-FY20.) In years prior to FY14 when the District received an internal control finding, the District developed and implemented a corrective action plan to ensure they remediated in a timely manner. The fact that the District has not received any findings in the past 6 years demonstrates that the District 's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

As described in Standard III.D.4, the College and the District use a funding methodology that ensures that sound fiscal decisions are made during times of uncertainty and fluctuation (III.D.6.1). This methodology also ensures that financial resources are used appropriately to support student learning.

Analysis and Evaluation

The College meets the Standard. The District's budget scenario planning ensures that sound fiscal decisions are made during times of financial volatility. During this accreditation cycle, the District has received clean audit findings every year, reflecting effective fiscal and internal control processes.

7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard
During this accreditation cycle, which spans from FY 2015-2016 to FY 2019-2020, the District has not had any audit findings (III.D.7.1.1, III.D.7.1.2, III.D.7.1.3, III.D.7.1.4). A formal presentation of audit reports, as well as the full document, are provided to the Board of Trustees for review, discussion, and approval (III.D.7.2.1, III.D.7.2.2., III.D.7.2.3, III.D.7.2.4, III.D.7.2.5). Audit reports are agendized in a timely manner, typically for the next Board of Trustees meeting after the letter of communication is received. The fact that the District has not received any findings in the past 6 years demonstrates that the District's institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Analysis and Evaluation
External audit reports and findings (when applicable) are shared in a timely and transparent manner, and are communicated to the Board of Trustees, to the colleges, and to the public. The District has not had any audit findings during this accreditation cycle.

8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard
At the core of the District's system of internal controls over financial resources is our Enterprise Resource Planning (ERP) system, PeopleSoft. All incoming and outgoing financial transactions are recorded in the ERP. All transactions recorded in the ERP are supported by appropriate approvals and/or source documents. This is accomplished through a multi-level approval process for all expenditures (III.D.8.1). Revenues and other inflows are compared to budgeted revenues/resources and unexpected inflows are investigated and recorded after supervisory review.

Employee access to the ERP follows the principle of least privilege and is designed to give employees the minimum level of access needed to perform their job duties, while ensuring that required segregation of duties are enforced (III.D.8.2). On a monthly basis an employee access

report is sent to management employees so that employee access levels can be reviewed and modified if no longer necessary for their current job duties.

ERP access requests are routed through a risk-informed approval process. View-only system access requests require one level of approval, while those access requests allowing the employee to change data in the system require a two-level approval process (III.D.8.1).

As described in ER.5, III.D.5, III.D.6, and III.D.7, the District's external auditors perform an assessment of these internal controls as part of the annual audit process. The effectiveness of the District's internal controls is evidenced by the fact that there have been no audit findings for the last 7 years (FY14-FY21). When there have been audit findings in prior years, the District has made the necessary changes which were verified by the external auditors during the subsequent years external audit.

Analysis and Evaluation
The District has appropriately designed internal controls that ensure the safeguarding of assets and accurate financial reporting. The system of internal controls is evaluated on at least an annual basis by our external auditors and is working as designed. The District meets this criteria.

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9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard
The CCCCO recommends a 5% General Fund reserve as a prudent reserve level. In addition, the Los Rios Board of Trustees has adopted policies that require an uncommitted reserve of at least 5% in the District's General Fund (III.D.9.1) . The District's General Fund ending balance meets both State and District policy requirements with a projected total unrestricted fund balance of 20% and an uncommitted fund balance (general fund only) of 5% (III.D.9.2).

Balance	FISCAL YEAR JULY 1, 2020 - JUNE 30, 2021	FISCAL YEAR JULY 1, 2019 - JUNE 30, 2020	FISCAL YEAR JULY 1, 2018 - JUNE 30, 2019
Beginning Fund Balance	$81,786,456	$70,411,485	$60,547,561
Projected Uncommitted Fund Balance	$22,971,778	$25,491,802	$20,808,150
Committed Fund Balance	$4,336,900	$4,686,917	$6,383,156
Restricted Fund Balance	$2,593,614	$4,596,992	$3,048,386
Total Projected Fund Balance	$29,902,292	$34,775,711	$30,239,692

Table 1 - District Reserves Fund Balances

As shown in Table 1, the District maintains a positive balance at the end of each fiscal year, and the balance is carried over to the next year. These funds are not planned to be used, and they are set aside for future unforeseen emergencies.

Community colleges' single largest funding source is state money, which has been unpredictable and not always timely. The District, however, has maintained a cash balance sufficient to support its operation through recessions and state emergencies. The 2020 Budget Act was affected by the COVID-19 pandemic, which presented a $54 billion budget shortfall, including a historic level of cash deferrals. The State budget prevented immediate cuts to community college apportionments and categorical programs by deferring approximately $1.5 billion in funding to 2021-22. As a result of these deferrals, the District must plan to go through much of the 2020-21 fiscal year without the resources in-hand promised by the State. The District has long practiced a prudent budgeting approach, which leaves the District relatively well-positioned to manage the economic uncertainty. At June 30, 2020, the unrestricted cash and cash equivalents presented on page 14 of the audited financial statements shows a balance of $257,586,090, which represents 5 months of the average monthly operating expenses of the District (III.D.9.3) . As a result of sound fiscal planning, reserves have been sufficient for the District to avoid the need to issue any short term debt, such as Tax Revenue Anticipation Notes (TRANS), to meet cash flow obligations.

Besides maintaining adequate cash reserves to meet unanticipated needs, LRCCD's risk management practices are appropriate and actuarially sound. Its use of self-insurance has resulted in cost savings benefiting the District and colleges (III.D.9.4.1, III.D.9.4.2, III.D.9.4.3). In addition, each year the District reviews and updates planning and financial practices through the Fiscal Health Risk Analysis for Community Colleges self-assessment provided by Fiscal Crisis & Management Assistance Team (FCMAT). The District has a low 3.1% risk score (III.D.9.5).

Analysis and Evaluation
The District and its colleges maintain adequate cash reserves to meet unanticipated needs, as demonstrated through its contingency planning processes. The District's risk management practices are appropriate and actuarially sound. Its use of self-insurance has resulted in cost savings benefiting the District and colleges. The District's self-assessment of fiscal health indicates 3.1%, which is a very low risk score. LRCCD meets this standard.

10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Evidence of Meeting the Standard
The District and College have procedures in place to ensure effective oversight of grants, externally funded programs, contractual relationships, auxiliary organizations or foundations,

and institutional investments and assets. These procedures are outlined in a User Guide for Requisitions (III.D.10.1). The process includes an approval process that ensures adequate oversight in how funds are being spent. Any charge to a contract or grant requires an extra level of approval to ensure the expenditures are within the restrictions of the grant or contract. Specific procedures for spending against Federal Grants are outlined in a separate document (III.D.10.2). Approval and oversight of financial aid, grants and other externally funded programs, general obligation bonds, contractual relationships, the Office of Philanthropy, and institutional investments and assets are described in more detail in Standard III.D.13. Copies of the District's audited financial statements have been provided in previous standards and, given the lack of any findings, support the effective oversight and strong internal controls of the District.

Analysis and Evaluation
The College and District practice effective oversight of finances. Policies and procedures are in place to ensure sound fiscal management practices. The District's overall budget, financial aid, and the Office of Philanthropy undergo regular audits and consistently result in clean findings. Oversight committees ensure that College and the District expenditures are in alignment with Board Policies and Administrative Regulations; local, state, and federal laws; and budget spending guidelines.

Liabilities

11. The level of financial resources provides a reasonable expectation of both short- term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Evidence of Meeting the Standard
The District manages its resources to consider short and long-term needs. Reserves are maintained to help ensure financial solvency in the difficult times. As described in Standard III.D.9, LRCCD Board Policy requires the District to maintain a 5% (minimum) undistributed reserve or contingency reserve for the General Fund in accordance with fiscal policies/guidelines recommended by the State Chancellor's Office (III.D.11.1). Board Policy P-8211 specifies who is authorized to issue debt on behalf of the District, the types of debt, use of the funding and debt limits. The District follows prudent business practices to successfully manage short and long-term financial solvency (III.D.11.2).

As evidenced by the excellent ratings the District received when evaluated related to the Bond Fund, the District received strong insured ratings of AAA from Standard & Poor's and Aaa from Moody's on the first three issuances. Such a strong credit rating results in lower interest rates and therefore lower payments from our taxpayers. Prior to the issuance of one of our bond series in August 2009, the District received an up-grade of its Standard & Poor's uninsured rating to AA, which will result in a savings of $4.5 million to local tax-payers for payment of Series D (III.D.11.3).

Analysis and Evaluation
To ensure the institution uses its financial resources responsibly, the District and the College maintain adequate cash reserves to meet unanticipated needs, as demonstrated by the sufficient reserve funds maintained through the recent economic downturn. From 2009 through 2013, the District identified a projected reduction in state apportionment and created a plan to partially offset these reductions by using reserves, while still maintaining directed minimum balances. This plan allowed for, among other District goals and College objectives, the preservation of access for multiple sections of students. As a result of sound fiscal planning, reserves have been sufficient for the District to avoid the need to issue any short term debt, such as Tax Revenue Anticipation Notes (TRANS), to meet cash flow obligations. In addition, other funds including the District's bookstore funds could be used, if necessary. Besides maintaining adequate cash reserves to meet unanticipated needs, LRCCD's risk management practices are appropriate and actuarially sound. Its use of self-insurance has resulted in cost savings benefiting the District and colleges. The institution makes sound financial decisions and uses its financial resources responsibly. One of LRCCD's core values is financial stability. The District has demonstrated this financial stability through its prudent and conservative financial management practice of expending funds only when revenues have been materialized. This practice has resulted in financial stability even during periods of reduced state budget for California community colleges.

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12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard
The District plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The District provides a contribution toward healthcare premiums for certain retirees in accordance with See Board Policy 5165 (III.D.12.1), Board Policy 6622 (III.D.12.2), and Board Policy 9414 (III.D.12.3). In 1985, the District began setting-aside funds for the program and, in 2007, the District formally established the Los Rios Community College District Retiree Health Benefits Trust (Trust) to irrevocably designate assets to fund the total retiree healthcare benefit obligation (obligation). The District receives bi-annual actuarial valuations to re-measure the OBEB liability and develop contribution levels for funding these benefits in accordance with Government Accounting Standards Board Statement No. 75. The results of the District's June 1, 2019 Actuarial Valuation and Determination of Funding Contributions (III.D.12.4), the GASB 75 Actuarial Report for the Fiscal Year Ending June 30, 2020 (III.D.12.5), and the June 30, 2020 Annual Audited Financial Statements (III.D.12.6) indicate that the District continues to prefund the OPEB obligation and reported an OBEB asset of $12 million at June 30, 2020. The District June 30, 2020 Annual Audited Financial Statements also indicate that the District has sufficient

resources to support the accrued compensated absences and the liability for paid leave of faculty under a banked leave program.

Analysis and Evaluation
The District has been proactively funding and managing the employee related obligations to ensure they are viable benefits for current and future employees. In addition, the District ensures the actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

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13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence of Meeting the Standard
All long-term debt is recognized in the June 30, 2020 Annual Audited Financial Statements (III.D.13.1). The District currently only has GO Bonds (Measure A and Measure M.) Voters authorized the District to issue the GO bond and payments for these bonds are funded through property tax assessments. District bond series have never exceeded a maximum term of 25 years and are principal and interest repayment bonds.

Analysis and Evaluation
The District regularly assesses and allocates resources to repay its debt instruments. The overall percentage of the District's general fund budget utilized for current or future obligations, including OPEB, is around one percent.

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14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard
All District funds, including bond fund programs for Measures A and M, are annually audited by a certified public accounting firm, with no findings in the past five years. Annual performance audits have always indicated compliance with the voter-approved bond authorizations. The Citizens' Bond Oversight Committee (CBOC), representing various constituents of the community and appointed by the Board of Trustees, is responsible for the review of bond expenditures and the presentation of an annual report. The Committee has oversight responsibilities for both Measure A and Measure M.

Year	Annual Audit	Citizens' Bond Oversight Committee (CBOC) Annual Report
2020	III.D.14.1.1	III.D.14.2.1
2019	III.D.14.1.2	III.D.14.2.2
2018	III.D.14.1.3	III.D.14.2.3
2017	III.D.14.1.4	III.D.14.2.4
2016	III.D.14.1.5	III.D.14.2.5
2015	III.D.14.1.6	III.D.14.2.6

Measures A and M both also undergo annual independent financial audits and performance audits. For example, the 2019 audits Measure M Financial Audit (III.D.14.3.1), Measure M Performance Audit (III.D.14.3.2), Measure A Financial Audit (III.D.14.4.1), and Measure A Performance Audit (III.D.14.4.2) all demonstrated the funds are used with integrity in a manner consistent with the intended purpose of the funding source, as did audits from the four years prior.

Responsibility for leadership and oversight of auxiliary activities, fund-raising activities and grants are shared by the College and the District.

Grant applications are evaluated and processed at both the College and the District levels to ensure consistency with the mission and goals of the College (III.D.14.5). External auditors select transactions to be reviewed for compliance with program and College objectives. For example, the 2019 Los Rios Colleges Foundations Audit revealed no audit findings (III.D.14.6). The Los Rios Colleges Foundation Gift Acceptance Operating Procedure guarantees the highest level of integrity in the entire process (III.D.14.7).

Levels of oversight for auxiliary activities, fund-raising activities and grants include:
- Program administration (the Regional Director of Philanthropy).
- External oversight via the aforementioned audits.
- Direct collaboration with faculty and staff via the SCC Mini Grant Program to ensure funding needs based on department goals (III.D.14.8).
- District oversight via financial analysts, internal auditors and strong supervisory staff in the Business Services Departments at the District Office and at the College.
- The VPA and Business Service supervisors at the College.
- An Administrative Services Analyst overseeing budget and fiscal transactions

This collaborative network ensures effective and efficient use of District resources including auxiliary activities, fund-raising and grants to ensure that proper controls and processes are in place. The VPA of the College also meets monthly with the Vice Chancellor, Finance &

Administration, and the administrators of Human Resources, Business Services, Facilities Management and Police Services to guarantee consistent tracking.

Analysis and Evaluation

The College meets the standard. Through internal controls, accounting procedures and independent audits, regular efforts are made to provide a system with checks and balances. This ensures that funds are both raised and allocated appropriately in all areas: special funds, auxiliary activities, fund-raising and grants. The District auditing component allows for continual evaluation of practices and an avenue for evolving the practices should changes be necessary. The District and College in a collaborative effort of communication and review ensure the integrity of the process and an always-present link to College mission and goals.

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15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard

The student loan default rate for the College over the past three years was provided in the ACCJC Midterm Report (III.D.15.1). For the last five years of available data the student loan default rates have been (starting with FY2013 and ending at FY2017): 20.3%, 21.8%, 20.4%, 17.4% and 17.3% (a linear regression on this limited data represents a statistically significant downward trend with p-value of 0.044). The last three years of the default rates can be confirmed via the Federal Student Aid Default Management website (III.D.15.2). .

To ensure a continued downward trend in student loan default rates, the College provides a comprehensive Financial Aid website that includes Financial Aid Policies and the ability for students to schedule one-on-one workshops through the Financial Aid Appointment System (III.D.15.3.1, III.D.15.3.2).

Monitoring and management of student loan default rates, revenue streams and assets occurs through:
1. An audit of The Student Financial Aid Trust Fund as part of the District Audit. This fund is used to track federal resources provided for financial aid awards, loans and College Work Study salaries to students.The District follows the California Community Colleges Budget and Accounting Manual as required by Education Code Section 70901 and 59011 (III.D.15.4).
2. The United States Department of Education Common Origination and Disbursement (COD) website is used to process, store, and reconcile the College's financial aid data for major Title IV federal student aid programs, such as Pell, FSEOG and Federal Direct Loans. These loans are disbursed based on individual student eligibility.

3. COD supplements the College's budget tracking system by providing a tool for processing and viewing federal awards data.
4. The Federal Department of Education operates a grants management system known as G5 which was developed in 2007. G5 communicates with the COD system and is used by the Department of Education's Office of Chief Financial Officer to process school-specific obligations and make payments (drawdowns) against those obligations.
5. The PeopleSoft System is used for processing student financial applications and helps maintain compliance by generating federal reports that meet the latest requirements (III.D.15.5).

Analysis and Evaluation
The College meets the standard. With a declining rate of student loan default rates far below 30% (schools are required to submit a default prevention plan based on at least one year of a cohort default rate equal to or greater than 30%), the College maintains compliance with federal requirements. District oversight and College policies that use commonplace systems and accounting standards ensure compliance with federal guidelines.

Contractual Agreements

16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Evidence of Meeting the Standard
The College and District follow Board policies and regulations regarding all contracts (III.D.16.1.1, III.D.16.1.2). The formal review process for executing an agreement includes review at the College level, review by the District's General Services/Risk Management Departments, as well as review by the District's General Counsel before being signed by the appropriate Vice Chancellor. In addition, contractual agreements are approved or ratified by the Board of Trustees (III.D.16.2).

Agreements for grants or special programs in which the College receives funding to perform certain activities or conduct specific programs pass through several levels of review. Grant applications and contracts are submitted to the College Office of Planning, Research, and Institutional Effectiveness and routed to the President's Office, to the District Grants Office, and to Legal Services and Human Resources as appropriate (III.D.16.3).

Each office completes a thorough review relative to its respective area. This review includes ensuring that the grant or program is consistent with the mission and goals of the College and District. When awarded, the District Grants department works with the College Administrative Services Division on financial reporting and compliance requirements, including federal compliance.

Contracts for goods or services are coordinated by District General Services, as outlined in LRCCD Administrative Regulation R-8315. Proposed contracts are submitted by the College to District General Services, which routes them to the appropriate areas mentioned above for review prior to execution. These processes are clearly defined in Board Policies and Regulations (III.D.16.4). The process is under the umbrella of District Finance and Administration, responsible for establishing and implementing sound business practices and procedures that maintain the financial stability of the district (III.D.16.5).

Evaluation

The College meets the standard. Contracts and grants are entered into according to its mission and goals. A number of checks and balances are in place at both the College and the District levels, ensuring contractual agreements are financially prudent and legal. Through these processes the College maintains integrity in its involvement with external entities.

Conclusions on Standard III.D. Financial Resources

The College and District have a long history and strong reputation for sound fiscal management practices. The District uses both short-term planning processes and long-term projections to ensure that the Colleges can meet their financial obligations and maintain fiscal solvency. The District maintains sufficient reserves to help manage budget shortfalls. Scenario planning is embedded in our budgeting processes to maximize flexibility when state budget resources are uncertain. Annual audits demonstrate that College and District has strong integrity in their fiscal planning, budgeting, and expenditures.

Improvement Plan(s)
None.

Evidence List

III.D.1
III.D.1.1   SCC Goals and Strategies, SCC employee-facing webpage
III.D.1.2   LRCCD Board Policy P-8122
III.D.1.3   SCC Strategic Planning Brochure
III.D.1.4   Strategic Master Plan 2017-2021
III.D.1.5   Planning, SCC employee-facing webpage
III.D.1.6   2021-2022 Budget Planning Guidance Memo
III.D.1.7   President's Response Memo
III.D.1.8   Budget Committee, SCC employee-facing webpage
III.D.1.9   Mid-Year Budget Review Memo
III.D.1.10   District Budget Committee, LRCCD employee-facing webpage

III.D.2
III.D.2.1   SCC Financial Resource Plan

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or

systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

A.   Decision-Making Roles and Processes

1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Evidence of Meeting the Standard

SCC's governance structures and processes are outlined in detail in the Guide to Participatory Decision-Making at Sacramento City College (IV.A.1.1). These structures and processes are outlined in more detail in Standard I.A.2.

Under the leadership of the SCC president, the College incubated, planned, and implemented several innovations designed to advance student equity and success. Some initiatives are College wide, while others are ground-level innovations. An example of a College wide initiative is the decision to join the Achieving the Dream (ATD) network of colleges. The president believes that ATD will counter initiative fatigue and weave individual efforts into one whole cloth in a way that makes sense to all College stakeholders.

In spring 2018, the College president convened a multi-constituency and cross-functional group of SCC faculty, classified professionals, and administrators and tasked them to gather and evaluate information about ATD and then make a recommendation to the College regarding membership. This group attended the ATD Summer Kickoff Institute as a visiting college, which allowed them to work with ATD coaches, connect with people from ATD member colleges, and hear leaders speak about change efforts at these institutions. Upon return, this group held a debriefing session with the President's Cabinet and the constituency group leads and recommended to the Academic Senate that the College join ATD. The Academic Senate approved the recommendation, and SCC formally joined ATD in December of 2018 (IV.A.1.2.1, IV.A.1.2.2, IV.A.1.2.3).

A second example of a College wide innovation is City Ways (IV.A.1.3), modeled after Odessa College's Drop Rate Improvement Program. In the summer of 2019, a group of faculty, classified professionals, and administrators visited Odessa College to learn more about its approach and attend one of its institutes. (IV.A.1.4) After the trip, one of the team members conducted a qualitative research study to replicate Odessa College's "four commitments." The team used this data to develop SCC's version of the four commitments, which are called City

Ways. (IV.A.1.5) Since launching City Ways, SCC has expanded its efforts by engaging classified professionals in the Caring Campus project, which developed its own set of City Ways commitments specifically for classified professionals (IV.A.1.6).

An example of a ground-level innovative effort is the genesis of the Sacramento City College Makerspace (IV.A.1.7). In 2016, a group of faculty and their dean brainstormed the creation of a space to encourage creativity, innovation, collaboration, and project-based learning. With the end-goal of launching a Makerspace at SCC, one faculty member in this group applied for and received a partial sabbatical release in fall 2016 to study the concept and gather input from all the stakeholders on campus. That same semester, SCC received a CCC Maker Grant from the CCCCO to develop a Makerspace (IV.A.1.8.1, IV.A.1.8.2). The College identified a 2,300 square foot space, and the SCC Makerspace opened in spring 2018. SCC is now planning Makerspace 2.0, an expansion of the existing Makerspace program into a larger facility, expanded curriculum, an internship program, and professional development opportunities (IV.A.1.9).

Analysis and Evaluation
SCC leadership creates and encourages innovation leading to institutional excellence and the improvement of practices, programs, and services. Participatory governance is used to assure effectiveness when College initiatives are implemented.

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2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard
California Education Code 70902(b)(7) requires local governing boards to establish procedures that ensure faculty, staff, and students the right to participate effectively in District and College governance. It also asserts the right of Academic Senates to assume primary responsibility for recommendations to the Board in areas involving academic and professional matters. Title 5 51023.5(a) requires governing boards to establish policies and procedures providing District and College staff the opportunity to participate effectively in District and College governance. Board policies and regulations regarding participatory governance are codified in LRCCD board policy P-3411 and LRCCD board regulation R-3411 (IV.A.2.1.1, IV.A.2.1.2). Board policies and regulations outlining the areas of primary reliance upon and mutual agreement with the Academic Senate, as well as the establishment, charges, and composition of District committees, are codified in LRCCD board policy P-3412 and LRCCD board regulation R-3412 (IV.A.2.2.1, IV.A.2.2.2).

Title 5 51023.7(a) requires governing boards to adopt policies that provide students the opportunity to participate effectively in District and College governance . These policies are outlined in LRCCD board policy P-2311 and LRCCD board regulation R-2311 (IV.A.2.3.1, IV.A.2.3.2).

SCC's governance structure (IV.A.2.4) is split into four complementary components:
1. Administrative structure and process: The operations of the College are implemented within established policies and procedures facilitated by management (IV.A.2.5).
2. The Student Associated Council (IV.A.2.6), Academic Senate (IV.A.2.7), Classified Senate (IV.A.2.8), and Senior Leadership Team participate in decision-making while representing the interests of their members. Each constituent group provides individual and collective feedback on College policies, procedures, and other issues. SCC's Executive Council consists of the College president and the four constituency group leads (IV.A.2.9).
3. A participatory governance committee system (IV.A.2.10) reviews and recommends policies, regulations, and processes affecting the SCC community. Standing committees report directly to the Executive Council. To bring diverse stakeholder perspectives to the work, tri-chairs representing administration, faculty and classified professionals are appointed to facilitate the process. This structure is designed to ensure that those most impacted by decisions provide critical feedback and information. The Department Chairs Council is also consulted on decisions related to their work (IV.A.2.11).
4. A campus-wide issue or concern can be identified by an individual, department, constituent group, or committee. Using the Campus-Wide Issue/Concern Form, the initiator describes the issue or concern, and suggests a possible solution (IV.A.2.12).

Non-standing committees are also a part of the participatory governance structure. These include Academic Senate subcommittees such as the Curriculum Committee, the Affordable Educational Resources Committee, the Distance Education Committee, and the Program Review Committee (IV.A.2.13). The College also has task forces, workgroups, and other informal groups focused on specific tasks and issues. Some examples include: the Anti-Racism Action Team, which formed in response to a racist incident on campus and the killing of former SCC student Stephon Clark; the Mission/Vision/Values workgroup, a subgroup of the College Council; and the Caring Campus long-term planning committee. The SCC Guide to Participatory Decision-Making (IV.A.2.14) clarifies processes and procedures for engaging in College wide decision-making.

The District also has a governance structure in place. Board policy P-3412 outlines the roles and responsibilities of the District and College Academic Senates regarding academic and professional matters. This includes areas where the District must rely primarily on the Academic Senate, as well as areas where the District and the Academic Senate must reach mutual agreement. LRCCD administrative regulation R-3412 establishes District wide governance committees, including senate-led committees such as the District Curriculum Coordinating Committee, competency committees, and the District Equity and Student Success Committee. Non-senate governance committees include the Academic Calendar Committee, the District Budget Committee, the Educational Technology Committee, and the International Education Committee. The Los Rios Colleges Online Coordinating Council, a newly-formed District wide group, is not yet codified in LRCCD Board Policies and Administrative Regulations.

Analysis and Evaluation

California Education Code, Title 5, and District policies and administrative regulations establish cross-constituency group participation in College wide decision-making. Students participate in College governance processes through the Student Senate and participation on standing committees.

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3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget as they relate to their areas of responsibility and expertise.

Evidence of Meeting the Standard

As described in Standard IV.A.2, administrative, faculty, classified, and student roles in institutional governance are codified in LRCCD board policies P-3411 and P-3412 and administrative regulations R-3411 and R-3412 (IV.A.3.1.1, IV.A.3.1.2, IV.A.3.1.3, IV.A.3.1.4). Governance structures, roles of governance groups, and processes at the College are outlined in the SCC Guide to Participatory Decision-Making, also described in Standard IV.A.2 (IV.A.3.2).

All College standing committees use a tri-chair system of leadership. Faculty tri-chairs are appointed by the Academic Senate President, classified tri-chairs by the Classified Senate President, and administrative tri-chairs by the chair of the Senior Leadership team. The SCC Guide to Participatory Decision-Making and the Guide to Standing Committees at SCC (IV.A.3.3) provide best practices, guidelines, reporting and decision-making processes, along with templates and tools to help ensure effective participation across the College. Agendas and minutes for all College governance groups, including standing and non-standing committees, administrative governance groups, and constituency-based governance groups, are maintained in BoardDocs (IV.A.3.4).

Analysis and Evaluation

LRCCD board policies and administrative regulations clearly outline the role constituency groups play in the governance process. These roles are carried out at the College through a tri-chair system of leadership, which facilitates effective participation in governance by faculty, classified professionals, and administrators.

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4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard

LRCCD board policy P-7141 and administrative regulation R-7141 establish District level policies and procedures regarding the establishment of new programs and highlight the importance of faculty involvement (IV.A.4.1.1, IV.A.4.1.2). The SCC Curriculum Handbook outlines the the purpose and composition of the Curriculum Committee, as well as the roles of the subcommittees, which include the General Education subcommittee, the Distance Education subcommittee, the Honors and Multicultural subcommittee, and the Prerequisite/Corequisite/Advisory subcommittee. In 2020, the Equity subcommittee, which functions under both the Curriculum Committee and the Program Review Committee, was established. The Curriculum Handbook identifies the Vice President of Instruction and a faculty member as co-chairs. The job descriptions and responsibilities for those involved in the curriculum process, including committee members, co-chairs, subcommittee chairs, the Curriculum Specialist, and the Articulation Officer, are outlined in the Curriculum Handbook (IV.A.4.2).

Curriculum committee agendas and minutes are regularly posted in BoardDocs (IV.A.4.3). The Curriculum Handbook is reviewed on an annual basis and revised as needed.

Policies and regulations regarding District curriculum processes are codified in LRCCD board policy P-3412 and administrative regulation R-3412 (IV.A.4.4.1 IV.A.4.4.2), which outline the composition and responsibilities of the District Curriculum Coordinating Committee (DCCC). Minutes for the DCCC are posted on the Los Rios Community College District website (IV.A.4.5).

Analysis and Evaluation
The College follows LRCCD board policies, administrative regulations, and Curriculum Handbook guidelines for curricular and programmatic decision-making. College faculty work closely with administrators to recommend courses, programs, and services that enhance student learning.

5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence of Meeting the Standard
College governance:

As outlined in Standards IV.A.1, IV.A.2, and IV.A.3, and further detailed in Standard IV.A.6, the College's governance structure is designed to incorporate collegial consultation with the Academic Senate regarding academic and professional matters, effective participation of

administrators and classified professionals, and student participation regarding matters that significantly impact them (IV.A.5.1). The College's standing committees, described in Standard IV.A.3, are designed to serve as the governance arm related to ongoing efforts at the college, such as student equity, planning and research, professional development, and student and employee equity. These committees report directly to Executive Council (IV.A.5.2).

Strengths of our college governance processes include the tri-chair system of leadership, the presence and input of each constituency lead on Executive Council, and the various review cycles adopted by the college (outlined in more detail in Standards I.B.9 and IV.A.7). Areas identified as needing improvement include the functioning of the college's standing committees, as well as general communication processes. Additionally, according to the 2017 Communication and Governance Survey, classified professionals were the least satisfied with their role in college decision-making (IV.A.5.3). Improvement efforts in all of these areas are currently underway. In Spring 2021, as part of a broader effort to make improvements to standing committees, both the President's Cabinet and Executive Council engaged in a comprehensive review of each standing committee's work, and committee tri-chairs made formal presentations to Executive Council (IV.A.5.4). Based on those reviews, Executive Council identified a few structural changes to be implemented in Fall 2021, and also developed a series of goals and objectives for each committee to work on during the 2021-2022 academic year (IV.A.5.5). Executive Council will continue to monitor the effectiveness of standing committees, while also creating clearer two-way communication channels between Executive Council and committee tri-chairs. Regarding the feedback from classified professionals, the President and his Staff Resource Center team have demonstrated a commitment to helping amplify the voices and agency of classified professionals. One example is the college's participation in Caring Campus, a professional development series for classified professionals led by the Institute for Evidence-Based Change. Another example is the college's effort to provide leadership training and other ongoing professional development activities for the Classified Senate (IV.A.5.6).

In situations where decisions need to be made outside of a regular planning cycle, the College maintains its commitment to flexibility and timeliness, while also engaging all constituency groups and ensuring that those with the appropriate expertise are at the table. The College's governance structure allows for the creation of task forces and workgroups, which are designed to work more flexibly and respond to issues as they arise (IV.A.5.7). They are also designed to work with (and not outside of) our existing governance processes. A good example of how this has worked well involves actions and decisions that occurred in response to the murder of Stephon Clark, a former SCC student, the killing of George Floyd in Minneapolis, and various anti-black incidents that occurred at the college. Working in conjunction with the Black Student Union, SCC faculty and staff participated in an African American Student Task Force, which developed a set of recommendations to improve the experiences of Black students at the College. Once these recommendations were set, the Vice President of Student Services and the Office of Planning, Research, and Institutional Effectiveness developed a crosswalk of equity and anti-racism objectives and activities at the college, identified an anti-racism theory of change and strategy, and developed a rubric to better align these objectives with Student Equity and Achievement Program funding decisions (IV.A.5.8). In Summer 2020, at the direction of the President, the African American Student Task Force rebranded itself as the Anti-Racist Action Team, again consisting of members from all constituency groups. These efforts launched the development and implementation of a comprehensive anti-racism action plan, which President

Gutierrez kicked off during Fall 2020 Convocation (IV.A.5.9). All of these efforts were shared and reviewed by the Academic Senate, Classified Senate, Senior Leadership Team, and Student Senate, and there were opportunities for input throughout these processes.

District governance:

Because Sacramento City College is part of a multi-college district, the College participates in several district governance groups. Per LRCCD Administrative Regulation R-3411, the Chancellor's Cabinet functions as the Los Rios Community College District main participatory governance group. The Cabinet is led by the Chancellor and consists of faculty, classified professionals, administrators, college presidents, collective bargaining representatives, and students. The District Accreditation Coordinating Committee (DACC), whose function is also outlined in R-3411, reports directly to Chancellor's Cabinet (IV.A.5.10).

Other district governance groups include the District Academic Senate, which provides collegial consultation on academic and professional matters that affect all of the colleges district-wide; various Senate-led committees, including the District Curriculum Coordinating Committee (DCCC) and the District Equity and Student Success Committee (DESSC); and several non-Senate committees, including the Academic Calendar Committee, the District Budget Committee, the Educational Technology Committee, and the International Education Committee. (IV.A.5.11) The district also has formed workgroups and committees designed to respond to changes in the educational landscape, such as the AB 705 workgroup and the Los Rios Colleges Online Committee.

In recent years, various concerns have been raised regarding collegial consultation and effective participation between the Colleges and the District in participatory governance processes, particularly regarding online education, AB 705 implementation, and centralization efforts (IV.A.5.12.1, IV.A.5.12.2, IV.A.5.12.3, IV.A.5.12.4, IV.A.5.12.5, IV.A.5.12.6, IV.A.5.12.7, IV.A.5.12.8). In response to these concerns, the Chancellor, the Deputy Chancellor, and the District Academic Senate president have engaged in a series of efforts to try to improve these issues. These efforts have included a joint IBA session between the Chancellor, the Deputy Chancellor, the District Academic Senate president, and the college Academic Senate presidents; a brief training educating the Board of Trustees about board policies and regulations regarding collegial consultation and the 10+1, and a "Collegiality in Action" session led jointly by representatives from the Community College League of California (CCLC) and the Academic Senate for California Community Colleges (ASCCC) (IV.A.5.13.1, IV.A.5.13.2). Additionally, beginning in September 2020, reports from the District Academic Senate, the college Classified Academic Senates, and the college Student Senates are publicly posted with LRCCD Board meeting agendas and minutes (IV.A.5.14).

Analysis and Evaluation
College governance:

The College's governance process is intentionally structured to ensure that all constituency groups have a meaningful voice in decision-making. That said, results from the Communication and Governance Survey indicate that as of 2017, engagement in governance efforts has been on the decline, and dissatisfaction with communication and governance processes has increased.

Follow-up surveys indicate that the area most in need of attention is the college's standing committees. The President and Executive Council are currently working to address these concerns. Given that the College hired a new President in 2017, it is likely that college attitudes about communication and governance have changed and possibly improved, given the President's level of engagement and communication with stakeholders at the college. The College will be administering a Communication and Governance Survey in Fall 2021, and results will be available in Spring 2022.

District governance:

The District has responded in various ways to concerns about the effectiveness of participatory governance, particularly in collaboration with the District Academic Senate. Some improvements have been made, including better documentation of meetings between the Chancellor, Deputy Chancellor, and faculty leaders. However, as evidenced by meeting minutes of the Academic Senate and Classified Senate, as well as reports to the Board of Trustees, concerns still persist. The District is aware of these concerns and continues to create opportunities for dialogue.

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6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

Standard II.A.2 identifies LRCCD board policies and administrative regulations establishing SCC governance processes. These policies and regulations adhere to California Ed Code and Title 5 regulations regarding the role and purview of Academic Senates in participatory decision-making as well as the expectation of effective participation from student and classified governance groups. All formal decision-making processes are outlined in the College's Guide to Participatory Decision-Making (IV.A.6.1). Every decision-making group at the College, including standing committees, constituency-based governance groups, College Council, and Executive Council, posts agendas and minutes to BoardDocs. Additionally, all decisions made through the College's Campus Issues process, as well as decisions about College level Operational Memorandums, are posted on the College website (IV.A.6.2.1, IV.A.6.2.2).

Communication about decisions occurs through a variety of channels. Standing committees are expected to provide regular reports to the Executive Council, which are then shared with constituency groups. Members of standing committees are expected to report information back to their departments and divisions. These communication processes are outlined in the Guide to Participatory Decision-Making. Agendas and minutes for the Academic Senate, Classified Senate, and Senior Leadership are posted on BoardDocs and shared with constituency group members. E-mail communications include periodic College updates from the College President; area-specific information from the vice presidents and/or division deans; and communications that occur within divisions and departments. A weekly newsletter, Cityscape, goes out to College employees and students, with past issues archived on the College website (IV.A.6.3.1, IV.A.6.3.2).

In addition to the processes outlined in the Guide to Participatory Decision-Making, the College has identified a need for an improved communication planning process (IV.A.6.4.1, IV.A.6.4.2). The College has formed a Communications Team and is currently working with coaches from Achieving the Dream to address issues related to communication.

Analysis and Evaluation
Processes for decision-making are documented in the Guide to Participatory Decision-Making. Agendas, minutes, and supporting documentation for each governance group are posted on BoardDocs. Decisions are shared widely using a variety of communication mechanisms. With the support of coaching from Achieving the Dream, the College is in the process of developing and implementing a more functional communication plan.

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7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard
Documents outlining the College's decision-making structures and processes are reviewed and revised according to the chart below:

Document	Review cycle	Last review
Curriculum Handbook	Annual review, update as necessary	2016 (revisions currently in progress)
Faculty Handbook	Annual review, update as necessary	2016 (revisions currently in progress)
Guide to Participatory Decision-Making	Annual review, update as necessary	2016 (revisions currently in progress)
Planning Handbook	Annual review, update as necessary	2019
Research Handbook	Annual review, update as necessary	2018

Governance groups at the College, including constituency-based groups and standing committees, regularly review their charges, and make changes to improve effectiveness and better meet the changing needs of students and the College. For example, during the 2020-21 academic year, the Academic Senate engaged in an annual review of its constitution and bylaws and determined that both documents needed updating to clarify processes and embed an

intentional focus on equity. Changes were approved by a vote of the faculty at large in spring of 2021 (IV.A.7.1.1, IV.A.7.1.2, IV.A.7.1.3). Similarly, in 2020, the annual review of the Curriculum Committee charge and processes resulted in the creation of an equity sub-committee to address curricular issues through an equity lens. This action was communicated widely to the College community through division senator reports, and was formally approved by the Academic Senate (IV.A.7.2).

The College administers a survey every three years to assess the effectiveness of communication and governance processes (IV.A.7.3). Due to the pandemic and resulting campus closure, the survey was put on hold for the 2020 administration. Results from the last three survey administrations indicate that engagement in and effectiveness of decision-making processes has declined over time. Effectiveness of standing committees has been cited as a concern. To address these concerns, in 2019 the College President tasked a standing committee workgroup to develop a series of recommendations to the College Council. As part of these recommendations (IV.A.7.4), the workgroup developed "A Quick Guide to Standing Committees at SCC." The guide will help committee tri-chairs and committee members better understand their charge and the role of the committee within the larger context of the College, as well as providing tools and templates to assist in the work. (IV.A.7.5) Additionally, the Executive Council implemented a new process in which committee tri-chairs are invited by the Executive Council to report on their work, share information, and engage in goal-setting for the upcoming academic year (IV.A.7.6). The College will continue to assess committee effectiveness and make changes as necessary.

Analysis and Evaluation
SCC regularly evaluates the effectiveness of communication, governance processes, and decision-making. The College gathers feedback from members of the College community about communication and governance, and makes changes based on this information.

Conclusions on Standard IV.A. Decision Making Roles and Processes
The College recognizes that effective decision-making is rooted in collaboration, inclusiveness, and expertise based on roles and experience. The College utilizes a network of participatory governance groups, including the Academic Senate, Classified Senate, Senior Leadership Team, Student Senate, and standing committees that review various issues, provide feedback, and make recommendations to Executive Council. The College evaluates the effectiveness of communication and governance on a regular cycle, and uses that information to make improvements. College participatory governance connects with our District governance structures, which are defined in LRCCD Board Policies and Administrative Regulations. While there have been breakdowns in the consultative processes between the College and the District, both the College and the District have engaged in a number of improvement efforts. Clarifying the governance structures and processes at the District, aligning District governance committees more clearly with College standing committees, and creating a communication plan would help improve the effectiveness of College and District governance.

Improvement Plan(s)

Improvement plan:

College:

- Administer the Communication and Governance Survey more frequently (perhaps every 2 years).
- Continue to make changes to the standing committees structure and process, and formalize an evaluation plan.
- Continue to work with Achieving the Dream to develop a communication plan.
- Revise and update the Guide to Participatory Decision-Making, clarifying roles, functions, and responsibilities of each governance group.

District:

- Collaborate district-wide on developing a District Guide to Participatory Decision-Making, following LRCCD Board Policies and Administrative Regulations.
- Update LRCCD Board Policies and Administrative Regulations to include any new governance groups that have been created (e.g., Los Rios Colleges Online Coordinating Council)
- Administer a district-wide Communication and Governance Survey on a regular cycle, disaggregating results by constituency group.

Evidence List

IV.A.1

IV.A.1.1	A Guide To Participatory Decision-Making at Sacramento City College (Rev Oct 2016)
IV.A.1.2.1	SCC Academic Senate Minutes 10-16-18 (initial presentation re ATD)
IV.A.1.2.2	SCC Academic Senate Minutes 11-6-18 (second reading re ATD)
IV.A.1.2.3	SCC Academic Senate Minutes 11-13-18 (third reading and vote re ATD)
IV.A.1.3	City Ways, SCC employee-facing webpage
IV.A.1.4	Odessa College High-Impact Strategies Institute
IV.A.1.5	Spring 2020 Convocation - City Ways Research Results
IV.A.1.6	Caring Campus Identifies Ways to Engage Students Daily, SCC employee-facing webpage
IV.A.1.7	Makerspace, SCC public-facing webpage
IV.A.1.8.1	CCC Maker Grant, Sacramento City College Implementation Plan, Year One, 6-7-17 PROTECTED EXCEL FILE
IV.A.1.8.2	CCC Maker Grant, Sacramento City College Implementation Plan, Year Two, 6-9-17 PROTECTED EXCEL FILE
IV.A.1.9	Modern Making (Programs and Majors), SCC public-facing webpage

IV.A.2

IV.A.2.1.1	Participatory Governance, LRCCD Board Policy 3411
IV.A.2.1.2	Participatory Governance, LRCCD Administrative Regulation 3411
IV.A.2.2.1	Participatory Governance, Education Code References and Definitions, LRCCD Board Policy 3412
IV.A.2.2.2	Academic Senate and non-Senate Committees, LRCCD Administrative \

B.   Chief Executive Officer

1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard
LRCCD board policy P-4111 articulates the role of the president of a college in the Los Rios Community College District. (IV.B.1.1) The job announcement outlines specific responsibilities of the position (IV.B.1.2). In 2020, during the presidential job search at American River College, the job description of a Los Rios college president was updated to reflect current responsibilities.

The District is currently centralizing some functional areas to avoid duplication of efforts, better align activities across the district, and increase efficiency. When the current SCC President was hired in 2017, the SCC Public Information Officer and the Director of Philanthropy reported to the President. In 2020, the District centralized those two areas. The College Public Information Officer now reports to the Associate Vice Chancellor of Strategy and Communication, and the College Director of Philanthropy reports to the Associate Vice Chancellor of Resource Development (IV.B.1.3).

The current SCC president, Michael Gutierrez, joined Sacramento City College in July 2017. He has demonstrated a commitment to and understanding of his role in ensuring the quality of the institution. The Dean of Planning, Research, and Institutional Effectiveness, who also serves as the College Accreditation Liaison Officer (ALO), reports directly to the College president. This reporting structure enables the president to provide direct leadership and engage in collaboration regarding College planning and institutional effectiveness efforts. Additionally, the president serves as the chair of the College Council, which develops the College strategic plan; identifies institution-set standards; reviews and revises the College's mission, vision, and values; reviews College decision-making processes and structures; and recommends actions to improve communication and governance.

The president is actively involved in personnel selection at the College. The president considers feedback from hiring committees, conducts second-level interviews of candidates, and makes recommendations to the LRCCD Chancellor before selections are formally approved by the Board of Trustees. (IV.B.1.4.1, IV.B.1.4.2, IV.B.1.4.3) President Gutierrez has hired: two vice presidents; the Dean of Planning, Research, and Institutional Effectiveness; the Public Information Officer; one Associate Vice President of Instruction; and at least eight area deans. The ability to select and develop administrative personnel at various levels enables the College president to form a cohesive team. Additionally, President Gutierrez's commitment to equity in faculty hiring, coupled with changes to the Faculty Hiring Manual, have helped the College in its efforts to diversify full-time faculty hires (IV.B.1.5).

President Gutierrez has worked to build a strong culture of evidence at the College. A short data presentation is a standing agenda item at the President's Cabinet meetings, and the president's

direct reports analyze data throughout the year (IV.B.1.6). At the Fall 2020 Convocation, President Gutierrez communicated to the College his vision that all faculty should regularly review their disaggregated data and use it to address instructional equity gaps (IV.B.1.7). Under President Gutierrez's leadership and direction, and in response to recommendations from the College's Achieving the Dream coaches, the PRIE office created and implemented an annual Data Communication Plan, which clarifies how to share data, with whom to share it, and what actions should be taken in response to the data (IV.B.1.8.1, IV.B.1.8.2).

At Convocation events and in College communications, President Gutierrez articulates his vision for the College; demonstrates his commitment to student learning, success, and equity; and invites the College to make that vision a reality. For example, at the Spring 2019 convocation, President Gutierrez launched City Ways, a student engagement approach originally developed at Odessa College. City Ways was adapted for both faculty and classified professionals, and classified professionals have woven City Ways into their work with Caring Campus. The Senior Leadership Team is currently discussing how to implement City Ways and Caring Campus principles at the administrative level (IV.B.1.9).

Analysis and Evaluation
LRCCD board policies and administrative regulations grant the College President full responsibility for executing leadership at the College. President Gutierrez demonstrates effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. This achievement arises from a culture of connection and care at the College, resulting in a team of leaders who share the President's vision for the College while creating opportunities for members of the College community to connect, share perspectives and information, and engage in various activities at the College.

Since President Gutierrez joined SCC, organizational restructuring at the District level has included centralization of the Public Information and Philanthropy functions, resulting in increased collaboration among the College Presidents and the Chancellor, but with decreased autonomy at the College level. While this collaboration has created opportunities for the College, it has also resulted in some tensions as the Colleges and the District navigate the change.

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2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evidence of Meeting the Standard
The College president's direct reports include the Vice President of Instruction; the Vice President of Student Services; the Vice President of Administration; the Dean of Planning, Research, and Institutional Effectiveness; and the President's Executive Assistant. The Public Information Officer and Director of Philanthropy report directly to the District Office and have a dotted-line reporting structure with the College president (IV.B.2.1). The Staff Resource Center

is currently reviewing its vision, in the process of revisioning itself, thus until that structure is clarified and implemented, the Staff Resource Center Coordinator reports to the College President. The job descriptions of each of these positions grants authority to these personnel consistent with their responsibilities, and the College President effectively provides guidance to his direct reports anchoring their work in the College mission and strategic priorities, while also granting them authority and allowing them to exercise agency (IV.B.2.2.1, IV.B.2.2.2, IV.B.2.2.3, IV.B.2.2.4, IV.B.2.2.5).

Given the changing landscape of community colleges, the College President must be dynamic, flexible, and creative while organizing and staffing the College's administrative structure. The impact of retirements, resignations, budget fluctuations, staffing vacancies, and external factors such as the pandemic, have been significant. The SCC President has responded to these issues through the lens of opportunity and with an eye to the future. For example, when a longtime Associate Vice President retired in 2018, the College President took advantage of the opportunity to refashion that position into an AVP of Instruction and College Initiatives, overseeing guided pathways, FYE, and Achieving the Dream efforts (IV.B.2.3). When the Vice President of Student Services retired, the College President brought in an interim administrator with a track record for equity-minded leadership and innovation. This interim VPSS, with the support of the College President, identified a range of organizational issues within Student Services, and successfully led an effort to restructure Student Services using the Completion by Design framework (IV.B.2.4). More recently, due to a district-wide hiring freeze and pandemic-related budget cuts, the College President strategically identified administrative positions that are crucial and need to be filled versus those that can remain vacant for the time being (IV.B.2.5).

Analysis and Evaluation
The SCC President plans, oversees, and evaluates an administrative structure organized and staffed to reflect the College's purposes, size, and complexity. The College President delegates authority to administrators and others consistent with their responsibilities.

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3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:
- establishing a collegial process that sets values, goals, and priorities;
- ensuring the college sets institutional performance standards for student achievement;
- ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;
- ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;
- ensuring that the allocation of resources supports and improves learning and achievement; and
- establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

Evidence of Meeting the Standard

The SCC College Council is the center of strategic planning and institutional goal-setting at the College. The College President is the leader of the College Council. The College Council reviews the College's mission, vision, and values annually, and revises them as necessary. Other functions of this group include establishing College goals and institutional performance standards, reviewing outcomes data in relation to goals and standards, and making recommendations to improve the communication and governance process at the College (IV.B.3.1).

The College utilizes an integrated planning model, which relies heavily on a team-based approach in which the President's direct reports work in collaboration with the President and each other to ensure institutional effectiveness. The College Planning Handbook outlines the integrated planning model, the function of each planning structure, and specific planning and resource allocation processes at the College. These processes are described in more detail in Standard I.B.9 (IV.B.3.2). The College President; the Vice Presidents of Instruction, Student Services, and Administration; and the Dean of Planning, Research, and Institutional Effectiveness work closely to implement the annual planning, resource allocation, and outcomes evaluation process, as outlined in the table below:

Institutional Effectiveness area	Functional area (overseen by College President)	Documentation
Mission, vision, values	College Council	College website
Strategic priorities, college goals	College Council	Strategic Master Plan
Institution-set standards	College Council	College website ACCJC annual reports
Research and data	PRIE	Research Handbook PRIE Guiding Principles Data Communication Plan
Educational/resource planning	PRIE, VPI, VPSS	Planning Handbook
Resource allocation (based on base budget allocations from the District Office)	VPA	Budget Committee charge Budget Committee rubric SEAP rubric SEAP evaluations
Evaluation of planning processes	College Council, President's Cabinet	Planning Handbook Year-end review

The role of the College President, as chair of the College Council and direct supervisor of the Vice Presidents and the PRIE dean, is intentionally designed to be at the helm of all institutional improvement efforts at the College.

The College President is also involved in District planning and improvement efforts, and communicates information about those efforts back to the College. The President sits on the Chancellor's Cabinet, attends Board of Trustees meetings, and meets regularly with the Chancellor and the other college presidents at the Chancellor's Executive Council. In 2016, when the District developed its most recent strategic plan and district-wide goals, the college presidents actively participated in the planning process, and the priorities established in the district strategic plan informed the direction of the respective college strategic plans.

Analysis and Evaluation
As the leader of SCC, the College President guides the campus toward excellence and ongoing institutional improvement by establishing goals and priorities, setting standards for student achievement, and supporting evaluation and planning based on high quality research and analysis. Efforts to achieve the goals and mission of the College are supported by careful planning and allocation of resources.

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4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Evidence of Meeting the Standard
The College President's role in accreditation is not formally codified in LRCCD board policies or administrative regulations, nor is it listed as one of the typical duties or additional responsibilities in the College President job description (IV.B.4.1). However, the College President has a clear understanding of his leadership role in accreditation activities. The College President certifies all reports and directory information submitted to the Commission (IV.B.4.2). The President also receives notification regarding substantive change inquiries and the results of those inquiries (IV.B.4.3). The President attends Accreditation Steering Committee meetings as needed and attends all meetings and trainings with the College ACCJC liaison.

The College President provides updates to the College about the accreditation process as necessary (IV.B.4.4). Regular updates about accreditation are provided by the ALO to the President and to the College Council (IV.B.4.5). The President and the ALO work closely together to ensure accuracy and integrity in all accreditation reports and activities.

The College Accreditation Steering Committee is responsible for coordinating the completion of the midterm accreditation report, as well as the Institutional Self-Evaluation Report (ISER) and the Quality Focus Essay (QFE). The committee is led by an administrative tri-chair, a classified

tri-chair, and a faculty tri-chair. The ALO also sits on the Accreditation Steering Committee. The committee oversees the activities of four writing teams, also led by tri-chairs from each constituency group (IV.B.4.6.1, IV.B.4.6.2, IV.B.4.6.3, IV.B.4.6.4). All formal reports are approved by the College's constituency groups before they are submitted to the Commission.

The ALO and the Office of Planning, Research, and Institutional Effectiveness, under the direction of the College President, handle regular reporting and correspondence with the Commission. This includes completion and submission of annual reports, submission of new programs, and responses to special requests such as the DE Program Transitions report required as a result of the pandemic.

Analysis and Evaluation
Through a variety of mechanisms, the College President uses his leadership to ensure that the College meets eligibility requirements, accreditation standards, and Commission policies. The Office of Planning, Research, and Institutional Effectiveness, under the direction of the College President, completes and/or coordinates all accreditation-related activities at the College. Members of the College community from all constituency groups participate in accreditation processes. There is no formal policy or regulation codifying the President's role in accreditation, nor has this role been formally articulated in past or current president job descriptions. In the future, it is recommended that the College and District identify and establish clear and formal guidelines for the President's role in accreditation activities and processes.

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5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard
The College is governed by a combination of LRCCD board policies and administrative regulations, the College mission, and College Operational Memoranda. LRCCD board policies and administrative regulations ensure that the colleges in the District comply with federal and state laws and regulations. LRCCD board policy grants authority to the College President to implement District policies and regulations at the College level without interference (IV.B.5.1). The College President is a member of the Chancellor's Cabinet, which is a district governance body composed of the Chancellor, the Deputy Chancellor, the four college presidents, the constituency group leads from all four colleges, and the union presidents. The Chancellor's Cabinet engages in regular review and revision of LRCCD board policies and administrative regulations. This group also drafts new policies and regulations as needed (IV.B.5.2.1, IV.B.5.2.2).

The President's Cabinet, which consists of the College President's direct reports, holds formal meetings twice a month, with informal check-in meetings in alternating weeks. The President meets weekly with the vice presidents, and meets one-on-one with each of his direct reports at least once a month. The President meets with the College Title IX officer multiple times per month to review College and District policies and procedures, changes to federal regulations

regarding discrimination, and related complaints. The College President shares information about board-approved policy and regulation changes with the executive team, the Executive Council, and the entire campus community via email, office hours, newsletters, and President's Updates. College Operational Memoranda are reviewed by the Executive Council and by any other committees, task forces, or groups deemed appropriate by the President (IV.B.5.3).

In accordance with board policy, the College President assures effective control of College level budget expenditures. In response to allocation recommendations made by the Budget Committee, the President releases a College-wide budget memo at the beginning of each fiscal year indicating approval, modification, or rejection of those recommendations. The decisions outlined in the budget memo are made in consultation with the Vice President of Administration, reviewed by the President's Cabinet, and are in accordance with the College mission, strategic priorities, and District policies and regulations (IV.B.5.4.1, IV.B.5.4.2).

The College President also reviews and approves College level allocation recommendations involving categorical funds, including Student Equity and Achievement and Strong Workforce funds. The President signs all contracts for the College, including grant applications and grant sub-awards (IV.B.5.5).

Analysis and Evaluation
The College has developed and implemented practices that support the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

6. The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard
In order to fulfill the College's mission of open access to the Sacramento community, particularly to historically marginalized populations, the College President engages with the local community in a variety of ways. President Gutierrez attends political events, briefings, and advocacy events, including an executive briefing at Apple headquarters sponsored by the Hispanic Association of Colleges and Universities (HACU) (IV.B.6.1), a legislative briefing focusing on basic skills and acceleration (IV.B.6.2), and events at the Mexican Consulate, a recruitment partner of the College (IV.B.6.3). The President attends receptions, awards ceremonies, and celebrations sponsored by organizations such as Phi Theta Kappa (IV.B.6.4), the UC Davis Wheelhouse Center (IV.B.6.5), and the Greater Sacramento Urban League (IV.B.6.6)

As a way to build community relations with the city of West Sacramento, particularly in tandem with the launch of their College Promise program, President Gutierrez has participated in various community-building events and activities in West Sacramento and in Yolo County, including

serving as Principal for a Day at Washington Unified School District (IV.B.6.7), Kinders Go 2 College at the West Sacramento Center (IV.B.6.8), and visiting the Yolo Food Bank (IV.B.6.9).

The President has hosted numerous visits and college tours with local political figures, including California Community Colleges Chancellor Eloy Ortiz Oakley (IV.B.6.10), California Assemblymember Kevin McCarty (IV.B.6.11), Sacramento City Councilmember Jay Schenirer (IV.B.6.12), U.S. Representative Doris Matsui (IV.B.6.13), and the Mayor of Sacramento, Darrell Steinberg (IV.B.6.14). The College regularly hosts candidate events for local, state, and national elections, the most prominent of which was an event for Democratic presidential candidate Hillary Clinton (IV.B.6.15).

Many community events are hosted by the College President and the College. Examples include the annual Martin Luther King march, which starts at Sacramento City College (IV.B.6.16), and the unveiling of a bust of Mexican revolutionary Emiliano Zapata, which was gifted to the college by his family (IV.B.6.17). Sacramento City College celebrated its 100th anniversary in 2016, and the College recognized this milestone through a series of events, including a community-wide open house (IV.B.6.18), a classic car show (IV.B.6.19), a "Sac City Talks" event modeled after the popular TEDx Talks (IV.B.6.20), and culminating in the Centennial Gala and live auction (IV.B.6.21).

Press releases and other media communications regarding the college are handled collaboratively between the Los Rios Community College District Public Information Office and the College President (IV.B.6.22.1, IV.B.6.22.2). President Gutierrez engages with the local community through various media outlets, including a California Groundbreakers Q&A podcast (IV.B.6.23).

At the college, the College President attends and participates in a variety of events that are open to the public. These include groundbreaking ceremonies (IV.B.6.24), fundraising events for the Solomon Gallery (IV.B.6.25), affinity group graduation ceremonies (IV.B.6.26.1, IV.B.26.2, IV.B.26.3, IV.B.26.4, IV.B.26.5), and both formal in-person and pandemic drive-through Commencement ceremonies (IV.B.6.27).

To help the College develop and implement structural changes such as Guided Pathways more effectively, the College President has created opportunities for cross-functional teams to visit model community colleges to learn best practices and approaches. Led by President Gutierrez and former interim President Michael Poindexter, teams of faculty, classified professionals, and administrators have visited the Alamo Colleges, Austin Community College, Harper College, Odessa College, and Pasadena City College. These visits have helped build relationships with a network of colleges that are further along in their journey to implement Guided Pathways.

President Gutierrez is involved in numerous higher education organizations as a member, a partner, or as a member of the Board of Directors. He is a graduate of the 2019 Community College League of California (CCLC) Leadership Academy (IV.B.6.28); an alumnus of the Aspen Presidential Fellowship Program (IV.B.6.29); a participant in the Institute for Evidence-Based Change "Caring Campus" initiative (IV.B.6.30); a member of the Executive Strategy Committee for The 1300 Campaign, a local effort designed to increase the number of young men of color who graduate from CSU Sacramento or UC Davis (IV.B.6.31); a member of the Board of Directors of the National Community College Hispanic Council (NCCHC) (IV.B.6.32); and an elected member of the board of the American Association of Community Colleges (AACC) (IV.B.6.33).

Analysis and Evaluation:
The College President engages with the community in a variety of ways. The President makes himself visible at the college and in the community, and is highly engaged with local organizations as well as state and national higher education advocacy groups.

Conclusions on Standard IV.B. CEO
LRCCD Board Policies and Administrative Regulations, in conjunction with the College President job description, establish the President as the primary leader of the institution. The President exercises leadership in strategic planning, budgeting, building and mentoring a leadership team, selecting quality instructional, student services, and support personnel, and assessing the effectiveness of the institution. The President leads the College through the lens of our mission, vision, and values, ensuring that the College is in compliance with District, state, national, and accreditation regulations and standards. The President makes decisions using a data-driven yet humanistic approach to leadership. The President engages regularly with individual community members, larger community groups and organizations, and statewide and national higher education organizations.

Improvement Plan(s)
None.

Evidence List

IV.B.1
IV.B.1.1   Roles of Chancellor, Board of Trustees and College Presidents, LRCCD Board Policy 4111
IV.B.1.2   Job Announcement for SCC President, 2017
IV.B.1.3   Table of Organization, LRCCD District Office, as of 11-18-20
IV.B.1.4.1   LRCCD Faculty Hiring Manual, 3-20-19
IV.B.1.4.2   Hiring Regular Classified Employees, LRCCD employee-facing webpage
IV.B.1.4.3   LRCCD Hiring Practices Administrative Guide
IV.B.1.5   Faculty Employee Count, CCCCO DataMart
IV.B.1.6   President's Cabinet Agenda, 3-16-21
IV.B.1.7   Fall 2020 Convocation Presentation Slides
IV.B.1.8.1   SCC Data Communication Plan, 2020-2021
IV.B.1.8.2   Achieving the Dream Coach Recommendations, Fall 2019
IV.B.1.9   SCC Senior Leadership Team Minutes, 2-10-21

IV.B.2
IV.B.2.1   SCC Organizational Chart
IV.B.2.2.1   Job Description, Vice President of Instruction
IV.B.2.2.2   Job Description, Vice President of Student Services
IV.B.2.2.3   Job Description, Vice President of Administration
IV.B.2.2.4   Job Description, Dean, Planning, Research, and Institutional Effectiveness
IV.B.2.2.5   Job Description, President's Executive Assistant
IV.B.2.3   Job Description, Associate Vice President of Instruction and College Initiatives
IV.B.2.4   Student Services Organizational Chart

C. Governing Board

1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

Evidence of Meeting the Standard
The Board is charged with active involvement in overseeing the educational quality and financial health of the organization by formulating and adopting District policies that ensure the effectiveness of the institution and its learning programs. These responsibilities and the method by which the Board of Trustees enacts its leadership are indicated in LRCCD Policy 3112 (IV.C.1.1).

The Board of Trustees of the LRCCD exercises the legal authority for its governance and operation pursuant to California Education Code 70902 (IV.C.1.2) and Title 5 of the California Code of Regulations § 51002 (IV.C.1.3). Board Policy P-3111 provides the Board with the authority for setting policies (IV.C.1.4). Board Policy P-4111 (IV.C.1.5) provides the College chief executive officer the authority for the effective operation for the institution. The District and its four Colleges maintain records that define and document formal policies and regulations, which in turn define and document responsibilities and processes for the effective operation of the District and the Colleges.

As outlined in Board Policy 3112 (IV.C.1.6), the board is responsible for guiding the colleges by establishing and upholding policies related to the overall philosophy of the District, academics, personnel, finance, student policies, and selection of the chief administrator. District policies are reviewed and updated on a cyclical basis by the board (IV.C.1.7). The board regularly participates in study sessions, board training sessions offered through its statewide association, and state and national sessions of interest to the District and the colleges (IV.C.1.8). New board members receive an orientation and specific training (IV.C.1.9).

Analysis and Evaluation
The Board of Trustees reviews and approves policy and regulation changes brought forward by constituency groups through the participatory governance process. While policy changes are approved by the board, changes to regulations are done through the Chancellor's Cabinet. Both processes work well because a number of constituency groups, committees, and councils review and provide input for recommended changes. Policy change recommendations go to the Chancellor's Cabinet only after other groups review and comment (VPIS, VPSS, students, and appropriate District-wide committees.) The District's General Counsel facilitates the process throughout (IV.C.1.10).

2.The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard
The District expects Board members to represent the interests of their individual service areas and "to be sensitive to the hopes and ambitions of the community, and be able to respond readily to community needs." At the same time, Board Policy P-3113 (IV.C.2.1) "Attributes and Conduct" emphasizes that the Board should act as a whole once decisions are made: "It is therefore incumbent on each Trustee to exhibit equal interest, loyalty, and concern for all Los Rios colleges and facilities, and not just for the college situated in the Trustee's area of residence."

As evidenced by its agendas and minutes documents, the Los Rios Board of Trustees acts as a whole and in accordance with the policies and bylaws (IV.C.2.2). Further, the board amends

policies and regulations to address changes in the District's operations, changes in law, and changes in the needs of students (IV.C.2.3).

Analysis and Evaluation
The Board adheres to LRCCD Policy 3113 to ensure that, when decisions are made, the Board acts as a whole. The Board's work fulfills the District's vision, mission, and values statements as well as the District's strategic plan.

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3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Evidence of Meeting the Standard
As described in LRCCD Policies 4111 (IV.C.3.1) and P-9142 (IV.C.3.2), the Board of Trustees is responsible for the recruitment, employment, and evaluation of the District Chancellor. The board establishes the qualifications for the position and the timeline for the search. The current Chancellor began his tenure with the District on February 1, 2013.

Each year the Board, in concert with the Chancellor, develops its goals for the coming year and prepares a report on the accomplishments of the previous year (IV.C.3.3). The Board reviews the performance of the chancellor annually in October, including a formal evaluation with input from various constituent groups (IV.C.3.4). The Chancellor and Board annually review the performance of the District's Executive Staff including the College presidents, District deputy chancellor, and vice chancellors (IV.C.3.5). The Board also participates in the review of final candidates for these high-level positions and has the ultimate decision regarding the hiring of these candidates (IV.C.3.6).

Analysis and Evaluation
LRCCD follows a clearly defined process for selecting and evaluating the Chancellor. This process works effectively to ensure the Chancellor's goals are aligned with the Board's goals and the Strategic Plan. In concert with the Chancellor, the Board of Trustees develops annual goals and prepares a report on the accomplishments of the previous year (IV.C.3.7).

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4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

Evidence of Meeting the Standard

As an independent body, the LRCCD Board acts on behalf of the District and in the best interest of our community (IV.C.4.1). Los Rios Community College District Board Policies and Regulations describe governing board expectations for quality, integrity and improvement of student learning programs and services (IV.C.4.2). Board policy P-3112 "Supervision and Control" describes trustee responsibilities and how the board exercises its leadership (IV.C.4.3).

Analysis and Evaluation
The board effectively communicates its expectations for quality, integrity, and improvement of student learning programs and services at monthly board meetings. The Board periodically receives reports regarding student success and, by way of these reports, is informed of the institution-set standards and analysis of results for improvement of student achievement and learning (IV.C.4.4).

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5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Evidence of Meeting the Standard
The Board of Trustees formulates policies and oversees creation of regulations, institutional goals and strategies, and other formal statements regarding student learning programs and services and the resources necessary to support them (IV.C.5.1). The Board's work fulfills the District's vision, mission, and values statements as well as the District's strategic plan, both of which are reviewed on a regular cycle (IV.C.5.2). At its regular monthly board meetings, the Board expresses its expectations for quality, integrity, and improvement of student learning programs and services (IV.C.5.3). The Board of Trustees periodically receives reports regarding student success, and, through these reports, the Board remains aware of the institution-set standards and analysis of results for improvement of student achievement and learning (IV.C.5.4). In 2020, the governing board adopted districtwide, measurable equity targets for course success and the completion of transfer-level math and English among other targets (IV.C.5.5).

Analysis and Evaluation
The Los Rios Board of Trustees supports through policies and goals institutional integrity, quality, and the improvement of student learning programs and services. The governing board is an integral part of improving institutional effectiveness.

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6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard

LRCCD Policies 3111 (IV.C.6.1), 3112 (IV.C.6.2), 3113 (IV.C.6.3) 3114 (IV.C.6.4), 8321 (IV.C.6.5), 8323 (IV.C.6.6), and 8611 (IV.C.6.7) specify the Board of Trustees' size, duties, responsibilities, and procedures. The board reflects the public interest by developing policy, providing oversight for the District, and setting its strategic direction (IV.C.6.8). Board members are accountable for the educational quality and financial health of the Organization (IV.C.6.9). The Board of Trustees' Statement of Legislative Principles (IV.C.6.10) policies and regulations, and related information is published on the LRCCD website and is easily accessible from the main page (IV.C.6.11).

Analysis and Evaluation

Board policies and regulations pertaining to board duties, structure, and responsibilities are regularly reviewed and updated as necessary. The information is easy to access and understand.

7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

Evidence of Meeting the Standard

The Board of Trustees supports collegiality and promotes the improvement of student learning programs and services (IV.C.7.1). Board policies regarding the board's size, duties, responsibilities, structure, and operating procedures are published and publicly accessible (IV.C.7.2). As indicated on the District's Board of Trustees' webpage, policies and regulations are periodically updated to clarify or to change procedures and to stay in compliance with new or revised California and federal law (IV.C.7.3). The District reviews its policies and regulations regularly to ensure they are appropriately updated (IV.C.7.4).

Further, policies and regulations are created and amended to address changes in the District's operation, law, and the needs of students (IV.C.7.5). In LRCCD Policy 3112 (IV.C.7.6), the LRCCD Board of Trustees self-evaluation processes are clearly defined. The policy states, "The Board of Trustees will review achievements related to goals annually and progress towards those goals at midyear." Typically, the LRCCD Board of Trustees initiates its annual self-evaluation process during its fall retreat (IV.C.7.7), and completes it during the following spring retreat (IV.C.7.8).

Analysis and Evaluation

Board agendas and minutes demonstrate that the LRCCD Board of Trustees acts in accordance with its own policies and bylaws. The Policy and Regulation Vetting Process described on the Board of Trustees webpage demonstrates that the board regularly assesses its regulations and policies for their effectiveness in fulling the district's mission (IV.C.7.9).

8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard

The Board is charged with active involvement in overseeing the educational quality and financial health of the organization by periodically reviewing curriculum changes and financial information and by formulating and adopting District policies that ensure the effectiveness of the institution and its learning programs. These responsibilities and the method by which the Board of Trustees enacts its leadership are indicated in LRCCD Policy 3112; responsibility is delineated in four (4) areas: Leadership, Adoption of Policies, Evaluation, and Maintaining Relationships (IV.C.8.1). The Board regularly reviews disaggregated key indicators of student learning and achievement and institutional plans for improving academic quality (IV.C.8.2).The study and evaluation of reports concerning the execution of policies constitutes the basic method by which the Board of Trustees exercises its control over the operation of the District.

Analysis and Evaluation

At the October 2020 LRCCD Board Retreat, key indicators of student success from each of the four colleges were disaggregated and presented (IV.C.8.3). This presentation prompted the collaborative development of the Los Rios Board of Trustees Supporting Transformational Change Action Plan (IV.C.8.4). This 13-point action plan, developed in collaboration with the colleges' presidents, aligned Los Rios values with actionable goals for improving student achievement and academic quality.

9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard

Prior to election to the Los Rios Board of Trustees, candidates are oriented to the LRCCD through briefings and question-and-answer opportunities with the Chancellor, Vice Chancellors, Associate Vice Chancellors, General Counsel, and College Presidents (IV.C.9.1). Once elected, new board members meet with District officials and with the college presidents, often taking tours of the campuses. In addition, new members, including the student trustee, are provided a local orientation that includes an introduction to the policies and procedures of the District (IV.C.9.2). Each January, the California Community College Trustees organization provides orientation for trustees (IV.C.9.3). New trustees are also encouraged to go to the Community

College Trustees orientation as well as the American Association of Community Colleges orientation (IV.C.9.4). The expected attributes of and guidelines for the conduct of board members are clearly laid out in LRCCD Policy 3113, which also indicates that trustees must possess the willingness to devote time to the business of the board (IV.C.9.5). Board members are elected to 4-year terms of office on a staggered basis to promote continuity. Trustees for areas one, two and six were elected in 1990 and every four (4) years thereafter. Trustees for areas three, four, five and seven were elected in 1992 and every four (4) years thereafter (IV.C.9.6).

Analysis and Evaluation
The governing board effectively meets the requirements for board development, orientation, staggered terms, and continuity of board membership.

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10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard
In LRCCD Policy 3112, the LRCCD Board of Trustees self-evaluation processes are clearly defined. The policy states, under "Evaluation, 2.3.4.2: The Board of Trustees will review achievements related to goals annually and progress towards those goals at midyear; and in 2.3.4.3: The Board of Trustees will informally discuss their performance as a Board annually." (IV.C.10.1) Typically, the LRCCD Board of Trustees initiates its annual self-evaluation process during its fall retreat, and completes it during the following spring retreat. In following this process, the Board completed the Self-Evaluation instrument at its October 2020 retreat(IV.C.10.2). The results were then tabulated, reviewed, and discussed at the March 2021 retreat (IV.C.10.3).

Analysis and Evaluation
The Board's self-evaluation process is clearly defined in Policy 3112. The process is implemented and the results published on a regular annual cycle.

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11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the

impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

Evidence of Meeting the Standard

The Board of Trustees' "Statement of Ethics" is clearly described in LRCCD Policy 3114 which provides an overall statement of ethics and describes 12 elements that each member of the Board adheres to in performing the duties of the office (IV.C.11.1). Additional ethics-related policies can be found in LRCCD Policy 8631: Conflict of Interest Rules (IV.C.11.2) and 8611: Conflict of Interest Code (IV.C.11.3) which requires designated positions to file statements of economic interest with the District Office of General Counsel and make them publicly available. It also requires the Board members to recuse themselves from participating in issues whenever they have a conflict of interest. In addition, as the Board of Trustees of four California Community Colleges, the LRCCD Board of Trustees is also bound by relevant sections of the California Government Code and the California Code of Regulations, which further describe elements of ethical conduct in government in Government Code Section 83116 (IV.C.11.4) and stipulate the prescribed sanctions when standards of conduct are violated.

Analysis and Evaluation

The Board's "Statement of Ethics" cited in Policy 3114 provides the expectations for the members of the Board of Trustees. For example, "make decisions in the best interest of students and the District," "devote adequate time and effort to Board responsibilities," and "avoid conflicts of interest." This Statement of Ethics ensures a clearly defined code of ethics for the Board. To date, no board member ethics violations have occurred.

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12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Evidence of Meeting the Standard

As described in LRCCD Policies 4111 (IV.C.12.1) and 9142 (IV.C.12.2), the Board is responsible for the recruitment, selection and evaluation of the District Chancellor. The Board establishes the qualifications for the position and timeline for the search in accordance with state regulations. The Board of Trustees entrusts the Chancellor with the full responsibility for the implementation and administration of Board policies, as asserted in the following statement from LRCCD Policy 3112 (IV.C.12.3): "The Board of Trustees shall delegate to the Chancellor the function of specifying required actions and designing the detailed arrangements under which the District shall operate." The Chancellor serves as the chief executive officer for Los Rios Community College District Board of Trustees and the administration of the District in all its aspects shall be delegated to the Chancellor who shall carry out the administrative

responsibilities and functions in accordance with the policies adopted by the Board of Trustees (IV.C.12.4). The Board of Trustees also delegates to the Chancellor the execution of all decisions made by the Board of Trustees concerning the internal operation of the District." (IV.C.12.5). In addition, the Board of Trustees appoints the College Presidents, Vice Chancellors and Associate Vice Chancellors upon recommendation by the Chancellor.

The Board evaluates the Chancellor annually to provide accountability toward achievement of set goals (IV.C.12.6). The process involves discussions of the Chancellor's performance related to the joint Board of Trustees and Chancellor Desired Outcomes at retreats held in October (IV.C.12.7) and March (IV.C.12.8). The Board conducts the formal evaluation of the Chancellor in closed session at its regular business meeting in late October (IV.C.12.9). Similarly, the Chancellor and Board conduct an annual review of the college president's performance (IV.C.12.10) on achievement of set goals and outcomes to ensure accountability (IV.C.12.11).

Analysis and Evaluation

The Board has responsibility for the selection and evaluation of the Chancellor, who in turn is given the responsibility to govern the District and to implement Board policies. In addition, the Board selects and evaluates its Presidents in accordance with Board policy.

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13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

The Board is apprised of all accreditation requirements, standards, policies, processes and the college's accreditation status (IV.C.13.1). Through an annual review of the College's progress toward set goals and outcomes (IV.C.13.2.), the Board can act enact policies and initiatives that will support the college's efforts (IV.C.13.3). The Board reviewed and approved the College's accreditation follow-up report (IV.C.13.4), meeting submission deadlines (IV.C.13.5) with the resulting full reaffirmation of accreditation by the Commission (IV.C.13.6).

Analysis and Evaluation

The Board is knowledgeable about Accreditation Standards, Eligibility Requirements, accreditation processes and policies and supports the College's efforts to maintain full accreditation status. The Board works collaboratively with the College to enact policies and initiatives to support equitable outcomes for all students.

Conclusions on Standard IV.C. Governing Board

The LRCCD Board supports academic quality, integrity and effectiveness of student learning programs and services through policy development and fiscal stability. Policies are consistent with the college/district/system mission and are published to the public. Board members adhere to LRCCD policies and act as a collective entity to support implementation of group decisions. The Board regularly reviews policies and revised them as necessary. In exercising its authority, the Board ensures policy development reflects public and student interests in educational quality. Board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

LRCCD policies include a process for evaluation for the Board and selection and evaluation of the Chancellor and College CEO. The Board delegates full responsibility and authority to the Chancellor to implement and administer board policies without board interference and holds themselves and the Chancellor accountable for promoting and sustaining academic quality and institutional effectiveness in operation of the District. The Board maintains effectiveness and continuity through new board member trainings and staggered terms of office. The governing board regularly evaluates its practices and performance, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

The governing board upholds and adheres to a code of ethics and the District conflict of interest policy which contain consequences for violating these policies. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

The board participates in evaluation of governing board roles and functions in the accreditation process. The governing board is informed about accreditation processes and standards and supports the College's efforts to retain fully accredited status.

Improvement Plan(s)
None.

Evidence List

IV.C.1
IV.C.1.1	LRCCD Board Policy P-3112
IV.C.1.2	California Education Code 70902
IV.C.1.3	California Code of Regulations §51002
IV.C.1.4	LRCCD Board Policy P-3111
IV.C.1.5	LRCCD Board Policy P-4111
IV.C.1.6	LRCCD Board Policy P-3112
IV.C.1.7	LRCCD Board of Trustees Agenda 12/16/2020, p. 8
IV.C.1.8	LRCCD Board of Trustees Minutes 02/10/2021, Item 6
IV.C.1.9	LRCCD Board Policy P-3113
IV.C.1.10	LRCCD Board of Trustees Minutes 12/18/2019, p. 35

IV.C.2
IV.C.2.1	LRCCD Board Policy P-3113

D. Multi-College Districts or Systems

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1. In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.

Evidence of Meeting the Standard
The District works closely with the colleges to set expectations of educational excellence and integrity through establishing aligned metrics and shared student success and equity targets (IV.D.1.1). With student success and equity as the foundation for decision-making, the District and colleges work together to promote equity and student success. Regular meetings of the four colleges' constituency leadership groups ensures the District and colleges identify together the support needed for the effective operation of the colleges (IV.D.1.2).

Expectations and information are shared at weekly Chancellor's Staff meetings attended by the college presidents, the Chancellor, Vice Chancellors, Associate Vice Chancellors, and legal counsel (IV.D.1.3). Weekly meetings of the Vice Presidents with the Deputy Chancellor and relevant Associate Vice Chancellors also ensure that College needs are communicated to the District, and District interests are discussed with the colleges (IV.D.1.4). The Chancellor's Cabinet, which meets at least monthly, includes faculty and classified leadership, LRCFT leadership, college presidents, and student leaders, who discuss a wide range of issues relevant to the District and colleges (IV.D.1.5). During the emergency closure due to COVID-19, the Chancellor's Cabinet often met more frequently to ensure the District and colleges were in constant communication and that all constituent groups were supported in the critical work they were doing to serve students (IV.D.1.6).

District-wide committees regularly meet to address curriculum and program placement, development of new job descriptions, workforce needs, research agendas, IT needs, and business practices (IV.D.1.7.1, IV.D.1.7.2, IV.D.1.7.3). The authority and roles for participatory governance and committees are clearly outlined in Regulations 3411(IV.D.1.8) and 3412 (IV.D.1.9). Los Rios has an active District Academic Senate (IV.D.1.10). The District Senate President attends and presents at Board of Trustee meetings (IV.D.1.11) and meets with the Chancellor and Deputy Chancellor weekly and the Academic Senate Presidents from all four colleges each month (IV.D.1.12).

The District's strategic goals and objectives provide the basis for the college presidents', vice presidents', and deans' annual goals (IV.D.1.13). In this way, the College goals operationalize the District's to ensure there is progress towards achieving them.

Analysis and Evaluation
The Colleges and District work together using an interest-based approach. Roles, authority, and responsibilities of decision-making groups are codified in Board Policies and Administrative Regulations. Creating a district governance guide, as suggested as part of improvement efforts in Standard IV.A, could help bring those roles and responsibilities together into one document, and contextualize those responsibilities within our participatory decision-making framework.

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2. The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.

Evidence of Meeting the Standard
The extensive array of meetings that take place among the participatory governance committees and other affiliated groups serve to assure that there is clear delineation and communication about the operational responsibilities and functions in the District. Participatory governance structures and processes have found continued support in District level committees, including Education Technology (IV.D.2.1), Equity and Student Success (IV.D.2.2), Budget (IV.D.2.3), and Curriculum (IV.D.2.4), while the District Academic Senate and the Senate-Union Joint Issues Committee remain the principal organizations for overseeing academic policy making and shared oversight of academic employee contract issues.

The District Function Map illustrates how the District currently allocates responsibility for the many operational functions of the District (IV.D.2.5). Using the accreditation standards as a structural frame, the original District map was created in 2002 and revised in 2007, 2014, 2020. The 2020 revisions were made following review and recommendations from the District Accreditation Coordinating Committee which includes broad representation from across the district, including the ALOs from each college (IV.D.2.6). The document indicates whether a college, or the District, has primary, secondary, or shared responsibility for a defined operational function. Nevertheless, the District lines of responsibility remain flexible enough to shift following participatory governance review of changing circumstances and needs (IV.D.2.7).

Appropriate authority for issues affecting all four colleges, such as resource allocations, begins at the District level using established formulas (IV.D.2.8). The College may, when it deems necessary, work with the District to solicit more resources in order to enhance growth or to

implement new programs (IV.D.2.9). Requests for additional resources trigger discussions between the College and the District about urgency, use of existing College funds to support initiatives, and alternative means for addressing an interest, such as a partnership with a community agency (IV.D.2.10).

Analysis and Evaluation
The College has established practices and processes that align with those of the District. While delineation of functions between the College and District are outlined by the District in policies, regulations, and in the District Function Map, the function map is not a document that is easily accessible nor visibly integrated into our College operational processes. Recent centralization and reorganization efforts at the District level have resulted in changes to District and College functions, necessitating a more frequent review and potential revision of the District Function Map. Adding the District Function Map to our College governance guide (and a District governance guide if one is developed), developing guidelines for modifying these functional responsibilities, and creating a more frequent review cycle for this document would likely increase the visibility, usage, and effectiveness of this document.

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3. The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.

Evidence of Meeting the Standard
The LRCCD practices conservative financial management (IV.D.3.1). This results in stability and consistency in District operations. The Board of Trustees oversees the distribution of finances through approval of purchase orders, warrants, checks and wires (IV.D.3.2). Likewise, the board ratifies grants and contracts, renewed contracts, and bid transactions (IV.D.3.3).

The District Budget Committee ensures broad-based constituency input into fiscal policies (IV.D.3.4). As a result, the District has an equitable and fair process for distribution of financial resources. This process is described in the LRCCD 2020-2021 Adopted Budget (IV.D.3.5). It is important to note that the District's "bucket" formula assists in ensuring a fair distribution of resources (IV.D.3.6). Allocation of funds is determined through the consideration of factors including enrollment, weekly student contact hours, and assignable square footage at the colleges (IV.D.3.7).

The District budget conforms to a uniform fund structure and other revenue, expenditure, and accounting procedures as prescribed by the Budget and Accounting Manual issued by the State Chancellor's Office of the California Community Colleges and Ed Code section 70901 (IV.D.3.8). Each year, the District develops a Budget Calendar specifying the timeframe for planning and compiling the various portions of the budget (IV.D.3.9). The Board of Trustees formally adopts the tentative budget, based on estimated funding levels, prior to the new fiscal year (IV.D.3.10). A public hearing precedes final adoption of the budget before the date specified by the Ed Code (IV.D.3.11). In addition, the District establishes and maintains a budgetary general fund wherein reside all District monies not earmarked for other specified

purposes (IV.D.3.12). Investing District funds, setting up of purchasing contracts and bidding procedures, and funding of special activities throughout the District is regulated by statute and District policy (IV.D.3.13).The various District budgetary Policies P-8152 (IV.D.3.14), P-8252 (IV.D.3.15), P-8315 (IV.D.3.16), P-8321 (IV.D.3.17), P-8323 (IV.D.3.18) further delineate processes and responsibilities for the District and the College fiscal structures.

Faculty staffing decisions consider criteria described in the Los Rios Community College District Guidelines for Authorizing New and Replacement Faculty Positions (IV.D.3.19). Colleges and participants in the District position allocation process use this document to determine their local priorities. While the state's full-time/part-time faculty ratio requirement is not an accreditation standard-related measurement or metric, the District does use the ratio to meet its interest in achieving reasonably equitable full-time/part-time faculty ratios across all LRCCD colleges. Productivity/access goals are also District-level considerations. The budget process guidelines, District Budget Committee membership, and the District budget calendar are clearly described in District Policy P-8122 (IV.D.3.20) and Regulation R-8122 (IV.D.3.21).

The District's established resource allocation formulas determine apportionment of resources including FTE (IV.D.3.22). Allocations are assigned and discussed at the appropriate levels (IV.D.3.23). To be prepared for the outcomes of state budget allotments to the community colleges, LRCCD prepares three tiers of projected budgets ranging from extremely conservative estimates to conservative estimates (IV.D.3.24). The Board of Trustees approves and makes public the ultimate annual budget for the District (IV.D.3.25).

Analysis and Evaluation
Los Rios is a fiscally conservative district. During the pandemic, the District and colleges were able to avoid laying off any permanent employees. While full-time faculty were not laid off during the pandemic, fewer adjuncts were employed because of the reduction in course offerings. Because of the District's fiscally conservative approach, the College and District were able to compensate for the impact of lower enrollment due to the pandemic. In sum, the District uses sound fiscal principles.

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4. The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.

Evidence of Meeting the Standard
Board Policy P-4111 (IV.D.4.1) notes that the chancellor serves as the chief executive officer for the Board of Trustees. Board Policy P-9142, "Performance Evaluation Chancellor and President," charges the chancellor with delegating authority for administering the colleges to the four college presidents and holds them accountable through the annual performance evaluation process (IV.D.4.2). The evaluative process is based at least partially on the president's achievement of goals that are developed by the president in conjunction with College personnel

and are consistent with priorities expressed in both the District and the College strategic plans (IV.D.4.3). The chancellor evaluates the presidents annually in the fall (IV.D.4.4). Perhaps the best description of the chancellor's relationship with the College presidents is that of chief executive officer, i.e., a figure who delegates the day-to-day administration of the Colleges to the College administrative staffs, staffs that are headed by the respective College presidents. In turn, the chancellor remains ultimately responsible for seeing that district policies are effectively implemented through a variety of oversight functions, including performance evaluations (IV.D.4.5) and weekly meetings of the Chancellor's Executive Staff (IV.D.4.6).

The Chancellor meets regularly with the four college presidents at weekly Chancellor's Executive Staff meetings (IV.D.4.7), at their bi-annual meetings to review progress on their desired outcomes, at periodic Executive Staff retreats, and at several other times in the course of the year. The Chancellor delegates full responsibility for administering the colleges to the presidents (IV.D.4.8) and holds them accountable for meeting shared targets on equity and student success and goals in the five areas of the District strategic plan (IV.D.4.9).

Analysis and Evaluation
The chancellor's delegation of authority to the college presidents is shown in the District's Organizational Chart (IV.D.4.10) and indicated in the College president's job description (IV.D.4.11). The President ensures that District policies and regulations are adhered to at the College. In recent months, as noted earlier in Standard IV.D.2, the District has taken steps to centralize a number of the functions previously held at the colleges, which have resulted in changes in how authority is delegated. Engaging in regular and formal evaluation of the effectiveness of these changes would enable the District and Colleges to make data-informed improvements to our function mapping. In areas where the President is responsible for implementing and administering policy and procedures at the College, that authority is exercised in consultation with the Chancellor or District staff and requires close coordination with the other College Presidents.

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5. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

Evidence of Meeting the Standard
Strategic planning in Los Rios remains founded on inclusivity and evaluation and sets the overall compass direction for almost every major decision-making structure and process. The District engages in development of a Strategic Plan generally on a five- or six-year cycle (IV.D.5.1). During this process, the direction of the entire District is analyzed closely and outlined for the future. All plans and reports are reviewed and approved by the Board of Trustees, and widely shared throughout the District (IV.D.5.2).

The District analyzes data from institutional research on student success measures with a focus on equity (IV.D.5.3). This information is used to interrogate current practices and develop new

efforts on the college campuses to increase student success and equitable achievement across all ethnic groups (IV.D.5.4). Notably, in response to longstanding achievement gaps for African American and Latinx students, the colleges have agreed on shared metrics and targets for overall course success and equitable achievement for African American and Latinx students (IV.D.5.5).

Analysis and Evaluation
College strategic planning is integrated with the District's planning processes, with the College's goals, objectives and outcomes targets established in alignment with the other colleges in the district. College- and District-level data are used by the College to evaluate whether strategic goals and objectives have been met, and outcomes targets are revised in accordance.

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6. Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.

Evidence of Meeting the Standard
Communication between the District and Colleges includes shared planning documents such as recorded minutes of various District standing committees (IV.D.6.1) published agendas and recorded minutes of all Board of Trustees meetings (IV.D.6.2), and the shared results of District (IV.D.6.3) and College surveys (IV.D.6.4). District Budget Committee minutes and budgetary information is also provided through both the District (IV.D.6.5) and College websites (IV.D.6.6).

The chancellor holds weekly Executive Staff meetings attended by the College president (IV.D.6.7) and monthly Chancellor's Cabinet meetings (IV.D.6.8) which provide another important and timely means of communication. Participatory governance facilitates regular communication between the District, the Board of Trustees, and the four colleges; the District Academic Senate convenes monthly at the District office (IV.D.6.9). As the need arises, these meetings include the participation of District officials. District personnel also participate on District-wide workgroups such as the District Accreditation Coordinating Committee (IV.D.6.10), the Vice Presidents of Student Services and Instruction Councils (IV.D.6.11), Vice Presidents of Administration Council (IV.D.6.12), Career Education Council group (IV.D.6.13), the District Research Council (IV.D.6.14), the Districtwide IT Services Group (IV.D.6.15), and the Educational Technology Committee (IV.D.6.16). All of these workgroups meet regularly to communicate District-wide concerns and to assist with communication between the District and College personnel.

Analysis and Evaluation
District personnel report regularly to the Board of Trustees, and their participation on District participatory governance committees and workgroups facilitates communication throughout the District. College representatives on these committees and workgroups in turn communicate with their colleagues at College-level participatory governance groups and work group meetings.

Given the ongoing schedule of meetings, typically monthly, of all participatory governance committees, executive committees, and planning councils, information vital to the interests of the College and District is regularly distributed, through posting of District committee meeting minutes, executive reports, workshops, training sessions, and District email notifications. All of these exchanges serve to illustrate the numerous ways that the District acts as liaison between the Colleges and the governing board.

Given the complexity of our District and College governance structures and decision-making processes, as discussed in Standard IV.A.5, communications sometimes break down. Our College Communication workgroup is in the process of identifying communication breakdown points, clarifying distinctions between information-sharing, discussion, and decision-making, and identifying best practices for each form of communication. Our evaluation methods regarding the effectiveness of communication are also being reviewed by this workgroup, with the goal of using data from these evaluations to make improvements. Recommendations for change that emerge from this group will likely address both communications within the College, as well as communication and decision-making between the College and the District. Plans for addressing these challenges are described in more detail in the Quality Focus Essay.

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7. The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard
At the District level, review of the Institution's governance and decision-making structure involves discussion of information gathered from an array of sources. These include regular employee satisfaction surveys (IV.D.7.1) and forums like the Summit for the Future (IV.D.7.2). The District's participatory governance and decision-making processes are discussed in the Chancellor's Executive Staff group (IV.D.7.3) and in other District groups such as the Vice Presidents' groups (IV.D.7.4) and the Academic Senate (IV.D.7.5). Governance and structure are also the focus in discussions of regulation and policies changes that occur in the Chancellor's Cabinet (IV.D.7.6).

Analysis and Evaluation
As noted in Standard IV.D.2, the Colleges and District may need to make the District Function Map more visible, and potentially to involve more stakeholders in its development. Through Board Policies and Administrative Regulations, the District maintains a clear delineation of the roles of governance groups and their associated responsibilities. The District engages in regular conversations with District governance leaders regarding the effectiveness of communication and decision-making, and constituency group leads communicate the outcomes of these discussions. A more formal evaluation process, such as a district-wide Communication and Governance

Survey as identified in the Improvement Plan for Standard IV.A, would provide both quantitative and qualitative data to help guide improvement efforts. Because of the rapid rate of change in the higher education landscape, new governance groups are sometimes established; when this occurs, the District and Colleges need to ensure that they are codified in Board Policies and Administrative Regulations and included in governance guide documents.

Conclusions on Standard IV.D. Multi-College Districts or Systems
The Los Rios Chancellor provides leadership and support of the four colleges in an effort to provide an exemplary and equitable educational experience to students. Through well-established governance structures, documented in board policy, the respective roles of the colleges and the District in executing operational responsibilities are clearly defined. The College and District would benefit from shifting to an informal, discussion-based evaluation process to more formal and regular evaluations of the effectiveness of these governance structures as part of continuous improvement efforts.

The Chancellor ensures the colleges receive adequate resources to effectively achieve their missions, and budget decisions involve maintaining adequate support for effective operations at the College while preserving long-term financial stability. The District ensures resource allocations align with the Standards requirements for fully accredited institutions. Systematic controls are in place to ensure the integrity of the resource allocation process.

The Chancellor works closely with the four College presidents to delegate authority and responsibility for the implementation of policies and holds the College CEO's accountable for outcomes. District governance structures are aligned with College governance structures to ensure integrated planning and evaluation to improve student learning, achievement and institutional effectiveness. While communication breakdowns sometimes occur, governance structures between the Colleges and the District work best when regular communication occurs between the District and College governance groups with shared interests. Through conversations with College Presidents and constituency group leaders, the Chancellor regularly evaluates District/College role delineations, governance and decision-making processes to assure their integrity and effectiveness. The District uses the results of this evaluation and analysis as the basis for improvement.

Improvement Plan(s)
None.

Evidence List
IV.D.1
IV.D.1.1   LRCCD Shared Student Success Targets
IV.D.1.2   LRCCD Special Board Meeting Agenda 07/14/2020
IV.D.1.3   Chancellor's Executive Staff Meeting Agenda 04/13/21
IV.D.1.4   VPI/VPSS Meeting Agenda 10/01/2020
IV.D.1.5   Chancellor's Cabinet Meeting Agenda 04/26/2021
IV.D.1.6   Chancellor's Cabinet Meeting Schedule

G. Quality Focus Essay

Action Project 1: Equity-minded Strategic Enrollment Management

Like many other community colleges, Sacramento City College has seen declining enrollments over the last several years. Prior to the COVID-19 pandemic, enrollments decreased steadily by about 7% over a five-year period. That alone is cause for concern; however, when we disaggregate enrollment data by race, we see that while Latinx student enrollment increased by about 4%, African American student enrollment declined by about 27% over that same five-year period. The COVID-19 pandemic only made things worse; between Fall 2019 and Fall 2020, enrollments decreased by 10.5%, with the largest enrollment decreases occurring among Black and Latinx students. Proportionally, the college lost more Black (10.7%) and Latinx (7.7%) students than any other group; for all other groups, headcount stayed flat or increased. During the pandemic, the number of Black and Latinx students taking a full-time load decreased by 14.4% and 4.1%, respectively; yet for all other groups, the number of students taking a full-time load increased. Course drop rates increased the most for Black and Latinx students, and course success rates declined the most among these student populations.

These disturbing enrollment trends signal the need for an equity-minded strategic enrollment management plan. Historically, the college's strategic enrollment management work focused primarily on bringing in new students, without considering the entire student trajectory, and without addressing how students might veer off their educational pathway. The College has identified a need to develop a more comprehensive strategic enrollment management plan that follows the map of a student's educational journey, and that focuses not only on bringing students to our college, but keeping them here, helping them complete their educational goals in a timely manner, and supporting them in their transition to a four-year institution or into the workforce.

As part of our work with Achieving the Dream, the College has formed a Strategic Enrollment Management team that is working with our two ATD coaches to develop an equity-based strategic enrollment management plan. Currently, the team is using the Completion by Design loss-momentum framework to map out the enrollment management activities that need to happen at each stage of the student educational journey. Action Project 1 involves continuing that work with our ATD coaches, using it to develop a formal Strategic Enrollment Management plan, and creating an infrastructure at the college to review and evaluate planning goals, objectives, and outcomes. Our goal is to engage in enrollment management strategies that align with our College's mission, vision, and values; that address equity gaps in enrollment, retention, success, and the student experience; and that effectively address the educational and economic needs of our community.

Activities	Outcomes	Target completion date	Responsible parties
Use the Completion by Design loss-momentum framework to map SEM activities to the student educational journey.	-CBD will help contextualize and effectively communicate SEM work to the college. -CBD will allow the college to identify enrollment issues along the student educational journey -CBD will help organize the college's SEM activities.	September 2021	Strategic Enrollment Management team (with support from our Achieving the Dream coaches)
Identify effective enrollment/retention/completion strategies that align with each leaky point on the map.	-Connecting SEM strategies with enrollment leakage points will help the college develop a more organized and intentional approach to SEM.	December 2021	SEM team, in collaboration with relevant Instructional and Student Services areas
Develop/better utilize data tools to do SEM work: ● Ad Astra ● PRIE dashboards	More effective use of data will help us better examine enrollment trends, identify equity gaps, and evaluate the effectiveness of SEM activities	January 2022	PRIE office
Set semester enrollment goals and targets using the CBD map, and identify who is responsible for each goal.	Goal/target-setting will help the team stay focused and improve accountability.	January 2022	SEM team College Council
Complete draft of SEM plan, embedding a communication and	-Completing a draft in the spring will allow the college to secure constituency group	March 2022	SEM team

implementation strategy within it.	approval by the end of the spring term, and to implement the plan by Fall 2022. -Embedding communication and implementation plans will help ensure that plans are carried out.		
Develop a cycle for revising SEM plans.	A regular revision cycle will help institutionalize the SEM work and ensure continuous improvement.	April 2022	SEM team College Council

Action Project 2: Integrating student learning outcomes into the Guided Pathways framework

Assessing and evaluating student learning outcomes (SLOs) is at the core of ensuring that the College provides high-quality teaching and learning experiences for our students. Yet despite the fact that SLOs have been part of our culture for more than twenty years, many faculty continue to view SLO assessment as an act of compliance, rather than as a meaningful approach to ensuring successful and equitable learning outcomes. In many ways, the College's SLO work is still stuck in the early 2000's, a reality that is probably true for many other colleges in the California Community College system. There are statewide and national efforts supporting Guided Pathways and equity/anti-racism work, but despite the fact that an entire pillar of Guided Pathways is devoted to "ensuring learning," SLOs appear to be unusually absent from the statewide/national Guided Pathways conversation. Moreover, while we are in the midst of a national equity and anti-racism movement in higher education, SLOs hover on the margins of that work.

Action Project 2 involves making SLO assessment more meaningful and useful by implementing two major strategies. Strategy #1 involves shifting from our homegrown SLO assessment and reporting system to using an embedded assessment approach using Canvas. This will allow faculty to use SLO data in a more immediate and dynamic way. Specifically, faculty will learn how to link SLOs to tests, quizzes, written assignments, and other learning activities; view each student's level of mastery of each SLO; and use that information to provide support and intervention if a student is not reaching mastery. Instead of SLO data being treated as something to input into a system for compliance purposes, this approach will allow and encourage faculty to use SLO information to identify and address gaps in learning for individual students at the classroom level. Using Canvas will also allow the College to more easily disaggregate SLO data

by race/ethnicity, gender, income level, enrollment status, and other identifiers, which will give faculty the ability to better identify equity gaps.

Strategy #2 involves reframing our SLO work within the Guided Pathways framework. The College has been fully engaged in Guided Pathways implementation for more than three years, with most of the work focusing on Pillar 1 (Clarify the Path), Pillar 2 (Enter the Path), and Pillar 3 (Stay on the Path). Pillar 4, Ensuring Learning, is where SLO assessment data can play an important role. Because Guided Pathways implementation has required a whole-college redesign in the work we do, this is an opportunity to redesign SLOs to align with our Areas of Interest, to make SLOs accessible and meaningful to our students and the faculty, to integrate equity into SLOs and course descriptions, and to anchor our SLO work within a model of contextualized teaching and learning within meta-majors.

Activities	Outcomes	Target completion date	Responsible parties
Strategy #1: Embedding SLO assessment into Canvas			
Develop a professional development plan that includes training faculty to utilize Canvas for SLO assessment.	A PD plan for SLO assessment will help improve the intentionality of the work, and will help better guide PD efforts.	October 2021 (this academic year) April of each academic year (subsequent years)	Student Learning coordinator SLOAC SLO reporters
Identify the IT support needed for ongoing Canvas/SLO work.	Anticipating the need for ongoing IT support will help prevent chal	December 2021	Student Learning coordinator Distance Education team IT team PRIE office
Identify how SLOAC can better support faculty in the SLO work.	Identifying and implementing clear support strategies will help keep the SLO assessment work on track, improve follow-through, and provide better assistance to faculty.	Ongoing, with initial completion in December 2021	Student Learning coordinator SLOAC SLO reporters Department chairs
Strategy #2: Reframing SLOs into the Guided Pathways framework			

Incorporate Guided Pathways frameworks, including meta-majors and contextualized teaching and learning, into the SLO professional development plan.	-Crosswalking the college's SLO assessment efforts with Guided Pathways will infuse meaning into SLO efforts, and shift away from the "compliance" mindset.	October 2021 (this academic year) April of each academic year (subsequent years)	Student Learning coordinator SLOAC Meta-majors teams
Incorporate equitable and anti-racist approaches to SLO development and assessment into the SLO professional development plan.	With the support of professional development, equity and anti-racism will be clearly embedded within SLO assessment efforts.	October 2021 (this academic year) April of each academic year (subsequent years)	Student Learning coordinator SLOAC Equity Subcommittee
As part of Program Review, work with departments to revise SLOs to better incorporate equity and anti-racism.	Embedding equity and anti-racism within course and program SLOs will help the college improve equitable outcomes.	Beginning in the September 2021 curriculum cycle; ongoing each year	Student Learning coordinator SLOAC Equity Subcommittee
As part of Program Review, work with departments to revise SLOs to better reflect contextualized teaching and learning approaches.	Anchoring SLOs into contextualized teaching and learning approaches will strengthen the connections between SLO assessment and Guided Pathways efforts.	Beginning in the September 2022 curriculum cycle; ongoing each year	Student Learning coordinator SLOAC Meta-majors teams

Action Project 3: Communication planning

Despite the many positive changes, increased teamwork, and robust equity and student success work that have occurred at Sacramento City College, the overall sense on campus has been that communication needs to be improved. Across campus, groups and individuals feel left out of processes because they are not aware of what is happening. Others are surprised to learn of programs or changes that are occurring because they feel these have not been communicated to them. The pandemic has made this situation even more difficult since all campus employees have had to rely on remote communication to learn about developments and changes.

Specifically, in a 2017 Governance and Communication Survey, more SCC employees (72) disagreed that college communication processes share information effectively across the college in comparison to 2014 (55). Then, as part of the college's involvement in Achieving the Dream, we engaged in an Institutional Capacity Survey in 2019. One major finding was that "while communication from the executive level has improved, the college's student success work isn't clearly visible to everyone."

Although communication may always be a perceived problem in large organizations, improved communication at SCC is vital in order to engage faculty and staff in campus initiatives and programs. The success of everything from equity efforts, to student success initiatives, to changes in college processes, depends upon the majority of faculty and staff being aware of what is happening and participating in these efforts whenever feasible and appropriate. As a result, Sacramento City College has set improved communication as one of its two primary goals for the coming year. We have developed the activities and outcomes below as a major part of our agenda.

Activities	Outcomes	Target completion date	Responsible parties
Identify key channels of communication across campus, including what information needs to be communicated	The communication team will gain a greater understanding of who communicates with whom and which channels need improvement.	September 2021	Communication team with assistance from Executive Staff and constituency leaders

Create a roster of initiatives that are currently underway, using the Completion by Design framework and anchoring initiatives to our college goals.	A roster of initiatives will provide the college with an "at-a-glance" view of the work that's happening, and how that work connects with our mission and goals.		
Conduct research/interviews, including the Communication and Governance Survey, to determine where the communication gaps are, and what the best methods/frequency/level of communication for each primary group (i.e. faculty, classified, students) are.	Collecting more information about where and why communication breakdowns happen will help the Communication team identify action steps.	November 2021	Communication team, with assistance from Executive Staff and constituency leaders
Using information gathered from surveys and interviews, and utilizing the Completion by Design framework and our college goals, create a new, clear communication plan, highlighting and simplifying best practices	The college will have a new Communication Plan that will help us engage in more intentional and effective communications.	February 2022	Communication team
Increase awareness of Communication Plan through professional development, presentations to constituency groups, and cross-campus communication forums	Each area will understand its actions and responsibilities in terms of communication across campus. This will also help the Communications team take a pulse on how effective our communications are about the Communications plan.	February 2022-May 2022	Communication team, constituency group leads, and area leaders

Develop an evaluation cycle for the college Communication plan that includes formative approaches to evaluation as well as an end-of-year assessment.	The college will have an evaluation and accountability process in place.	May 2022	Communication team
Develop an implementation process for the Communication Plan, in preparation for a Fall 2022 launch.	An implementation process will clarify roles and expectations around communication.	May 2022	Communication Team, Executive Council, President's Cabinet, College Council