

Follow-up Report

Sacramento City College

SUBMITTED BY:

Sacramento City College
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SUBMITTED TO:

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



January 30, 2017

DRAFT

CERTIFICATION OF FOLLOW-UP REPORT

Submitted by Sacramento City College to ACCJC, February 2017

This Follow-up Report is submitted to fulfill the requirements of the February 5, 2016 Action Letter to the College President.

We certify that there was broad participation by the campus community and believe that this report accurately reflects the nature and substance of this institution.

Dr. Brian King, Chancellor, Los Rios Community College District

Deborah Ortiz, President, Board of Trustees, Los Rios Community College District

Whitney Yamamura, Interim President, Sacramento City College

Troy Myers, President, SCC Academic Senate

Robert Kelly, President, SCC Classified Senate

Melody Jimenez, President, SCC Student Senate

James Collins, Chair, SCC Senior Leadership Team

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STATEMENT ON REPORT PREPARATION

(See [Appendix A](#) for Report Preparation Evidence)

An ACCJC evaluation team visited Sacramento City College (SCC) on October 5-8, 2015. SCC received the Team Evaluation Report and accompanying Action Letter from the Commission on February 5, 2016. The letter stated that after reviewing the Institutional Self Evaluation Report, evidentiary materials, and the report prepared by the evaluation team, the Commission acted to reaffirm accreditation for eighteen months and require a Follow-up Report. This Action Letter and Evaluation Report were disseminated to the college, posted on the SCC Accreditation webpage ([RP.1](#)), and discussed at meetings of the Executive Council, which is the leadership committee of the college constituency groups ([RP.2](#))([RP.3](#))([RP.4](#))([RP.5](#))([RP.6](#))([RP.7](#)).

In response to the recommendations resulting from the October 2015 team visit, both SCC and the Los Rios Community College District (LRCCD) identified key personnel to guide the work to resolve the noted deficiencies (*refer to [Table 1](#) at the end of this section*). SCC's Executive Council, composed of the leaders of each college constituency and additional resource persons, maintained general oversight of the work of the college in response to the recommendations.

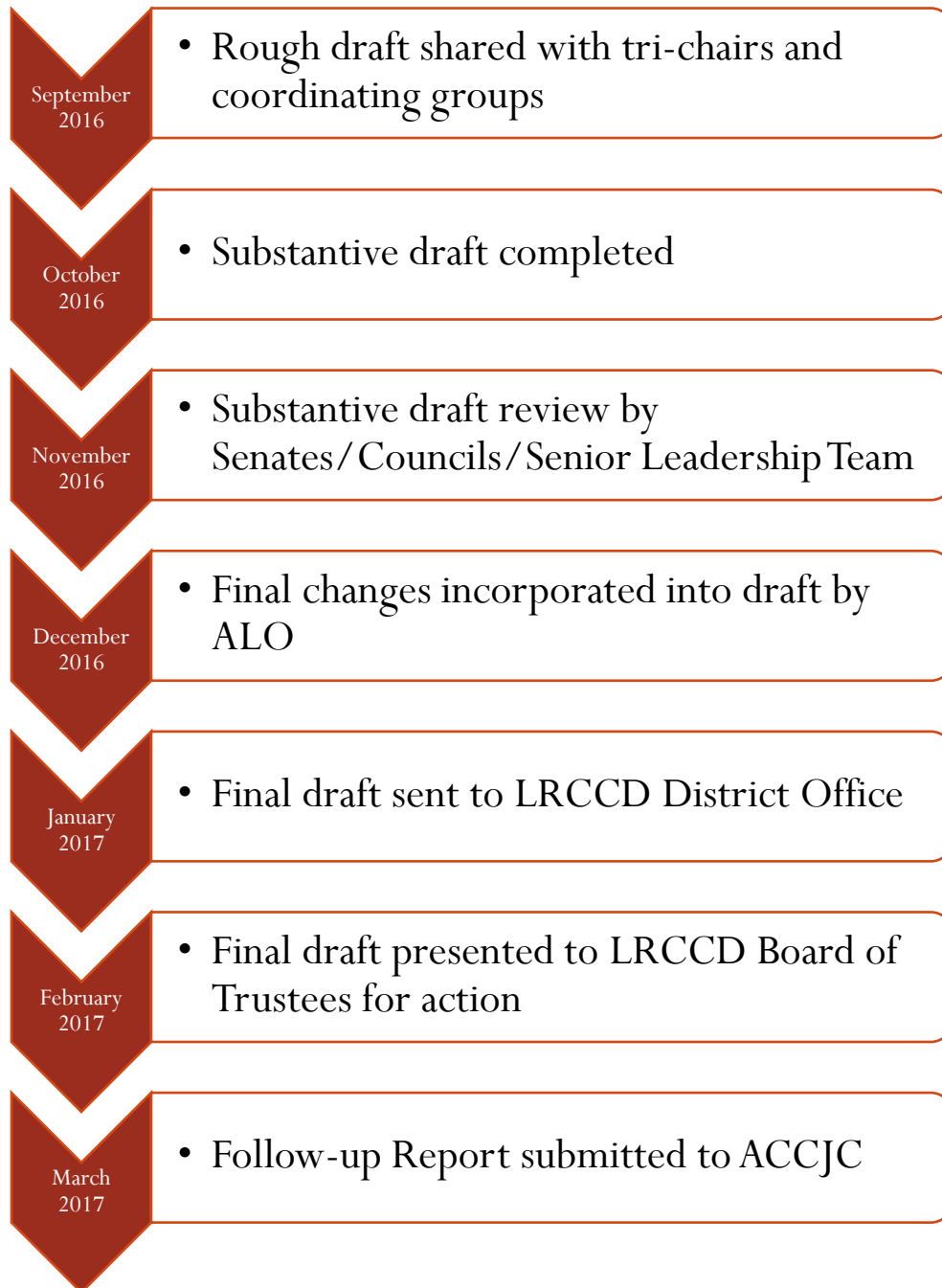
The SCC constituency leaders appointed tri-chairs to oversee the writing of the Follow-up Report for the college:

- **Faculty Tri-chair:** Patti Redmond, Professor of Communication
- **Classified Tri-chair:** Kelly Irwin, Senior IT Technician
- **Management Tri-chair:** Marybeth Buechner, Dean of Planning, Research and Institutional Effectiveness (PRIE) and Accreditation Liaison Officer (ALO).

Work on the resolution of deficiencies began upon receipt of the recommendations of the visiting team. In September 2016, a first draft of the Follow-up Report was prepared by the ALO, based on information and materials provided by the writing leads, chairs of coordinating groups for each recommendation, and the SCC Executive Council; the draft report was submitted for comment in early October 2016.

The full timeline for report production is shown on the following page.

Timeline for Follow-up Report Preparation



Organization of Follow-up Report Preparation

Table 1: Organization of Follow-up Report Preparation	Leads	Reviewing Groups
<p><u>College Recommendation #1</u></p> <p><i>In order to meet the Standards</i>, the Visiting Team recommends the College develop a system to ensure that students receive course syllabi that contain learning outcomes that are consistent with those in the institution’s officially approved course outlines of record. (II.A.6)</p>	<p>VPI</p> <p>Report tri-chairs</p> <p>ALO</p>	<p>Instructional Deans</p> <p>Academic Senate</p> <p>Department Chairs</p> <p>SLO Assessment Committee</p>
<p><u>College Recommendation #2</u></p> <p><i>In order to meet the Standards</i>, the College should move from a pilot online tutoring program to a fully implemented online tutoring program to provide the same services to all students regardless of location or means of delivery. (II.B.1, II.B.3.a, II.C.1, II.C.1.c)</p>	<p>LRC Dean</p> <p>Report tri-chairs</p> <p>ALO</p>	<p>DE Coordinator and DE Committee</p> <p>Department Chairs</p> <p>Tutoring Workgroup</p> <p>Academic Senate</p>
<p><u>District Recommendation #1</u></p> <p><i>In order to meet the Standard</i>, the Evaluation Team recommends that LRCCD develop a comprehensive Technology Plan for the district which shall be integrated with the program review process and with the on-going and routine technology assessments done by District IT. The plan should align with and directly support the District Strategic Plan and the colleges’ strategic plans. (Standard III.C.2)</p>	<p>Deputy Chancellor</p> <p>Report tri-chairs</p> <p>ALO</p>	<p>District Educational Technology Committee</p> <p>College IT Committees</p> <p>District Accreditation Coordinating Committee</p>

<p><u>District Recommendation #2</u></p> <p><i>In order to meet the Standard</i>, the Evaluation Team recommends that the LRCCD develop a clearly-defined policy for selecting and evaluating the presidents of the colleges. (Standard IV.B.1.j)</p>	<p>Deputy Chancellor</p> <p>Report tri-chairs</p> <p>ALO</p>	<p>Chancellor, Deputy Chancellor, and Vice Chancellors</p> <p>Chancellor's Executive Team</p> <p>Board of Trustees</p>
<p><u>District Recommendation #3</u></p> <p><i>In order to meet the Standards as well as to improve institutional effectiveness and align policy with practice</i>, the Evaluation Team recommends that the District modify the existing Board Policy 4111 to more clearly define that the chancellor delegates full responsibility, authority, and accountability to the presidents for the operations of the colleges. The Evaluation Team further recommends that Section 1.2 of Board Policy 2411, which establishes the role of the president as the chief college administrator be added to the policy section 4000 – Administration. (Standards IV.B.2, and IV.B.3.e)</p>	<p>Deputy Chancellor</p> <p>Report tri-chairs</p> <p>ALO</p>	<p>LRCCD Chancellor, Deputy Chancellor, Vice Chancellors</p> <p>LRCCD Chancellor's Executive Team</p> <p>LRCCD Board of Trustees</p>

RESPONSE TO THE COMMISSION ACTION LETTER

COLLEGE RECOMMENDATIONS TO MEET THE STANDARDS

COLLEGE RECOMMENDATION #1: LEARNING OUTCOMES IN SYLLABI

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

(See [Appendix B](#) for College Recommendation #1 Evidence)

SCC 2015 Visiting Team Comments

The External Evaluation Report confirmed that SCC meets all aspects of the relevant Standards with the exception of the need to ensure that all syllabi include learning outcomes that are consistent with the current course outline of record.

In the External Evaluation report, the visiting team found that:

The publications of content of degree and certificate programs are on the College's website and in the catalog. SLO descriptions are included in the Course Outline of Record. Faculty provides students a copy of the course syllabus with the course SLOs listed. Each dean maintains electronic copies of the syllabi. Peer evaluations scheduled for every faculty member, as evidenced in the contract, complete the process for verifying that SLOs are included in each syllabus.

However, the External Evaluation Report also noted that:

A sample of eight randomly selected course syllabi, requested by section number, revealed that half of the syllabi reviewed (Biology, Philosophy, Economics, Mathematics) did not contain SLOs consistent with those shown on the official Course Outline of Record.

Analysis

The college has taken action to ensure that the deficiency has been resolved and the standard is met. This work was led by the SCC Vice President of Instruction in collaboration with the leadership of the Academic Senate and the Faculty Union, LRCFT (Los Rios College Federation of Teachers ([CR1.1](#))). SCC syllabi now include current Student Learning Outcomes (SLOs) that are consistent with those in the officially-approved course outlines of record.

Initial Work:

Work to resolve this deficiency began immediately following the receipt of the recommendation of the visiting team. A key early component of this work was to clearly communicate to faculty that current SLOs consistent with the course outline of record are required on all syllabi.

Communication was accomplished through emails, revisions of key documents for clarity, and reminders at meetings. The SCC Vice President of Instruction, Academic Senate President, and LRCFT President worked together to revise information in the Faculty Handbook ([CR1.2](#)).

Those revisions, on pages 42-45 of the Faculty Handbook, are included as an attachment in [Appendix B](#).

Full Implementation:

Faculty are provided a checklist of required syllabus information (see attachment in [Appendix B](#)), which states that the syllabus must include a list of SLOs that match those on the official course outline of record. This information is also included in SCC's "Faculty How To" webpages ([CR1.3](#))([CR1.4](#)).

The Department Chairs Council ([CR1.5](#)) was provided information regarding the visiting team conclusion that all syllabi did not contain SLOs consistent with those shown on the official course outline of record ([CR1.6](#)). The LRCFT president, the Academic Senate President and the Vice President of Instruction sent an email regarding this requirement to all faculty and instructional deans (see attachment in [Appendix B](#)). The excerpt from the SCC Faculty Handbook with information on what is required on the Student Information Sheet/Syllabus was attached to that email.

The College reminded faculty that this requirement is included in Article 8 of the faculty contract ([CR1.7](#)), and lists the following as a professional responsibility of classroom faculty:

8.4.1.7 Provides for each student a current course syllabus consistent with the approved course outline for each course taught (a copy of which will be maintained each year in the area/division office) and provides a copy to the appropriate administrator.

In Spring 2016, SCC instructional deans implemented processes in their divisions to ensure that all future syllabi will include current SLOs (see attachment in [Appendix B](#)). During Fall 2016, an audit of syllabi from across the college was implemented with 100% of the syllabi sampled including SLOs that matched the course outline of record.

Ongoing Assessment:

SCC instructional deans have implemented processes in each instructional area to monitor syllabi to ensure that they contain current SLOs matching the course outline of record. In addition, the inclusion of current SLOs on course syllabi is a component of the faculty evaluation process.

Integration into SCC planning:

The review of SLOs has long been part of the SCC planning and program review processes. Course outlines of record, including the SLOs therein, are reviewed as part of the instructional program review cycle. The college online SLO Assessment Reporting System pulls course SLOs directly from the official course outlines of record in SOCRATES, thus ensuring that current SLOs are used for SLO assessment. SOCRATES is the online curriculum management system used by the LRCCD colleges.

Conclusion

A system is in place to ensure SCC students receive course syllabi that contain learning outcomes that are consistent with those in the institution's officially approved course outlines of record. Instructional deans have implemented processes to monitor syllabi for current SLOs. Peer evaluation committees include this syllabi requirement as part of the faculty evaluation process. This will ensure that the improvement is sustained and that the standard is met.

COLLEGE RECOMMENDATION #2: FULLY IMPLEMENTED ONLINE TUTORING PROGRAM

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

(See [Appendix C](#) for College Recommendation #2 Evidence)

SCC 2015 Visiting Team Comments

The External Evaluation Report confirmed that SCC meets all aspects of the relevant Standards with the exception of the need to expand the college online tutoring program. The report noted that:

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

However, the report also states:

Given the number of online certificate programs and degree programs included in the fall 2013 Substantive Change Proposal and the need for support for these programs, the College has not yet fully implemented online tutoring to meet the Standard and ensure sufficient quantity, currency, depth and variety regardless of location or means of delivery.

Analysis

The College has taken action to ensure this deficiency is resolved and that the standards are met. SCC now has a fully implemented online tutoring program ([CR2.1](#)). In order to achieve parity of services for our online and in-person students, the college is using both college-provided and third-party resources for online tutoring. Online tutoring has increased across the college including through the Writing Center ([CR2.2](#)), the Learning Skills and Tutorial Services Center ([CR2.3](#)), and at SCC Centers (e.g. the Davis Center) ([CR2.4](#)). The college has contracted with NetTutor to provide additional online tutoring at an extended range of hours. Online tutoring is available for all classes for which in-person tutoring is provided.

Initial Work:

The Distance Education Subcommittee of the Academic Senate and the SCC Tutoring Workgroup assisted the Learning Resource Division in planning the expansion of online tutoring ([CR2.5](#))([CR2.6](#))([CR2.7](#))([CR2.8](#)). Early in the Spring 2016 semester, a subcommittee of the SCC Tutoring Workgroup met to focus on the expansion of online tutoring at the college. The workgroup was responsible for creating the long-term plan for providing expanded online tutoring and communicating its availability to students (see *Online Tutoring Workgroup Report* in [Appendix C](#)).

Full Implementation:

The number of online tutoring sessions offered by the college increased from 80 sessions in Fall 2015 to 152 sessions in Spring 2016. College-provided online tutoring sessions are available across the college ([CR2.1](#)). Appropriate infrastructure changes have been made to support the full implementation of online tutoring by Sacramento City College. For example, the Learning Resource Center added four workstations, including computers with cameras and microphones, to support online tutoring. The Writing Center purchased software to support the scheduling of online tutoring.

College-provided online tutoring uses “ConferZoom,” which is a California Community College Chancellor’s Office (CCCCO) platform, and “Google Video Chat.” In addition, CCCConfer will be used for students needing closed captioning. During Spring Semester 2016, the Online Tutoring Workgroup noted that the platforms available for online tutoring have strengths that are dependent upon the type of subject being tutored (see *Online Tutoring Workgroup Report* attachment in [Appendix C](#)). Because of its whiteboard feature, “ConferZoom” is being used for subjects which include the use of symbols. “Google Video Chat” is being used for subjects that rely on video support capabilities to support any writing intensive subjects.

The selection of NetTutor was based upon a number of factors, including the use of NetTutor by the CCCC and by 71 California Community Colleges. The ability to purchase blocks of hours from NetTutor provides flexibility for SCC in that if students use a greater number of hours than anticipated we can easily and quickly purchase more hours to meet the demand. NetTutor has been integrated into the college’s Learning Management System, “Desire2Learn” (D2L).

The Distance Education Coordinator, Instructional Development Coordinator, Learning Skills and Tutoring Coordinator, and Educational Media Design Specialist worked with the LRCCD District Office to put in place the infrastructure for connecting D2L with NetTutor. A dedicated promotional ‘widget’ was directly placed in the D2L shells of online courses early in the Fall 2016 semester (see list of courses in [Appendix C](#)). An example of the NetTutor widget in the D2L shell follows.

Example of NetTutor widget in the D2L shell



The availability of online tutoring is being communicated to students in a number of ways. Online tutoring is advertised in the student-accessed pages of online classes via the embedded D2L widget. This allows students to directly and quickly access NetTutor and the main SCC Online Tutoring webpage ([CR2.1](#)), which contains a list of all online tutoring options for students. The Distance Education webpages ([CR2.9](#)) inform students of the availability of online tutoring as part of the services available for online students.

Ongoing Assessment:

In Fall 2016, a team, consisting of the Distance Education (DE) Coordinator, the Learning Skills and Tutoring Center (LSTC) Coordinator, and the deans of the two divisions with the largest number of online classes, monitored the full implementation of the online tutoring program. Ongoing evaluation is in place to assess NetTutor and ensure that it meets the needs of our students in terms of coverage and quality. College-provided online tutoring is also evaluated. For example, the Writing Center has been surveying online students for several years (see examples of recent survey results in [Appendix C](#)). To ensure that SCC continues to meet the Standards, and to ensure that the new fully implemented online tutoring program serves students well in coming years, Sacramento City College has now expanded its college-wide Tutoring Survey into an online format (see recent survey questions in [Appendix C](#)). Results of the Fall

2016 online survey will be available in Spring 2017. Ongoing evaluation will be used as input in the review process of tutoring programs.

Integration into SCC planning processes:

Distance Education (DE) is a part of the SCC integrated planning system. SCC has a DE Strategic Plan ([CR2.10](#)). The SCC DE Strategic Plan includes a focus on programmatic planning for DE coursework and programs, and the college administrators and faculty leaders are attentive to DE planning. SCC is moving toward more online course offerings. Although Sacramento City College has many programs in which all or most courses have been approved as a DE modality, only a small subset of these courses are offered in a DE modality in any given academic year. The college is moving toward additional course offerings by DE. The expansion of the online tutoring program is aligned with that work and is integrated into SCC planning.

The online tutoring program is part of the SCC Tutoring Program Plan ([CR2.11](#)), which supports further expansion of online tutoring as needed. That plan includes an Administrative Unit Outcome (AUO) to implement additional online tutoring for various subjects at various locations. Plan procedures include increasing the number of courses for which online tutoring is available and promoting online tutoring services.

Conclusion:

SCC has moved from a pilot online tutoring program to a fully implemented online tutoring program to provide the same services to all students regardless of location or means of delivery. This program incorporates both college-provided tutoring and the use of NetTutor to provide tutoring that extends beyond college-provided tutoring. Processes and resources are in place to assure that the College will continue to meet the standards and that the online tutoring program serves students well in future years.

DISTRICT RECOMMENDATIONS TO MEET THE STANDARDS

DISTRICT RECOMMENDATION #1: COMPREHENSIVE LRCCD TECHNOLOGY PLAN

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

(See [Appendix D](#) for District Recommendation #1 Evidence)

SCC 2015 Visiting Team Comments

The External Evaluation Report confirmed that SCC meets all aspects of the relevant Standards with the exception of the need to develop a comprehensive District Information Technology (IT) Plan that is integrated with the program review process. The External Evaluation Report states:

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

Analysis

The District and College have taken action to ensure this deficiency is resolved and that the standards are met. LRCCD now has a District Technology Plan which integrates with College information technology planning and informs District Office Information Technology (DOIT) Program Review ([DR1.5](#)).

Initial Work:

In Spring 2016, LRCCD and executive staff from the LRCCD colleges determined that the entire district would benefit from a third-party technology assessment to provide information. This would be in addition to regular district and college program review results and routine technology assessments done by District Office Information Technology (DOIT). LRCCD hired

a team of consultants from CampusWorks, Inc. to assess Los Rios technology operations, provide input on the overall technology strategic objectives already in place, and assess technology experiences of students across the district. The CampusWorks assessment process involved reviewing multiple district and college documents (as available), including district and college strategic plans ([DR1.1](#))([DR1.2](#)), technology plans ([DR1.3](#))([DR1.4](#)), and the DOIT 2016 Program Review and Unit Plan ([DR1.5](#))([DR1.6](#)). At the conclusion of their review, on May 17, 2016, the CampusWorks team provided the district with a Second Opinion Technology Assessment Report ([DR1.7](#)).

LRCCD also completed its 2016 District Strategic Plan ([DR1.1](#)) during the Spring 2016 semester. The plan was developed with input from multiple stakeholders, including the Board of Trustee members, students, faculty, classified staff, and administrators from across the district, as well as community stakeholders. The 2016 District Strategic Plan was approved by the Board of Trustees at its May 11, 2016 meeting ([DR1.8](#))([DR1.9](#)). The District Technology Plan is informed by the 2016 District Strategic Plan and provides the framework to implement technologies to better support on-going district-wide technology needs.

2016 District Strategic Plan Goals

1. Establish effective pathways that optimize student access and success
2. Ensure equitable academic achievement across all racial, ethnic, socioeconomic and gender groups
3. Provide exemplary teaching and learning opportunities
4. Lead the region in workforce development
5. Foster an outstanding working and learning environment

Each goal has its own strategies designed to successfully implement the goal.

Technology-Related Strategies for the 2016 District Strategic Plan Goals

The following technology related District Strategic Plan Goal strategies are addressed in various sections of the District Technology Plan:

- Goal 1, Strategy 2: Implement improved class scheduling system to better meet student needs.
- Goal 1, Strategy 3: Promote communication channels to create greater access to course offerings, deadlines, services, programs, resources and events.
- Goal 1, Strategy 4: Monitor student progress and proactively engage with at-risk students prior to key milestones (first semester, 30 units, 70 units, etc.)

- Goal 3, Strategy 2: Increase professional development opportunities related to teaching methods, equity, instructional technology, discipline-specific knowledge, and student services.
- Goal 3, Strategy 4: Ensure that all classroom personnel, with a focus on new and adjunct faculty, have the necessary resources needed to engage in improvement of curriculum, teaching and learning.
- Goal 3, Strategy 6: Provide resources to enhance student learning outcomes, development and assessment.
- Goal 3, Strategy 7: Improve the assessment-for-placement process through diagnostic assessment, multiple measures and increased preparation prior to assessment.
- Goal 5, Strategy 1: Increase staff and manager participation in professional development activities.
- Goal 5, Strategy 4: Coordinate and communicate college sustainability efforts to further implement best practices across the District.
- Goal 5, Strategy 5: Complete and implement a District Technology Plan.
- Goal 5, Strategy 6: Streamline business processes, including appropriate use of technology to improve workforce efficiency and better serve students.

Full Implementation:

The District Technology Plan Steering Committee ([DR1.10](#)) was formed in late Spring 2016 to hear the results of the CampusWorks assessment and begin its work to create a comprehensive district technology plan. The committee met throughout Fall 2016 to continue overseeing the plan's development ([DR1.11-Steering Committee Minutes](#)). Based on the CampusWorks Second Opinion Technology Assessment Report ([DR1.7](#)), the 2016 District Strategic Plan ([DR1.1](#)), and ACCJC Accreditation Standard III.C ([DR1.12](#)), the committee identified the areas of district-supported technology to be addressed by the district plan.

The District Technology Plan Steering Committee, with both college and district representatives, was formed to oversee development of the plan. It was agreed that the initial development of individual technology plan sections should be drafted by those individuals who have expertise and responsibility for those particular types of technology ([DR1.16](#)). Thus, the Vice Chancellor of Finance and Administration worked with the college Vice Presidents of Administration to review and develop items regarding college IT budget and personnel responsibilities; the college Learning Management System (LMS) faculty coordinators and DOIT LMS support personnel

worked on the LMS-related items; the District police worked on campus security-related technology items; and so on.

In late November 2016, the draft plan was sent to college and district leaders for review with their constituencies and the opportunity to submit comments and propose edits. The District Technology Plan ([DR1.14](#)) was completed in January 2017.

The District Technology Plan in combination with SCC technology plans ensure that resources are adequate to support management and operations functions, teaching and learning, and support services (refer to Appendix A: Information Technology Resource Allocation Process in the District Technology Plan ([DR1.14](#))). Funds have already been allocated for plan items that are currently in progress or scheduled to begin in the near future. Allocations for items planned for the future will occur closer to their anticipated implementation.

The district and colleges have policies and practices in place that guide the appropriate use of technology. The district has in place Board Policies and Administrative Regulations regarding computer use. These include user rights, responsibilities and ethics; privacy and confidentiality; information security; copyright requirements; and distance education. These policies and regulations are regularly reviewed and updated as necessary to address changing internal and external requirements.

Ongoing Assessment:

The District Technology Plan and college plans include plans for updates and replacement of technological infrastructure and assures reliable access, safety and security at all district or college locations. Each section of the plan identifies the results of initial assessments used to inform the planning process, planned actions expected to be implemented during the five-year plan timeframe, and indicators of successful implementation.

Integration into SCC planning processes:

At SCC, IT planning and resource allocation are integrated from the strategic to the operational levels. The college IT Resource Plan ([DR1.3](#)) addresses college needs for technology in support of college goals and department objectives, and also outlines the processes by which IT resources are acquired. The college IT Program Plan ([DR1.4](#)) provides an annual review of the accomplishment of the previous year's work and addresses planning for future IT needs. This plan addresses the administrative unit outcomes (AUOs) of the IT department and identifies resource requirements for the coming year. Appropriate instruction and support for employees and students in the use of technology related to institutional processes is provided.

The SCC 2016-17 IT Program Plan:

- Establishes objectives for Information Technology related to the college goal and district strategic directions for: Student Success, Enrollment Management, and Organizational Effectiveness
- Supports college initiatives with systems that meet operational needs and allow for outcome assessment.
- Defines the 2016-17 replacement cycles for computers, servers, networks, and software, and to meet instructional and service needs.
- Is based on newly implemented and future technology directions, specifically in the areas of networking and virtual desktops
- Emphasizes customer service and support

College department requests for IT resources are made through annual unit plans, prioritized by the campus Educational & Information Technology Committee ([DR1.13](#)). All SCC constituencies, including students, have the ability to provide input through their involvement in participatory governance committees and representation on college Executive Council.

The SCC plans crosswalk to the District Technology Plan – particularly in the areas of infrastructure and security, where there are shared responsibilities. Technology responsibilities supported primarily by the colleges, such as the selection, purchase, and maintenance of classroom technology are captured by college plans. The District Educational Technology Committee works to ensure alignment of LRCCD and SCC educational technology processes ([DR1.17](#)). Examples of the alignment of SCC planning processes with each section of the District Technology Plan is provided below.

Section 1: Network, Infrastructure, and Security:

- Both the District Technology Plan ([DR1.14](#)) and the SCC IT Program Plan ([DR1.4](#)) address the need for local and wide area connectivity, including wireless technology.
- The district and college have shared responsibilities for technology infrastructure and replacement cycles.
- LRCCD has a plan to conduct a district-wide full IT security audit. The SCC IT Program Plan includes a multiyear strategy for addressing information security concerns

Section 2: Technology Environment: SCC's technology environment continues to evolve and requires the College to continuously improve information technology overall. This work is guided by and aligns with the District Technology Plan ([DR1.14](#)).

- There is a districtwide disaster recovery and business continuity plan in which the college fully participates.
- The District Technology Plan includes maintenance and equipment life cycle replacement plans. The college maintains a replacement cycle for local computers, servers, networks, and software in order to meet instructional and service needs.
- The District recently bought 24/7 help desk services to support the use of the new learning management system in use by the college (Canvas).

Section 3: Academic and Instructional Computing

- Both the College Distance Education (DE) and Information Technology (IT) Program Plans ([DR1.18](#)) ([DR1.4](#)) include technology support for online, hybrid, and web-enhanced courses:
- SCC is working toward increasing instructional DE support services in alignment with the goals and plans highlighted in the District Information Technology Plan ([DR1.14](#)) and the SCC DE Strategic Plan ([DR1.19](#)).
- In alignment with the District Technology Plan, the college professional development center provides foster the development of technology skills among faculty.

Section 4: Student Services Support Computing

- New student support systems are being developed by the college, in alignment with the District Technology Plan, to allow for student tracking from pre-application through educational planning, to college completion.
- The District Technology Plan includes support for movement to the new state Common Assessment Initiative. SCC is a pilot college for the CAI.

Section 5: Administrative Services Computing

- The district supports the use of PeopleSoft Student Information System by the college and includes periodic upgrades to the system in the District Technology Plan.
- Fiscal, Facilities, Human Resources systems used by the college are developed, maintained and supported by the district.
- Institutional Research functions are coordinated between the district and the college.

Conclusion

The District Technology Plan was completed in January 2017 ([DR1.14](#)). A final draft plan was sent to the Board of Trustees for action at its February 8, 2017, meeting ([DR1.15 - BOT Minutes February 8, 2017](#)). The District Technology Plan provides the framework to implement technologies to better support on-going and district-wide technology needs, as well as the district's Vision, Mission, and 2016 Strategic Plan Goals. The development of the LRCCD District Technology Plan was informed by ACCJC Standard III.C, regarding technology resources ([DR1.12](#)), the 2016 District Strategic Plan ([DR.1](#)), and a district-wide assessment by CampusWorks, Inc. consultants in Spring 2016 focusing on the student experience ([DR1.7](#)). The District Technology Plan ensures that district and college technologies meet the requirements of the relevant Accreditation Standards.

DISTRICT RECOMMENDATION #2: POLICY FOR SELECTING/EVALUATING PRESIDENTS

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

(See [Appendix E](#) for District Recommendation #2 Evidence)

SCC 2015 Visiting Team Comments:

The External Evaluation Report confirmed that SCC meets all aspects of the relevant Standards with the exception of the need to revise the wording of a couple of Board Policies to more accurately reflect the actual practices of the district. The External Evaluation Report states:

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

Analysis:

The District has taken action to ensure this deficiency is resolved and that the standards are met. The Board Policy were revised as needed using normal LRCCD practices.

Initial Work & Full Implementation:

In Spring 2016, the LRCCD developed clearly defined Board Policies and Administrative Regulations for recruiting and selecting college presidents. The policies were approved by the Board of Trustees at its April 13, 2016 meeting ([DR2.1](#)), and the regulations were approved by the Chancellor's Cabinet at its January 25, 2016 meeting ([DR2.2](#)). Policy 9123 *Selection and Recruitment: College President* ([see attachment in Appendix E](#)) describes the authority to recruit for a vacant College President position, the building of the applicant pool, and the qualifications an applicant must possess to be considered for the position. Policy 9123 is supported by Regulation 9123 *Recruitment: College President* ([see attachment in Appendix E](#)) which further details the College President position job description, opportunity for lateral transfer, building of an applicant pool, necessary applicant qualifications, and certification of the applicant pool by the Associate Vice Chancellor of Human Resources. At the same meeting, the Board of Trustees

approved Policy 9124 *Initial Selection: College President* ([see attachment in Appendix E](#)) which describes the authority for establishing the selection process, selection criteria, educational management position qualifications, appointment process, retirement system participation requirements, and fingerprinting requirements. Policy 9124 is supported by Regulation 9124 *Initial Selection: College President* ([see attachment in Appendix E](#)). The regulation describes the College President application review and selection processes, status of district management employees who are selected for a college presidency, the terms of the appointment, and the fingerprinting process.

Policy 9142, *Performance Evaluation Chancellor and Presidents*, describes the annual evaluation process of College Presidents by the District Chancellor. The evaluation includes achievement of annually established goals and provides opportunity for input from any College or District constituency. The policy revision was originally approved by the Board of Trustees on December 15, 2010 ([DR2.3](#)), and has been followed since that time.

Ongoing Assessment:

These policies and regulations will be followed in selecting and evaluating future College Presidents and will be regularly reviewed via established processes and will be updated as necessary.

Integration into SCC processes:

SCC follows all District Policies and Regulations. SCC is currently seeking a new president and is following District Policies and Regulations, including Policy 9124 *Initial Selection: College President*, Regulation 9124 *Initial Selection: College President*, Policy 9123 *Selection and Recruitment: College President* and Regulation 9123 *Recruitment: College President*.

Under Policy 9142, *Performance Evaluation Chancellor and Presidents*, SCC provides input through an online College President Evaluation instrument and will continue to do so under the revised policy.

Conclusion:

LRCCD Policies and Regulations have been revised to provide a clearly-defined policy for selecting and evaluating the presidents. The Policy and Regulation language is clear and is followed by the district and SCC.

DISTRICT RECOMMENDATION #3: CHANCELLOR DELEGATION OF RESPONSIBILITY TO PRESIDENT

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

(See [Appendix F](#) for District Recommendation #3 Evidence)

SCC 2015 Visiting Team Comments

The External Evaluation Report confirmed that SCC meets all aspects of the relevant Standards with the exception of the need to revise the wording of a couple of Board Policies to more accurately reflect the actual practices of the district.

The External Evaluation Report states:

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

The two Board Policies requiring revision include:

- the policy that defines how the chancellor delegates full responsibility, authority, and accountability to the presidents of the colleges, and
- the policy that established the role of the president.

Analysis

The District has taken action to ensure the deficiency of Board Policy wording not accurately reflecting actual practices is resolved and that the standards are met. As recommended by the visiting team, Board Policy 4111, *Administrative*, has been revised to more clearly define that the chancellor delegates full responsibility, authority, and accountability to the presidents for the operations of the colleges.

Initial Work & Full Implementation:

The LRCCD used the language of Board Policy 2411, *Student Rights and Responsibilities*, Section 1.2 ([see attachment in Appendix F](#)), to inform the modification of Board Policy 4111, *Administrative: Chancellor Authority* ([see attachment in Appendix F](#)).

Board Policy 2411, *Student Rights and Responsibilities*, Section 1.2 states:

The president of a college in the District serves as the chief administrator of the college and is responsible for the overall supervision of the operation of the college in conformity with the directives and duties as defined by the District Chancellor and consistent with the policies of the Board of Trustees.

Board Policy 4111, *Administrative* now includes Section 1.4, which states:

The President of a College in the District serves as the chief administrator of the College and is responsible for the overall supervision of the operation of the College in conformity with the directives and duties as defined by the Chancellor and consistent with the District Policies of the Board of Trustees. The Chancellor delegates full responsibility and authority to the college Presidents to implement and administer delegated District Policies without interference and holds College Presidents accountable for the operation of the College.

The modification was approved by the Board of Trustees at its April 13, 2016 meeting ([DR3.1](#)). The approved language of the modified policy aligns the policy with ongoing administrative practice.

Ongoing Assessment:

LRCCD policies and regulations are regularly reviewed via established processes and will be updated as necessary.

Integration into SCC processes:

SCC follows all District Policies and Regulations. The practices of the College and work of the College President are in full alignment with the revised Board Policy 4111, *Administrative*. The

SCC President is the chief administrator of the College and is responsible for the overall supervision of the operation of the College

Conclusion

Board Policy 4111, *Administrative*, has been modified to clearly define that the chancellor delegates full responsibility, authority, and accountability to the presidents for the operations of the colleges. Information from Board Policy 2411, *Student Rights and Responsibilities*, Section 1.2, (see attachment in [Appendix F](#)), which establishes the role of the president as the chief college administrator, has been added to Board Policy 4111, *Administrative* (see attachment in [Appendix F](#)).