ABSTRACT OF THE SELF STUDY REPORT

STANDARD 1: Institutional Mission and Effectiveness
The Sacramento City College mission statement is reflective of the College’s commitment to student learning, to our diverse student population, and to continuous improvement in those processes that support student achievement and community vitality. The mission statement calls for a wide range of educational opportunities and student support services to enable students to achieve such goals as transfer, basic skills development, career advancement or personal enrichment using a variety of educational locations and modalities. The mission statement is developed in response to both internal and external environment data and is central to the planning process, providing direction in development of College goals as well as programs and services. The mission statement is reviewed yearly as part of the College’s planning process, potential changes are reviewed broadly across the institution, and revisions that are approved at the College level are approved by the Board of Trustees and published in College publications.

The College demonstrates its commitment to student learning through dialogue and processes that promote student learning outcomes and assessment of student learning in curriculum and program review processes, through planning and resource allocation processes that utilize data to set the College mission, vision, values, and goals and which lead to unit and program plans, and in the use of data to evaluate the effectiveness of College programs and services in achieving College goals. The dialogue on student learning outcomes has involved the College community broadly through an advisory group established by the Academic Senate, as well as through the established process of curriculum review and program review conducted by instruction, student services, library and learning support services, and administrative services. The College engages in broad-based planning activities that involve divisions and departments which develop program and unit plans to address College goals, College standing committees which review unit based plans and resource requests (Budget, Information Technology, and Campus Development), and constituency-based committees tasked with overseeing the College’s planning process (College Strategic Planning Committee). The results of the planning process are used to make decisions on resource allocation in such areas as finance, information technology, facilities, faculty and classified staff. Success indicators are defined for each College goal to ensure that progress toward goal achievement is measurable; outcome measures are defined for unit objectives as well. Data on these indicators is both qualitative and quantitative and is gathered broadly from the College community. The data from success indicators and outcome measures is shared with the College community and is used to help set or modify College goals and unit objectives involving programs and services. The planning and resource allocation process is reviewed by the College Strategic Planning Committee on a yearly basis in a cycle of continuous improvement.

STANDARD 2: Student Learning Programs and Services
Sacramento City College provides a wide array of educational offerings to meet the needs of a diverse student population as defined in the College mission statement. The College offers 99 degree programs and 98 certificates in academic and career fields; programs
and courses to assist students who are academically underprepared; lower division general education courses to meet transfer requirements to four year institutions, as well as courses designed to promote personal enrichment. Educational programs are delivered on the College’s main campus in urban Sacramento as well as at three Outreach Centers located in the wider Sacramento community and through the different modalities associated with distance education including online courses, interactive television, and telecourses. Educational opportunities are made available through internships and service learning; learning communities provide innovative approaches to promote student learning. Student learning outcomes are incorporated into curriculum forms and reviewed through the curriculum process to ensure that equivalent outcomes are achieved regardless of where or how a course is delivered. This basic principle is incorporated into the planning cycle as a College goal. The program review process for instructional programs is data-based, including assessment of student performance and enrollment productivity, and involves faculty review of each course offering. The SLO Advisory Group is a subcommittee of the Academic Senate, and has led the College dialogue on student learning outcomes at the course and program level as well as adoption of general education SLOs. Course level SLOs have been incorporated into 99.6% of SCC course offerings and 80.9% of program offerings as of 2007-2008.

The SLO Advisory Group continues its work, including developing the “Sacramento City College’s SLO Assessment Strategy”, that was adopted by the Academic Senate in May, 2008. Assessment of student learning is a faculty responsibility, although input from industry professionals is valued as feedback. The College participates in Districtwide competency committees in the areas of writing, reading, and mathematics. Courses that satisfy competency requirements are designated in the College Catalog. The program review process is also utilized to provide a continual and timely review of all instructional programs. Such tools as the Curriculum Handbook and the curriculum software known as SOCRATES aid the curriculum review process to ensure that programs reflect the breadth, depth, rigor, sequencing, and synthesis of learning characteristic of high quality instruction demonstrated at Sacramento City College.

Sacramento City College recognizes that adult learners have diverse needs and has developed instructional approaches and supports to assist students in achieving their academic goals. An indicator of the degree of support among faculty and staff for this principle is the response to the survey question “Instructional programs meet the diverse educational and developmental needs of its students.” 83.3% of respondents agreed with that statement in the 2008 Faculty/Staff survey. In addition to examining course breadth, depth, rigor, and sequencing, the College utilizes the program review process and SLO development process to address the relevance, appropriateness, currency, and achievement of student learning outcomes in instructional programs. These same processes are used by the College to plan and evaluate its courses, certificates, and degrees for both general and vocational education. Credit is awarded for successful course completion based on achievement of stated student learning outcomes and through exams that are assessed as being fair and unbiased.

The philosophy underlying the College’s General Education requirement is incorporated into the College Catalog. The faculty determine whether courses fit areas associated with
GE requirements in a process that is reviewed in the GE subcommittee of the curriculum committee. The GE subcommittee utilizes course SLOs as well as the General Educational Learning Outcomes (GELOs) as the basis for evaluating the appropriateness of each course in the general education curriculum. The College’s statement of GELOs incorporate the outcomes associated with Title V GE criteria to ensure that all appropriate areas are represented. In addition, the College provides a range of opportunities for students to achieve GELOs, both through course level SLOs and programs such as Service Learning and the International Studies Program that touch on the specific GELOs of respect for cultural diversity and willingness to assume civic responsibilities.

In addition to incorporating GELOs into degrees and certificates, all SCC degree programs that appear in the College Catalog go through a series of approvals that begin at the College, move to the Board of Trustees, and ultimately to the Board of Governors of the California Community College system.

The College has a strong track record for student achievement in licensing exams and for obtaining positive feedback from employers on student preparedness for employment. Vocational programs incorporate SLOs into their courses and programs, incorporating those outcomes required by licensing agencies or industry.

Students and prospective students receive clear and accurate information about educational courses and program and transfer policies through such publications the course catalog, schedule of classes, and student guide. Transfer of credit policies are also clearly stated. There is a process for program elimination that facilitates student completion of program requirements. A variety of publications, available both in hard copy and electronically, are available to communicate accurate information to students, prospective students, and the public. These publications are reconciled to ensure consistent information.

The Board of Trustees has adopted policies and regulations that define and promote academic freedom; the “Faculty Statement of Personal Ethics” is available in the Faculty Handbook; a statement of academic freedom will be incorporated into the 2009-2010 College Catalog.

Sacramento City College offers a broad array of student support services that address student needs comprehensively and effectively regardless of location including core services such as Admissions and Records, Assessment, Matriculation including Outreach and Information and Orientation, Financial Aid, Extended Opportunity Programs and Services, and Counseling and more focused services such as academic honors, Disability Resource Center, CalWORKs, Child Development Center, Health Services, Internships, MESA, Phi Theta Kappa, PUENTE, RISE, Scholarships, Tutoring, Veterans Affairs and Work Experience. In 2007, a Student Services and Enrollment Management team developed a series of initiatives under the umbrella Students Obtaining Success (SOS) to further support student learning and achievement in light of the College’s mission. SOS initiatives include welcome back activities and activities that promote timely fee payment, retention, advising and registration. Program review processes, undertaken on
a three year cycle, are data driven and assess the effectiveness of student support services; data is collected from participants in SOS activities to measure the quality and effectiveness of programs.

The breadth of services to students attending the College’s three Outreach Centers in Davis, West Sacramento, and Downtown Sacramento are broadening, already including the core functions of assessments, admissions and registration, counseling, financial aid, matriculation, and DSP&S. These services will expand with the expansion of the centers in Davis and West Sacramento (which will incorporate the current Downtown Center). Students participating in distance education programs receive a broad, and expanding, range of student services as well, including Admissions and Records, Orientation, and Financial Aid and recently incorporating online tutoring. Such activities as assessment require that students interested in distance education come to a campus. More communication about the availability of services at Outreach Centers and for distance education students is needed.

The College Catalog provides accurate and current information on the College’s educational offerings, requirements for admissions and fee information, and major policies affecting students such as academic standards and attendance expectations. While the catalog is available in a variety of formats, other publications such as the Student Guide also provide accurate and current information on key student information.

The College employs a number of methods to identify the learning support needs of its students and ensure that programs and services are provided equitably. Program review documents include survey data, the Noel-Levitz Student Satisfaction survey, and student feedback cards are methods utilized to measure student needs and satisfaction with student services. The Community College Survey of Student Engagement was administered in spring, 2008 to measure student use of, and satisfaction with, College services; an oversampling at the Outreach Centers ensured that there was sufficient data to support student services offerings and delivery at the centers. There are a number of student service approaches that provide opportunities for personal and civic responsibilities, including the International Studies Program, Cultural Awareness Center, Service Learning, Student Clubs, and Internships among others. The program review and unit planning processes provide opportunities to measure the effectiveness of these approach and plan for additional opportunities. The College provides an extensive array of counseling services from general counseling at both the main campus and Outreach Centers to such programs as RISE, DSP&S, CalWORKs, EOPS, Veteran’s Affairs, Panther Pipeline, Work Experience, and Transfer Center. All full time students are strongly encouraged to meet with a counselor as part of the matriculation process; counselors developed an online educational plan to assist in sharing data among counselors to ensure that the counselor and student were operating from a common information base. The College has made significant commitments to programs and services which support and enhance student understanding and appreciation of diversity including incorporating multicultural requirements into degree programs; programs offered by the Cultural Awareness Center, International Studies Program, and Ethnic Theater; clubs; professional organizations for diverse student populations; and academic
support programs for student of color. Statements supporting diversity are incorporated into the College vision statement; the District has strict policies on non-discrimination; the College has procedures for addressing issues related to discrimination. The 2008 Student Accreditation survey indicated that 87% of respondents agreed that “The College demonstrates an understanding of and concern for issues of fairness and diversity.” College admissions policies follow guidelines prescribed in Title V; College assessment instruments are on the State Chancellor’s approved list of tests. The assessment office and instruction work together on the validation and selection of assessment instruments. The confidentiality of student records is addressed in Board policy and regulation and adhere to the standards established by FERPA and California law. Student records are maintained on District and College systems that are backed up nightly.

The College engages in a number of evaluation cycles that measure the adequacy of student services and uses the results of such evaluations to improve both programs and services. Such evaluation cycles include program reviews conducted every three years, state-mandated evaluations for such categorical programs as DSP&S, Matriculation, CalWORKs, and EOPS/CARE. Additionally the College’s annual planning cycle includes specifying outcome measures and requires that results be determined. Such information is also communicated to the Board of Trustees in the annual goal review process. The program review process also incorporates assessment of Student Services Program Learning Outcomes (ProLOs).

The College provides a broad array of library and learning support services both at the main campus and at the Outreach Centers. The Learning Resource Center on the main campus houses Library, Media, Tutoring and Writing Center, and Academic Computing services. Discipline specific computer and tutoring labs support students taking classes in such divisions as Math, Science and Allied Health, Physical Education and Athletics, Business, Language and Literature, Humanities and Fine Arts, and Advanced Technology, as well as the Outreach Centers. Student Services also has tutoring and computer facilities in such programs as RISE and the Disability Resource Center.

Library Services, located on the second and third floor of the LRC, include 79980 print volumes, 12,258 electronic books, 6434 media items, subscriptions for over 400 periodicals, as well as access to 12,000 titles through electronic database subscriptions. The building, opened in 1998, provides areas for individual and group study, wireless access, and services for students with disabilities and is open 75 hours weekly during the academic year. The library collection is selected by the librarians in consultation with discipline specific faculty to support the educational and support needs of students. The library participates in regional consortium in order to provide access to current holdings. The librarians conduct surveys of both students and faculty as well as tracks use of the library collection and databases to ensure that holdings and services meet College needs. The library conducts both general and subject specific orientations as well as classes to meet information competency requirements. Library services are also available at the Outreach Centers and distance education students, including book delivery and renewal, access to the electronic catalog, databases, and books, electronic reserve access and
library orientations. Access to physical reference materials and reserve books is also available at the Outreach Centers on a more limited basis.

Instructional Media supports students on both the main campus and Outreach Centers. Instructional Media services include access to over 6000 non-print resources which are selected by librarians in consultation with discipline faculty as well as based on student requests. The Instructional Media department oversees the College’s two open access computer labs, which provide over 100 computers for student use. The department also supports distance education through a television studio and Interactive Television classes (ITV); as well as a network of smart classrooms and carts that support instruction and student services across the College and Outreach Centers. Requests for smart classrooms and smart carts are included in unit plans and are reviewed and prioritized by the divisions, College service areas, Information Technology Committee, Campus Development Committee, and Budget Committee.

Tutoring services are offered in the Learning Resource Center and in the division labs and Outreach Centers; the Writing Center was recently established to support writing across the curriculum and is housed in the LRC. The Learning Skills and Tutoring Center lab is open 64 hours a week during the academic year and provides tutoring services in compliance with Title V requirements in a wide variety of subjects. The Beacon peer tutoring program is also offered through the LSTC. Faculty request Beacon tutors as well as refer their students to the LSTC for support. Surveys of students using the LSTC services indicate a high degree of satisfaction (75% very satisfied). The writing center is newly organized and offers both workshops and individual support to students. The Outreach Centers also provide tutoring services to students under the supervision of the LSTC. Outreach Center tutoring focuses on those subjects taught at the Centers, such as ESL in the West Sacramento Center.

Division based computer and tutoring support is provided throughout the campus and Outreach Centers in labs that are under the supervision of the academic and student support divisions. The labs are supervised by content area coordinators or counselors and have Instructional Aides, IT support, or adjunct faculty lab coordinators to provide direct support to students. In those cases in which tutoring and computer services are in direct support of instruction, students enroll in classes to receive credit for participation. Each Outreach Center has a computer lab to support instruction and student services; “open lab” hours are based on available supervision. Computers in the labs are on the College’s computer replacement cycle to ensure that facilities support instruction and student services.

STANDARD 3: Resources

The College hires well-qualified administrators, faculty, and staff utilizing documented policies and regulations that are developed and affirmed by the Board of Trustees, administration, faculty, and staff through their respective unions. Policies spell out minimum qualifications, requirements for equal treatment, and appointment authority. Regulations address detailed procedures for job announcements, certification of pools, applicant screening, interviews, and hiring. Requests for new faculty and staff positions are integrated into the College’s strategic planning process. Processes for choosing which
positions to fill occur at both the College level, in which the Academic and Classified Senates work with administration to rank order position requests, and the District Office which utilizes set procedures to determine the number of FTE/positions to be allocated to each College. The College has set procedures for evaluating administrators, faculty, and staff which detail both the instruments to be used in the evaluation process and the timetables for evaluation. These procedures are enumerated in both District regulations and in union contracts. The faculty performance review process includes references to SLO development and assessment as included in the union contract. The College has statements of professional ethics and responsibilities which are published in the College Catalog and faculty handbook. The College maintains a sufficient number of qualified faculty, staff, and administrators to provide quality service to students; the District exceeds the compliance number for full-time faculty as determined by the California Community Colleges Chancellor’s office. Personnel policies and procedures are developed and periodically reviewed through constituency governance groups and in collaboration with College administrators. Policies are publicized both in print and online; copies of all bargaining agreements are available in administrative offices. Training on equity and hiring policies is made available to all members of hiring committees. Personnel records are kept confidentially; employees have access to their own records. The College functions as a multicultural institution with support for diversity evidenced through College goals, programs, professional development opportunities, and District policies. Statistics on personnel demographics demonstrate that the College assesses its employment record and is increasing the diversity of its faculty and staff. Employees are treated fairly in keeping with College values, union contracts, and the principles underlying IBA. The College provides a wide range of professional development activities designed to promote the professional goals of both individual employees and the College. Professional development activities are assessed through a process of review and improvement.

The College provides highly functional physical resources in support of its mission at both the main campus and three outreach centers. The District and College have established a number of planning documents including the Long Range Capital Needs Plan, Five Year Construction plan, and SCC Facilities Master Plan to support College programs and services. These plans establish a modernization schedule that has upgraded and modernized a number of the College’s oldest facilities since the last accreditation as well as plans for new construction with the proceeds from state and local bond measures that include outreach centers located in West Sacramento and Davis. These projects utilize Capacity Load Ratios and Facilities Condition Assessment results to rank proposed projects for inclusion in either modernization or new construction proposals. Both modernization and construction projects utilize Type 2 funds to ensure that new equipment is available for these projects. The College’s annual planning and budgeting cycle contains a facilities component to ensure that requests for facilities changes are brought forth, evaluated, and prioritized for action based on College goals and unit objectives. Replacement cycles for computer and multimedia equipment ensure that up to date equipment is available to support instruction and services to students, faculty, and staff. Planning processes also consider the principle of Maintenance of Effort to ensure that departments can provide a level of quality service and an emergency fund for repair.
or replacement of equipment not otherwise scheduled for replacement has been established. Facilities are constructed or renovated in compliance with ADA standards; access to the main campus has been improved with construction of a light rail station adjacent to the College, a new parking structure, and improved pedestrian walkways; safety issues are addressed for both faculty and staff and for students. The Resource Management and Capital Outlay Plan is an institutional plan in the College’s strategic planning system that defines the College’s approach to facilities planning. The Facilities Resource Allocation Plan defines the procedures utilized in facilities planning processes. The Campus Development Committee is the shared governance body that considers facilities issues, including safety and security and rankings of facilities projects coming through the College’s planning cycle.

The College demonstrates a long term commitment to providing technology resources to support College operations and institutional effectiveness at both the main campus and the outreach centers through its network capabilities, support for a variety of distance learning modalities, computer labs to support student learning and services, multimedia classrooms, desktop resources for faculty and staff, and computer programs that support instruction, student services, and administrative services. There are over 3000 computer systems located throughout the College, including the outreach centers. These systems, as well as College servers and networking equipment, are on replacement cycles which are used by the departments and divisions in the planning process. Wireless networks are available on campus; a fiber network connects the College to the District and its sister Colleges. The District maintains the enterprise systems for student services, financial systems, and human resource systems. Data is stored securely and security policies and regulations have been defined at the District level and implemented at the Colleges. Technology training is made available for applications that support instruction, student services, and administrative services. Ongoing support is available for both faculty and staff through the College and District help desks, Computer Services staff, and Instructional Development and Distance Education programs and for students through a network of subject specific and open computer labs. In addition to the replacement cycles that ensure that the College can meet its Maintenance of Effort commitment, departments and divisions include requests for new technology and software in their unit and program plans that support development and enhancement of programs and services. The Information Technology department and the College IT Committee review, evaluate, and prioritize requests for new technology and make recommendations to the Budget Committee as part of the College’s annual planning and budgeting cycle. The IT department develops an IT Program Plan that outlines objectives designed to meet College goals in the area of technology on an annual basis. This plan contains support for desktops, servers, networks, and institutional software. The IT Program Plan also measures outcomes from prior years to ensure an ongoing process of program review.

The College integrates its financial planning with institutional planning in a process that is data driven and incorporates the College’s mission, vision, values, and goals as context to program and unit planning that is conducted on an annual basis. The College administration reviews ongoing financial responsibilities and revenue sources and
develops an annual budget memo that outlines funds available by source as well as ongoing obligations. The base budgets assigned to each division, department, and unit provide a core of financial support to ensure that College programs and services are maintained on an ongoing basis. Unit and program plans outline objectives related to College goals; requests for additional financial resources are associated with unit or program objectives. Outcomes are measured for each objective and the results utilized in the planning and resource allocation process. College governance committees review and prioritize resource requests based on published criteria and make funding recommendations to the College President. Resource allocation processes, as well as unit outcome measures, are evaluated on an ongoing basis to ensure that College goals are addressed by unit objectives and that resource allocation processes further College goals and unit objectives. At the District level, the District allocates resources to support the District’s strategic plan. Proposed budgets are reviewed by the District Budget Committee, comprised of members of the different constituency groups from each College as well as the financial services staff at the District. Funds are distributed based on formulas that include enrollment growth and assignable square footage. The College and the District utilize conservative approaches to ensure that revenues are received prior to distribution and that balance ongoing and one-time-only allocations to ensure that obligations can continue to be met while working within fiscal principles that are shared by all bargaining units. The District defines policies and regulations which govern financial transactions and which ensure a high degree of integrity; College processes support fiscal checks and balances for expenditures from general funds, categorical funds, grants, externally funded programs, foundations, and contractual relationships. Annual audits are conducted; unqualified audit opinions have been obtained for the prior six years. Ongoing information on revenues and expenditures is provided to the College community by both the College and District, briefings are made to the Budget Committee by College administration on College fiscal resources and budget reports are available online at the unit level. Financial reserves are available at both the District and College levels in excess of requirements outlined by the California Community College Chancellor’s office.

**STANDARD 4: Leadership and Governance**

The College has a number of mechanisms that create an environment for collaboration and continuous improvement including the formal mechanisms for participatory governance such as the Academic and Classified Senates and Senior Leadership Team participating in both Collegewide council and standing committees, as well as opportunities for situationally defined approaches to addressing challenges that arise in meeting the needs of students and the community. The District affirms the principles and practices of participatory governance in District policies and regulations and in Districtwide councils and committees. Documentation related to participatory governance structures and practices exists at the District level in Board policies and regulations as well as in collective bargaining agreements and at the College in “Your Guide to Participatory Decision-Making at Sacramento City College”. While classified staff and student participation is broadly encouraged in College structures, faculty and administrative have particular responsibility for decisions about student learning programs and services. The integrity that is brought to internal College processes extends
to relationships with external agencies. Different processes are utilized to evaluate the effectiveness of governance processes – including standing committees and Collegewide councils. The College is committed to standardizing processes for obtaining feedback on the effectiveness of College governance structures and participation and broadly disseminating the results to facilitate process improvement.

The Los Rios Community College Board of Trustees is duly elected and operates within Board policies and regulation to promote achieving the District mission, providing quality instruction and service at the Colleges, and acting with financial and legal integrity. The District has published policies governing the Board’s size, duties, responsibilities, structure, and operating procedures. These policies and Board structures are evaluated on a consistent basis and revised as necessary. Board members undergo orientations to their responsibilities to ensure that they are prepared to undertake the work of the District; Board terms are staggered to ensure continuity; the Board’s process for self-evaluation is clearly defined in Policy 3112. The Board of Trustee’s “Statement of Ethics” is presented in Policy 3114, providing the expectation that members “will make decisions in the best interest of students and the District”; “devote adequate time to Board responsibilities”; and “avoid conflicts of interest.” The Board has been involved in the accreditation process through briefings, inclusion in self study evidence gathering, and in being provided the opportunity for review of the self study report. The Board has responsibility for selecting and evaluating the Chancellor, which is then given administrative responsibility for the District and for implementing Board policies. Board policy specifies the selection and evaluation process for College Presidents. The selection process includes participation from all governance groups; the President’s evaluation has input from faculty. Interest has been expressed in broadening the evaluation process to include input from other constituency groups through a formal process.

The President demonstrates leadership in promoting high quality in the instructional programs and services provided to students as well as in the decisions reached and implemented through College processes marked by collaboration and participation. Presidential leadership is demonstrated in the College’s responses to rapid growth and corresponding need for additional facilities and personnel, in overseeing the budget process, and in such programs as the innovative collaborations with Sutter Health and Bell Helicopter. The President leads an administrative team that fully supports program and service initiatives and that operates in an environment characterized by collegiality and communication. The leadership team has been in place through a series of transitions in presidential leadership and has taken a primary role in creating a culture of evidence, in developing a planning and resource allocation process that is data –driven and responsive to the College’s mission, vision, and values, and in ensuring that processes are evaluated and modified to respond to changes in the environment as well as in response to feedback from the College community. The President guides improvements in the teaching and learning process by meeting and working with College administrators and leaders of constituency groups, as well as through convening the College Executive Council to share information from the District, community, and state and national organizations and develop programs and services to meet student needs.
The mapping document developed by the District demonstrates how the District partners with the College to provide vital services in such areas as information technology, fiscal management, human resources, facilities development, research, and public information that support the mission and functions of the Colleges in the Los Rios District. Program reviews conducted by the District demonstrate that the services provided reflect input from the Colleges. The District ensures that the Colleges have sufficient resources to conduct operations will demonstrating fiscal responsibility. Such practices as the use of the “bucket” formula have ensured fair distribution of resources and minimized disruption to College operations even in times of fiscal uncertainty; the District Budget Committee, comprised of College constituency group representatives and District office fiscal staff, review proposed budgets.

While the Chancellor provides broad leadership at the District level, he provides full responsibility and authority to the College president to administer District and system policies. The President leads the College in effectively managing resources, establishing the College mission, vision, values, and goals, and in aligning College programs and services to College goals. The President works through such participatory governance bodies as the Executive Council to ensure that a full spectrum of opinion is heard on College issues and utilizes College communications channels, such as City Chronicles, to inform the College community of both issues and proposed solutions. The Chancellor does serve as a liaison between the Colleges and Board of Trustees and District committees as well as electronic communications are utilized to share information across the District. While there is feedback from such bodies as the District Academic Senate on District/College processes and structures, there is need for a more formal process of evaluation of District governance committees are regularly evaluated and processes improved.