Standard II: Student Learning Programs and Services

Standard II.A. Instructional Programs

Standard II.A.1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

Descriptive Summary

SCC offers high-quality instructional programs in dynamic academic and career fields of study that meet the needs of its growing service population and provide learning, degree, employment, transfer, enrichment, and civic-related outcomes for its diverse student body. These programs are consistent with the College’s mission and are systematically assessed to promote ongoing improvement in teaching and learning methodologies, identification of new program dimensions and complementary instructional support services, and achievement of articulated student learning objectives.

In order to meet this standard for high-quality instructional programming and consistent evaluation-based improvements, SCC collects and analyzes data on the external and internal contexts within which it operates.

SCC serves an external community that has experienced considerable growth in numbers and heritages, cultures, and demographics. The 2006 American Community Survey from the U.S. Census Bureau estimates that the numbers of those living in Sacramento significantly exceed the national average for those who are foreign-born, speak a language at home other than English, or are of non-Caucasian ethnic identity. Further, this survey estimates that residents of the Sacramento region fall below the national average of those who have received high school diplomas and exceed the national average for families living below the poverty line. In contrast, the survey reveals there is significant employment in the area in professional fields, education, and public administration. These data reflect the wide-ranging educational needs within Sacramento’s urban core and provide the foundation for the College’s broad mission and its extensive array of instructional programming.

The College’s mission statement clearly addresses these varied needs of the community, stating:

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 leading to transfer, career advancement, basic skills development, and personal enrichment. Our commitment to continuous improvement through outcome-guided assessment, planning, and evaluation effectively promotes student learning. Through these efforts, we contribute to the intellectual, cultural, and economic vitality of the community.
In order to serve the community, SCC has educational offerings for learners who have various levels of academic preparation, differing goals, and an array of life experiences. The College offers 99 degree programs and 98 certificates in academic and career fields. Instructional programs include the following: 1) Human Career Development courses, such as HCD 310, College Success, which assist students in understanding and navigating educational and career opportunities; 2) basic skills offerings in Reading, Writing, and Mathematics, such as ENGRD 10, Basic Reading Skill Development, ENGWR 40, Writing Skills, and MATH 34, Pre-Algebra, that strengthen students’ competencies and readiness for college-level coursework; 3) lower-division general education courses in academic disciplines, such as PSYC 300, General Principles, and MUFHL 310, Survey of Music History and Literature, for students pursuing transfer and associate degree goals; 4) career and technical courses in occupational areas that are aligned to regional labor markets, such as BUS 300, Introduction to Business, and MET 351, Basic Machinery Systems for students seeking to enhance their employment-related skills in local industries; and 5) enrichment courses, such as GERON 376, Aging and Family Dynamics, LIBR 305, Legal Information Resources, to enhance long-term learning, community involvement, and personal improvement. The quality, diversity, and relevancy of instructional offerings are long-standing hallmarks of SCC. Recent courses and programs developed by SCC faculty and approved by the Curriculum Committee include, most notably, Bell Helicopter, Insurance, Greek, Nutrition, Art History, Photography, Math Literacy, Liberal Arts, and Film Production, and the collaboration of Biology and Chemistry with the Mechanical-Electrical Technology Department for Water and Wastewater programs.

Students are offered basic skills assessments, educational counseling, and planning to identify an appropriate field of study, needed developmental and/or academic coursework, and a full complement of admissions, financial aid, tutorial, and instructional support services. The College also provides extensive support services to address the needs of specialized populations, such as those with disabilities, second language learners, international students, high school students who are transitioning to college, veterans, and a wide range of other re-entry students. These programs, courses, and services, regardless of location or delivery modality, are responsive to the needs of SCC students and the surrounding community and demonstrate fidelity to the College’s stated mission.

Self-Evaluation

SCC maintains comprehensive research, planning, program review, and continuous improvement processes in order to ensure mission-alignment, appropriate, high-quality programming, student achievement and outcomes assessment, and curricular currency and relevancy in its instructional offerings.

Instructional programs are initially and periodically assessed to validate their alignment with the College’s mission. Initial assessment occurs through a review of the trend and demographic data revealed in the Los Rios District’s external environmental scan and the
College’s internal student interest/enrollment information. These data are reviewed annually by the College Strategic Planning Committee to affirm the college mission and its primary goals. Once affirmed, the Instructional Services Office and the instructional divisions use the college mission and goals as references for developing specific programs and new course objectives within their unit-planning processes. In this way, new degree programs, certificate offerings, and coursework are reflective of emerging needs and supportive of the College’s stated mission. Periodic assessment of instructional programs to maintain alignment with the college mission is accomplished through a comprehensive instructional program review process. Longitudinal student enrollment and performance data involves a thorough review of all curricula in a given department.

To ensure the continued appropriateness and high quality of the College’s instructional programs, evidence is gathered and analyzed from different sources at various levels, e.g., individual and combined student data, faculty and staff survey research, Curriculum Committee input and approvals, four-year articulation listings (ASSIST database), and program reviews. Evidence collected by the College validates the appropriateness and high quality instructional programming and includes the following:

- The Fall 2008 Faculty-Staff Survey results revealed that 83.3 percent of respondents agreed or agreed strongly that SCC’s “instructional programs meet the diverse educational and developmental needs of its students.”
- 76 percent of respondents to the same survey agreed or agreed strongly that “the College ensures the quality of instruction, academic rigor, and educational effectiveness of its programs regardless of service location or instructional delivery method.”
- Twenty-three members (72 percent present) of SCC’s Curriculum Committee agreed or agreed strongly with the following statements: “When receiving new course or program proposals, I consider the College’s mission when formulating my feedback”; “When reviewing curriculum, I consider delivery systems and modes of instruction when formulating my feedback”; “In general, I feel the College’s mission statement drives the curriculum development process.”
- Student respondents to the Spring 2008 administration of the Noel-Levitz Student Satisfaction Survey ranked the following statements within the College’s top 15 strengths: “The quality of instruction I receive in most of my classes is excellent”; “I am able to experience intellectual growth here”; “There is a good variety of courses provided on this campus.”

In keeping with its mission statement, the College uses research and analysis as an integral part of the process for institutional planning and evaluation: this process includes the identification of emerging fields of study, student performance benchmarks, and overall relevancy and management of instructional programs.

The College uses different input to identify, choose, and affirm areas of study that meet student and community needs. Input includes population shifts and demographic data gleaned from periodic environmental scans, employment trends and labor market
shortages revealed in California and national Labor Market Information studies, faculty-initiated course and program-development planning objectives, and self-identified student educational goal data from the College’s application process.

Through its Strategic Planning process, the College identifies student achievement outcomes at the institutional level and prepares semi-annual reports with stated benchmarks for the College, the District, and the Board of Trustees. These benchmarks include student retention, student persistence, course success, and degree and certificate completion. Learning outcomes for instructional courses and programs are identified and assessed by the faculty and administration through the College’s curriculum processes with specific course objectives and program learning outcomes embedded in official course outlines and program documentation. Comparative student data is also collected using multiple measures (survey, focus groups) to assess student satisfaction, engagement, achievement, and persistence, through collegewide research activities such as the Noel-Levitz and CCSSE studies. These benchmarks and student outcome data provide the research for the periodic program review process, which examines overall program relevancy, curricular currency, effective teaching strategies, and equitable student learning outcomes for all types of learners.

Responses to the Fall 2008 Faculty-Staff Survey affirmed the positive direction that the College is taking in the area of developing a culture of evidence for identification and development of collegewide improvements for student learning needs when those responses are compared to those taken in 2002.

**Planning Agenda**
None

**Standard II.A.1.a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and assess progress toward achieving stated learning outcomes.**

**Descriptive Summary**

The majority of students enrolled at SCC attend because it is their first choice among schools to attend. These students have a range of academic skills and goals. The SCC student population tends to be ethnically diverse and to come from varying socio-economic backgrounds, some with limited financial resources, many with disabilities. The College strives to meet these varying needs and does so with a methodical approach, driven by the College’s mission and based on evidence-based decision-making.

Students who matriculate go through an orientation process that provides the College with information about their goals and preparation. Perhaps most importantly, regularly-administered assessment examinations provide placement information for students in
English, ESL, and mathematics courses. These courses, in turn, provide the core skills assessment for course prerequisites and advisories across the curriculum.

One measure of success that indicates that the College is providing appropriate assessment and instruction comes from its accountability report which tracks student completion statistics for degrees and certificates and transfer information. Some career and technical programs, such as those funded by Carl D. Perkins Career and Technical Education Act of 2006 (for example, programs as diverse as Aeronautics, Computer Information Science, Early Childhood Education, Graphic Design, Motorcycle Maintenance, Nursing, and Railroad Operations), track the number of students who gain employment.

SCC follows a regular cycle of review for all instructional programs. Every instructional program goes through a program review cycle at least every six years on a rotational basis. Career/technical education program review includes review of labor market data every two years in order to ensure that the College is meeting community and industry needs. During program review, faculty examine the currency of each department offering, including programs and courses. As part of the program review process, faculty in discipline areas evaluate student performance, enrollment productivity, and success data to look for ways in which to enhance and improve the curriculum. As part of the SLO and ProLO assessment process, faculty make ongoing assessments of student learning outcomes and student learning. Additionally, SCC regularly evaluates student learning needs and progress through various student and faculty surveys.

As a part of the LRCCD, SCC faculty engage in collegial contact with its three sister colleges while developing courses and instructional programs. Careful analysis of community, student, and employer needs combined with faculty input enable faculty to develop courses and instructional programs to meet the demand. Once ideas are generated, the College investigates the feasibility of new programs and begins the planning process and in SOCRATES. The Instruction Office at the College shares the information with the district-level Program Placement Council (PPC) which consists of the Vice President of Instruction (VPI) and Vice President of Student Services (VPSS) from each college, the District Curriculum Coordinating Committee (DCCC) chair, the District Academic Senate (DAS) President, and the Vice-Chancellor of Education and Technology of LRCCD. All colleges offer core transfer programs; however, career and technical programs, which are more resource-intensive, are distributed among the four colleges. When SCC receives a recommendation to proceed in the development of a new program or course, the College identifies, in the unit planning process, the resources required. Faculty develop the curriculum, provide evidence of need to the California Community College Chancellor’s Office; in the case of vocational programs, the College also seeks regional approval through the North/Far North Regional Consortium. Recent programs that have moved through the planning process are the Bell Helicopter Training Academy and Inter-cultural Studies.

Self-Evaluation
In Spring 2008, students in the LRCCD participated in the Noel-Levitz Student Satisfaction Inventory, the fourth since 1998. Compared to the 2004 report, student satisfaction increased at the district level in all areas assessed, which included counseling, instruction, safety and security, registration, academic services, concern for the individual, admissions and financial aid, service excellence, campus climate, student centeredness, support services, and responsiveness to diverse populations. When focusing specifically on SCC, students identified the strengths of the College as follows, in descending order of importance to the respondents:

- The quality of instruction I receive in most of my classes is excellent.
- I am able to register for classes I need with few conflicts.
- Nearly all of the faculty are knowledgeable in their fields.
- I am able to experience intellectual growth here.
- There is a good variety of courses provided on this campus.
- Faculty are fair and unbiased in their treatment of individual students.
- Library resources and services are adequate.
- Faculty are usually available after class and during office hours.
- Computer labs are adequate and accessible.
- Policies and procedures regarding registration and course selection are clear and well-publicized.

On the other hand, areas in which students indicated a need for improvement are as follows, in descending order of importance to the respondents:

- Classes are scheduled at times that are convenient for me.
- My academic advisor is knowledgeable about the transfer requirements of other schools.
- The campus is safe and secure for all students.
- The amount of student parking space on campus is adequate.
- My academic advisor is knowledgeable about my program requirements.
- Parking lots are well-lighted and secure.
- Adequate financial aid is available for most students.
- This school does whatever it can to help me reach my educational goals.
- Security staff respond quickly in emergencies.
- My academic advisor helps me set goals to work toward.

Additional research conducted by the College in Spring 2008 through the CCSSE offer an overview of student use of and participation in College offerings. While the College’s results are comparable to those of other “Extra Large Colleges” and the overall 2008 CCSSE Cohort, there are a few areas related to student learning which are significant. This is the first time the survey has been administered at SCC, and so these results establish a baseline rather than providing materials for substantial conclusions.

SCC has been developing and assessing SLOs in an increasingly comprehensive system since the first classroom projects were launched in Spring 2002. Data have been accumulated at the course level and by departments; assessment, evaluation, and improvement have been integrated into course and program learning outcomes. Reports
from programs as diverse as Business and Physical Education provide evidence that students’ needs and progress are assessed in appropriate and imaginative ways.

These data are reviewed and analyzed at multiple organizational levels within the College, including department, division or area, and cross-functional units (Instructional Services, Student Services, and Administrative Services) and incorporated into planning and program review processes to ensure achievement of student and institutional learning outcomes.

**Planning Agenda**
None

**Standard II.A.1.b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.**

**Descriptive Summary**

Since 1916, SCC has served students in the Sacramento Metropolitan Area and its suburbs. The College served 26,175 students in Fall 2008, an increase of 3.88 percent over the previous fall semester. In order to provide access to a large geographic area, the College offers classes at the main campus and at three centers located in Downtown Sacramento, West Sacramento, and Davis. In addition, SCC strives to maximize service to students by offering courses in the day and in the evening, on weekends, and in a variety of modalities: in-person, hybrid (online and onsite, Internet/online), interactive television, and television. Distance Education (DE) courses are designed to fit students’ busy schedules while enabling them to advance their academic goals and still provide rigorous, challenging educational experiences. SCC is committed to giving DE students the same individual support, academic standards, and experienced faculty found in traditional classroom settings.

Use of the distance education modality is growing in the United States; in fact, an overall growth rate of 18.2 percent for online enrollments was reported between Fall 2003 and Fall 2004. Course offerings at SCC reflect this trend. Between Fall 2001 and Fall 2007, online course sections grew from 28 sections to 142 sections. Students enrolled in online courses grew from 514 students in Fall 2001 to 3,749 students in Fall 2007. This growth represents a 407 percent increase in online sections offered and a 629 percent increase in students taking online courses. While distance education may not be not right for every student, the College strives to offer students the courses they need in a variety of modalities.

Course delivery systems and modes of instruction are evaluated for their effectiveness in meeting student needs through the program review process and frequent, routine analysis of student performance data. In addition, faculty receive information about the appropriateness of course training systems and instructional modes from student questionnaires that are distributed as part of the contractual performance review process.
Student feedback is gathered online for distance education courses that do not have a face-to-face component; students receive an email with a link to a survey that contains both multiple choice and open-ended questions. While those reviews are not attributed to any individual, faculty receive valuable information about the courses (e.g., structure and delivery) which then may be incorporated into the regular program review process.

All courses offered in the distance education delivery modality have undergone a rigorous approval process that begins with the Distance Education Subcommittee of the SCC Curriculum Committee to ensure an equivalent learning experience and academic rigor and that students are able to achieve the same SLOs for a given course whether it is face-to-face, hybrid, or online. The approval process for DE courses is faculty-driven. The faculty initiator submits an in-depth written course proposal through the SOCRATES course management system. The proposal is reviewed by the Curriculum Committee and the DE subcommittee of the Curriculum Committee. The DE subcommittee recommends to the course initiator (and thus to the department faculty) any edits that the Committee deems necessary for the development of curriculum and courses to meet the identified needs of the students, community, and regional work places.

Collegewide dialogue on the topic of delivery systems and modes of instruction takes place with the Curriculum Committee and the DE Subcommittee of the Curriculum Committee. In 2007-2008, the College worked under the direction of the Academic Senate to develop a collegewide DE Program Plan, which is in place this year. One of the goals of this plan is to work with participatory decision-making groups to create a place in the governance structure for collegewide dialogue about distance education. The IT Committee also addresses some of the technology issues related to distance education.

SCC has a long and passionate history in support of outreach efforts to the communities it serves. Since 1966, the Davis Center has been serving the community of Davis and the surrounding communities of Yolo County. Since 1988, SCC has had a presence in downtown Sacramento. In 1999, SCC leased space and opened four classrooms in West Sacramento.

The LRCCD serves a rapidly growing Sacramento region. This five-county regional service area is not only growing at an unprecedented rate but is also plagued by impacted roads, insufficient rapid transit, and increasing pollution levels. The Board of Trustees studied these issues and recognized that the region would be best served by distributing educational opportunities to the areas of the most rapidly growing population to reduce travel and to increase local access to education. Studies have shown that approximately 85 percent of a college’s enrollment comes from a five-mile radius around the facility. Thus, in 2000, the Los Rios Board of Trustees made a policy decision to guide the growth of the District by developing regional centers rather than establishing additional comprehensive community colleges. “A Plan for Educating a Region” was developed by the District to meet increased enrollment and to provide high quality education for the students served.
On March 5, 2002, voters approved Measure A, a $265 million General Obligation Bond for the LRCCD. Included in the list of capital projects to be funded were permanent educational centers in the communities of Davis and West Sacramento. In November 2008, Measure M was passed and will provide the construction dollars for Phase II of the Davis Educational Center and Phase III of the West Sacramento Educational Center from 2011-2017.

The Outreach Centers reflect the communities that they serve. For example, there is a large and growing population of second language learners in the city of West Sacramento who enroll in the English as A Second Language classes offered at the West Sacramento Center. The Davis Educational Center has more curriculum for transfer-oriented students. The Downtown Center serves working adults, State employees seeking upward mobility, and students who may prefer this location for their Accounting, Business, or General Education classes.

Class offerings at the Centers are developed by the Center deans in concert with the instructional deans and their respective department chairs on the main campus. Whenever possible, full-time faculty are assigned to teach classes at outreach locations. When this is not possible because of scheduling constraints, adjunct faculty are assigned by division deans to staff outreach classes for a given term. The Center deans are made aware of community needs through the local chambers of commerce, local school districts, and city redevelopment departments. Environmental scans leading to target growth industries in the communities that the Centers serve provide opportunities to enhance program offerings. Student surveys administered annually also provide valuable data on delivery systems and preferred instructional modes for future class schedules.

**Self-Evaluation**

The diverse needs and schedules of students, as well as curriculum requirements, are met through a range of delivery systems and modes of instruction that have expanded dramatically; and they are evaluated regularly for their efficacy.

The College and its Centers are flexible, adapting to the needs of newly-served communities and the use of new technologies in instruction to provide a wide range of learning environments and modalities to students from diverse backgrounds. Dialogue about the continued development of the Centers and effective delivery systems and modes of instruction in relationship to their surrounding communities occurs in numerous venues at the Center, on the main campus, and at the district level. Center deans initiate and facilitate meetings with business, educational, and community association to secure input on needed curricular programming, support services, days/times of course offerings, student access to technology, and desirable delivery modes. Deans Council and Senior Leadership Team meetings are multi-functional settings for the review, discussion, and evaluation of course delivery strategies and instructional modes used at all college sites to meet the current and future needs of students. District meetings between the Center Deans, the college VPs, and district-level staff in Information Technology, Facilities Management, Human Resources, and Fiscal Services are routinely...
held to discuss and affirm Center progress in building accessibility and implementation of specific instructional delivery systems.

Because distance education is an evolving field, the dialogue within the College occurs at collegewide forums on distance education issues and serves as a complementary activity to discussions held within the Curriculum Committee. These forums and the Curriculum Committee will focus on continuous improvement by assessing the quality of the distance education offerings and the delivery of online courses across the divisions. Information on research efforts and their corresponding data, including CCSSE, Noel-Levitz, and Student and Faculty Surveys, are provided to departments, divisions, and cross-functional areas to serve as benchmark data and to provide longitudinal analysis of trends and effectiveness. To enhance the alignment of delivery systems and modes of instruction with the needs of all students, the College will continue its efforts to hold topic-based, multi-constituency forums and workshops focused on strategic planning. The College will continue to provide data and use multiple forums for dialogue about the responsiveness of these delivery methods.

**Planning Agenda**
Continuing through Spring 2012, the Instructional and Student Services Leadership and the PRIE Dean will conduct workshops focusing on the use of data such as the CCSSE and Noel-Levitz in program review, SLO assessment, and planning.

**Standard II.A.1.c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.**

**Descriptive Summary**
Beginning in the academic year 2002-2003, the College has offered SLO development workshops on a semi-annual basis for instructional and student services faculty. The purpose of these workshops is to provide faculty and staff with the philosophical foundation of SLOs and the educational and technical resources to identify and assess SLOs for all components of the College’s instructional offerings, including courses, programs, degrees, and certificates. Attendance at these workshops has been consistent and has grown over the past six years. In addition to the informational workshops, the College’s SLO coordinator and members of the SLO Advisory Group have worked directly with departmental faculty since 2002 to provide immediate and discipline-specific assistance in the identification, development, and inclusion of SLOs in instructional programming.

These thoughtful and orderly actions have led to a broad college understanding and implementation of student learning outcomes at the course and program levels. In May 2005, the SCC Academic Senate approved “Sacramento City College’s Statement of Philosophy of Student Learning Outcome (SLO) Assessment.” This philosophy states that the primary reason for using SLOs is to improve student learning. It provides context
for the already extensive, ongoing efforts that have been made throughout the College to establish learning outcomes for all areas of study.

As courses and programs (degree and certificate) proceed through the SCC curriculum process, SLOs are reviewed and updated by the faculty originator and affirmed by the departmental faculty in a recorded vote. Presentation of courses and programs to the College’s Curriculum Committee ensure a broad-based, inter-disciplinary review of the identified learning outcomes. Curriculum Committee representatives, trained by the SLO Coordinator, validate the embedded learning outcomes through technical review sessions and full-committee meeting dialogues to ensure the appropriateness and measurability of the SLOs. Program Learning Outcomes, known to the college community as ProLOs, are handled in a similar multi-level review fashion and recorded for evidentiary purposes in college-adopted matrices for ease of understanding and planned assessment. Through this review, discussion, and recording process, measurable and relevant SLOs and ProLOs for degrees and certificates are clearly identified in the College’s official instructional documentation.

SCC values the work of its faculty and staff with regard to the quality of its educational offerings and opportunities for student learning and so strives to provide the technical resources necessary to achieve its stated mission and priority goals. A comprehensive online resource guide is available to faculty to provide support for understanding, identifying, developing, and assessing SLOs at the course and program levels. This dynamic resource tool is periodically updated through collegewide dialogue focused on best practices, an aggregation of student assessment data, and available statewide and national research on the evaluation of student learning.

Using the comprehensive work on SLOs and ProLOs as its foundation, SCC’s SLO Advisory Group has initiated collegewide awareness and dialogue sessions concerning General Education Learning Outcomes (GELOs). In Spring 2007, the General Education Learning Objectives were adopted; and in May 2008, the SCC Academic Senate approved “Sacramento City College’s SLO Assessment Strategy” and its associated reporting templates. These SLO assessment planning tools were developed by the SLO Advisory Group and incorporated into the online resource guide; they provide a clear framework for departments to determine priority SLOs for assessment, establish assessment mechanisms, report assessment results, and identify any curricular or programmatic ramifications of their findings. Since their inception, these tools have been incorporated into 97.5 percent of departmental courses across all divisions, with the results discussed at departmental levels and newly-crafted objectives inserted into the departments’ annual unit plans.

**Self-Evaluation**

SCC has addressed the development of learning outcomes in all facets of its instructional programs and services in proactive and creative ways. Learning outcomes are an integral part of the curricular culture at SCC, and faculty committees such as the Curriculum Committee and the SLO Advisory Group of the Academic Senate focus on enhancing the
identification, development, assessment, and effectiveness of student learning outcomes at every curricular and institutional level. The College demonstrates a coherent sequence within its SLO work and continues to make progress each year in using SLO-related data to improve teaching and learning practices.

Evidence of this progress is documented in the comparison of the ACCJC Annual Report for 2006-2007, the first year using the SLO reporting template, and the 2007-2008 ACCJC Annual Report. Only 71 percent of programs had identified SLOs in 2006-2007. However, the 2007-2008 Annual Report Update on SLOs, shows significant progress in identifying program SLOs with the level at 80.9 percent; work continues in the areas of assessment and development based on assessment results. SLOs have been identified in 99.6 percent of general education courses, and 6.8 percent of these courses have completed assessment methods.

Faculty awareness, understanding, and implementation of SLOs have been addressed by the College through training workshops, departmental discussions, and planning processes. According to the Fall 2008 Faculty-Staff Survey, 80.9 percent of faculty and staff agreed or agreed strongly that “the college awards degrees and certificates based on student achievement of a program’s stated learning outcomes”; 86.4 percent of the College’s 207 programs have identified program learning outcomes.

In addition, the process for developing SLOs is clear to a significant portion of SCC faculty (74.9 percent) and administrators (78.6 percent) but less clear to a significant portion of classified staff (25.3 percent) as indicated in their respective “agree” or “agree strongly” responses to the statement, “SLO and associated assessment strategies for instructional courses and programs are determined collaboratively by faculty.” In fact, 72 percent of classified answered “Don’t Know” to this item. These results indicate a need to enhance communication about SLOs with all college constituencies.

Student learning outcomes for courses and programs are assessed through departmental faculty dialogue, discussions with program advisory groups, analysis of student performance/research data gathered through diverse methods such as student surveys and forums, review of external performance measurements for Career and Technical Education programs (e.g., VTEA Core Indicators and NCLEX Nursing Exam passing rates), and comparisons to peer groups and statewide averages for similar coursework and program offerings.

SCC, through its SLO Coordinator, the SLO Advisory Group, and the PRIE Office, provides pertinent student performance data and research support to instructional departments through division deans and elected department chairs. These performance data and/or the results of requested research are discussed at departmental faculty meetings to identify needed improvements in instructional offerings or to revise planning objectives to be included in annual unit plans. An example of the SLO Implementation Assessment process is the course of action taken by the Biology Department. This department created a plan, assessed seven courses, and included that information in their departmental unit plan.
Similar processes and departmental dialogues are occurring in numerous discipline-specific settings across the College and in cross-constituency venues such as Academic and Classified Senate assemblies, Department Chair Council gatherings, Deans and Chairs meetings, governance committees, including Curriculum, Budget, and Planning, and the College Strategic Planning and Executive Council sessions. Improving and expanding the presentation of student learning outcomes data in dialogue-centered settings is a focus area for the College to ensure sustainability in the use of SLO assessments in ongoing planning.

**Planning Agenda**

Applicable also to Standard II.A.2.f

By Fall 2010, the Offices of Instruction and Student Services in conjunction with the PRIE Dean and SLO Advisory Group will engage the campus in broad-based dialogue on student success measured through learning outcomes assessment data and the design and implementation of processes to integrate this data with the program review process and the planning framework of the college.

**Standard II.A.2.** The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

**Standard II.A.2.a.** The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

**Descriptive Summary**

SCC ensures the quality and improvement of its courses and programs regardless of type of credit, delivery mode, or location, through systematic, inclusive systems that address instructional planning, program review, college, district, and regional governance committees’ review/approval, and State compliance and accountability measures.

College educational offerings include developmental, transfer, general education, and career technical courses and programs. Other types of learning opportunities, such as contract education and short-term training modules, are available to students through the District’s Business and Economic Development Center. Study abroad programs are also offered to SCC students: Study Abroad is a comprehensive program for students authorized under Los Rios Board Policy P-7151 and administered under Regulation R-7151, which states, “The District shall provide opportunities for international education within the community college experience.” To facilitate this opportunity, Los Rios has participated in the Northern and Central California Community College Foreign Study
Consortium each semester since 1985. Currently, Los Rios is a partner in the Northern California Study Abroad Consortium (NCSAC). The Los Rios program is coordinated through Cosumnes River College, which provides administrative and clerical support and authorizes all the FTE for the academic courses, but it is a district program open to students and faculty throughout the district.

As a comprehensive college, SCC uses external environmental data (population, high school graduation rates, labor market) and internal student educational goal data to determine a balanced combination of instructional offerings. These data are annually assembled and analyzed at the departmental, division, and service area levels to ensure that there is an appropriate blend of academic, general interest, career, remedial, outreach, and distance education courses in the College’s instructional scheduling. Faculty department chairs and academic area deans review and discuss pertinent data, enrollment goals, and available resources to best meet student needs and to provide coherent curricular sequencing and alternative scheduling options. This cycle of data review, planning, and schedule implementation ensures high-quality offerings and informed responsiveness to student educational goals and programmatic needs. The College has a commitment to the highest quality of instructional courses and programs and ensures all offerings meet this standard through research, institutional dialogue, faculty curriculum development, and periodic program reviews.

Curriculum development and review fall under faculty purview and are on-going. Each department evaluates/updates its courses and instructional programs every six years at a minimum, following the regulations and guidelines set forth by Title 5, the Academic Senate of California Community Colleges, the State Chancellor’s Office, LRCCD, and the SCC Curriculum Committee. All courses and instructional programs undergo a thorough review by the Curriculum Committee. For those departments under review, the department chair initiates the Program Review Process by facilitating assignments to department faculty. The faculty initiate, review, and update all courses and instructional programs in their respective departments.

In 2004, the LRCCD began using a new locally developed, web-based curriculum management system, called SOCRATES, to which administration, faculty, and classified staff have access. Members of the SCC Curriculum Committee were heavily involved in the initial production, testing and training for SOCRATES. Faculty use the system to initiate curriculum actions such as course development, course review, instructional program review, and instructional program development. Exclusive faculty access to curriculum development using SOCRATES ensures that SCC is in compliance with Title 5, Section 53200b or with the California Community College Academic Senate academic and professional matters, referred to as the “10 + 1.”

Faculty determine the Student Learning Outcomes (SLOs) and Program Learning Outcomes (ProLOs) for courses and instructional programs. The SLOs and ProLOs are part of the Course Outline of Record and Instructional Program Outline of Record, which undergo an approval process through the Curriculum Committee. The SLO Coordinator/Liaison reviews all course SLOs and ProLOs during the technical review.
process. Ninety-eight percent of the courses and 84.6 percent of the programs at SCC have SLOs at the time of this writing (the only exceptions are some independent study and special topics courses.) The alignment of SLOs with the other components of the course outline of record is evaluated by individual departments and reviewed and confirmed by the Curriculum Committee. These spreadsheets are stored on the SLO website housed on InsideSCC. Department faculty are beginning to engage in systematic SLO assessment efforts and utilize the tools created by the SLO Advisory Group of the Academic Senate to record these efforts. These SLO assessments are recorded on spreadsheets and reviewed by the appropriate department faculty.

Programs have a defined planning, development, implementation, and review process. At the beginning of each academic year, instructional deans inform the Curriculum Committee of expected course and instructional program development based on faculty input and unit plans. Program proposals and requests are sent to the Program Placement Committee (PPC), a districtwide committee that consists of the VPIs and VPSSs from each college, the District Academic Senate President, the Chair of the District Curriculum Coordinating Committee, and the Vice Chancellor. This placement committee evaluates each proposal for viability and possible duplication of services. The PPC sends all such proposals with comments to each of the four colleges through the local academic senates, deans’ councils, and curriculum committees. Each college returns its endorsements or concerns to the PPC. The PPC then makes a list of instructional programs that are ready to proceed without reservation or conflict. In areas of possible conflict, additional collegial discussions take place with appropriate faculty and administration. At the time of this writing, the constituency representation and tasks of the PPC are being refined.

Instructional Program Review takes place at a minimum of every six years. The Program Review Calendar may be found in InsideSCC. In the spring before the academic year that a department undergoes program review, the associated VPI calls a meeting. Those present at the meeting include the department chairs, division deans, the Curriculum Liaison, the Academic Senate President, the Curriculum Committee Chair, the Dean of PRIE, and the VPI. Department chairs and instructional deans are informed of the processes and time lines that will take place during the following academic year in order to ensure completion of a successful and thorough program review. All courses and instructional programs are reviewed and updated in the fall, and the Department Report is due in the spring. This report includes the department outlook, demographics, productivity, student success data, and pertinent details of the unit plan.

In addition to the instructional program review, career technical education programs are evaluated every two years as mandated by the California Education Code, Section 78016. Studies are made of labor market information data regarding annual average employment, employment change, average annual job openings, and wages and training. Also noted are student technical skills attainment, completions, persistence and transfer, placement and equity--non-traditional employment. The instructional areas that offer CTE are Advanced Technology, Behavioral and Social Sciences, Business, Science and Allied Health, and Learning Resources. Curricula in student services areas (tutoring, DSP&S, Human Career Development, and Career Counseling) also receive regular review from
the Curriculum Committee every six years, which is in addition to their on-going program review.

Improvements to courses and programs can be viewed on SOCRATES by accessing the archives and comparing current outlines to archived outlines. Each piece of curriculum goes through a rigorous process with the Curriculum Committee which consists of 41 members, made up of the following: one faculty co-chair, one administrative co-chair, one curriculum liaison (classified staff), 29 faculty (representative of each area division), five administrators, two classified staff, and two students. There are five main criteria Curriculum Committee members must consider when reviewing curriculum proposals: appropriateness to College mission; need; curriculum standards (Title 5); District regulations, College regulations; adequate resources; compliance.

**Self-Evaluation**

The curriculum development and review process is very strong. It requires careful and thorough work by faculty which developing course proposals and revisions; and yet the process is very efficient. Faculty guide and control each step of the curriculum process, with managers and classified staff also actively participating in technical and compliance reviews.

SCC continuously revises the curriculum development and review processes. The principles and procedures that guide the curriculum are well established and provide the basis for a complete and flexible college curriculum. Faculty initiate and review all courses and instructional programs, and the process has a very high degree of support. The area in which the College has made the greatest efforts over the last two years has been evaluation (assessment) of learning outcomes at all levels of the curriculum process. SCC is institutionalizing that assessment process.

In addition, the SCC Faculty Research Coordinator, along with the SLO Advisory Group, has carefully worked to build SLOs and assessment into the instructional and institutional culture. This is a continuous process at all three levels: individual courses, instructional programs, and the overall instructional program at SCC, which also includes General Education Learning Outcomes (GELOs).

Substantial progress has been made in “on-the-ground” assessment of course-level SLOs as evidenced by the significant number of departments across all divisions that have established SLO assessment plans and are in various stages of implementing their plans. Several departments have completed their first full cycle and continue the process. This progress has taken place in both instruction and student service areas.

An area for college focus in the upcoming academic year is the development of Program Learning Outcomes (ProLOs), research-based assessment across the instructional divisions. Although some progress has been made in the alignment of SCC’s GELOs with course SLOs at the level of the curriculum process, a systematic process of GELOs assessment is still in its infancy.
Planning Agenda
None

Standard II.A.2.b. The institution relies on faculty expertise and the assistance of the advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education and degrees. The institution regularly assesses student progress toward achieving those outcomes.

Descriptive Summary

In Spring 2005, the SCC Academic Senate adopted the following statement of vision and purpose for student learning outcomes: “The primary purpose of SLO assessment is to improve student learning. Engaging in this process can assist faculty and staff in developing the methods and programs that can facilitate students’ efforts to accomplish their goals.” Since 2002, student learning outcome development and assessment has been growing at the College. SLO development and assessment is a faculty-driven process with important links to student development, curriculum development, and program design and review. Preparation for SLO development and assessment began prior to 2003, the year that SOCRATES was piloted. Course and program outlines include sections for SLOs and ProLOs. In addition, during Spring 2006, representatives from student services areas across the College began attending workshops and division “working” meetings in order to develop a division level set of SLOs for all student services. The Student Services Division SLOs were approved by the Academic Senate in Spring 2008 and have guided unit-level SLO development and assessment efforts in Student Services even prior to this official approval. At this time, a number of student service units are engaged in all levels of the assessment process.

SCC has institutionalized student learning outcomes for each course, certificate, and degree program through the curriculum review process under the purview of the SCC Academic Senate. Whenever new curriculum is introduced as a component of regular cyclical program review, the SLOs are scrutinized by the members of the Curriculum Committee. In addition to course-level evaluation of student learning outcomes, a ProLOs matrix must accompany new or revised degrees and certificates. The matrix details ProLOs and specific courses that deliver those outcomes over the course of the program. There are very detailed instructions for faculty members to follow when developing the ProLOs, including discussion of language and assessment. For example, one such instruction is to “Utilize Bloom’s taxonomy (3 domains) to clarify the level of the outcome and focus of future assessment.” After the matrix is completed, it is submitted to the entire Curriculum Committee. The Committee reviews the matrix to ensure that student outcomes are taught in the program’s component courses.

Career-Technical Education programs, such as Nursing, Dental, Graphic Communication, Aeronautics and transportation-related areas, and Business and Computer Information Science, have an advisory committee that meets on a regular basis. As an example, the
Business Department has an advisory committee that includes individuals from the Schools Financial Credit Union, the Sacramento Business Journal, SMUD, and Lyon Real Estate, in addition to other businesses and governmental agencies.

As part of their responsibility and charge, advisory committees review program curriculum and SLOs. Advisory committees make curricular recommendations to ensure certificate and degree programs continue to meet and respond to critical needs in specific industries. The College faculty recognize the value of receiving solid feedback from industry professionals who hire SCC students. This process also provides a feedback loop with regard to how well student learning outcomes address the needs of employers. Having close ties with industry professionals also translates into internships, jobs, scholarships, work experience, and visibility for students and the College.

There are three district-wide competency committees (Writing, Reading, and Mathematics) that report to the District Curriculum Coordinating Committee. Each competency committee consists of faculty, at least one counselor, and a dean; each committee reviews courses for inclusion on the list of courses that qualify to satisfy the competencies for graduation. These courses are clearly labeled as such in the catalog and in the schedule of classes. While updating the new graduation requirements from Elementary Algebra to Intermediate Algebra for the math competency and from College Writing to Freshman Composition for the writing competency, the District Curriculum Coordinating Committee (DCCC) has also been working to modify and update the procedures to more clearly incorporate student learning outcomes in this process. The individual competency committees come to an agreement on learning outcomes that need to be included in courses that satisfy the specific graduation competency requirement. Courses with indicated SLOs submitted for application to the appropriate competency committee and those designated as meeting competency provide a sense of transparency and emphasize outcomes. The new related Board policy and regulations are in draft form and in review by college and district constituencies.

The College is in its fifth year of supporting SLO assessment efforts across campus. The SLO Advisory Group of the SCC Academic Senate is open to any college faculty or staff interested in SLO assessment and is currently composed of instructional and student services faculty and deans representing most of the academic divisions. A web page functions as a user-friendly resource to support departments and faculty in the process of SLO assessment; and many workshops have been provided to facilitate the process. Sixteen departments across the College have developed a plan for assessing student achievement of SLOs and are collecting and analyzing data. Various department plans are available for review on the SLO assessment and faculty research resource site.

**Self-Evaluation**

The College relies on faculty expertise, with the assistance of advisory committees when applicable, to identify SLOs for courses, programs, certificates, and degrees. The Curriculum Committee meets regularly during the academic year and is diligent in applying established criteria for its evaluation and approval of newly-proposed and
modified curricula and all courses going through periodic program review. This faculty-weighted group scrutinizes student learning outcomes at both the course and program level.

The assessment cycle for SLOs that has been formalized by the College continues to be adopted to a greater degree by instructional divisions and applied to additional courses. As the feedback loop is applied to the individual courses and instructors, adjustments will be made in teaching methodology, content, and program planning to ensure that student learning outcomes are met.

As noted, significant progress in SLO assessment has occurred at the course-level as evidenced by the significant number of departments across all divisions that have established SLO assessment plans and are in various stages of implementing their plans. Several departments have completed their first full cycle and are continuing the process. This progress has taken place in both instruction and student services areas.

Planning Agenda
None

Standard II.A.2.c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

Descriptive Summary

The College takes pride in the quality of its instructors and instruction. The faculty have degrees and academic credentials from some of the finest colleges and universities across the nation, for example, the University of Wisconsin, Madison; Georgetown University; Harvard Law; Pennsylvania State University; University of California, Berkeley; and the University of California, Davis, as well as work experience with businesses that represent the excellence of regional and national economies, for example, Intel, Apple, Downey, Brand Attorneys, Deloitte & Touche, Nugget Market, Inc., and PERS. This range of education and background, together with department, division, and college and districtwide dialogue on SLOs and classroom experiences, translate into high quality instruction.

Faculty members engage in routine dialogue in regular department and division meetings. Divisions meet at least once a semester on Convocation Day, and departments typically meet once a month; the divisions maintain records of those meetings. Department-level unit plans are developed and evaluated at those meetings; and the unit plans relate to college goals that include substantial curricular elements (for 2008-09, College Goal #3 is to “improve basic skills competencies in reading, writing, and math and improve preparedness for degree applicable courses through developing skills in reading, writing, math, and information competency across the curriculum and throughout the college”).

Department and division level dialogues work in conjunction with college and district-level committees and task forces. The curriculum process includes regular conversation...
within departments and divisions across the college and among colleges. For example, recent program planning discussions regarding new programs for Air Traffic Control and for Film, involved communication at every level of the system. Similarly, when special issues arise, discussions are held at every level, from department to district. For example, the Mathematics Department recently discussed competencies and developed a course, Mathematical Literacy, to address a particular need. The course was developed and approved at the department level, moved through and was approved by the Curriculum Committee, and was recently approved by the District Curriculum Coordinating Committee and Board of Trustees. As another example, the English Department and Language & Literature Division worked with the Assessment Office and with an LRCCD task force to evaluate the effectiveness of its current assessment process and to consider the potential for more uniform district-wide assessment for English reading and writing.

The quality of instruction is based in the curriculum outlines for all courses and programs taught at SCC. Like all Los Rios colleges, SCC uses SOCRATES to manage curriculum for courses and programs. SOCRATES, an online program similar to TurboTax, can be accessed by Los Rios employees from any computer, enabling users to check curriculum outlines at any time. Only faculty have access to the design/revision of curriculum, ensuring that faculty are responsible for curriculum. Context-specific help files are built into the SOCRATES program, with examples to assist faculty in accurately completing curriculum proposals. Additionally, a SOCRATES quick-start manual was created when the system was launched in 2004.

Curriculum course outlines address all Title 5 requirements, including identification of student learning outcomes, course topics, instruction methods, evaluation methods, typical homework assignments, etc. (MATH 120 course outline is an example.) Program review procedures require that all courses and programs be evaluated and revised to ensure currency and relevancy. On an annual basis, departments are required to prepare unit plans that involve identifying immediate needs in their curriculum along with other planning needs. Unit plans are linked to an overall College planning structure, the District Strategic Plan, College Strategic Plan, College Goals, and Program Goals and Objectives based on defined measurable outcomes and integrate projections for programmatic resources, including financial, human, facility, and technological needs.

The curriculum review process is rigorous. Currently, the Curriculum Committee Co-Chair, the Curriculum Liaison, and/or other Curriculum Committee members explain the process to faculty as their course and instructional program proposals go through the curriculum approval process. At the time of this writing, a Curriculum Handbook is being prepared by the Curriculum Committee Faculty Co-Chair and will be published on the SCC website in Spring 2009. Once a curriculum proposal has been “launched” into the curriculum process, appropriate department faculty at the other three Los Rios colleges are automatically notified for outside review and comment. Curricula go through a technical review process, where depth, breadth, and rigor are evaluated. Additionally, the time taken to complete the certificate or degree in a program is considered. SCC has programs of study that vary in length of completion. Proposals are routed to appropriate subcommittees for review and consideration. Criteria used to evaluate proposals were
created by each subcommittee in accordance with requisite academic standards, regulatory/accreditation requirements, district/college/state-wide educational policies, the co-chair, the Curriculum Liaison (Instructional Services Assistant II), and one of the two associate vice presidents read each proposal and suggest edits to the curriculum developer. Once issues and necessary edits are addressed, the curriculum goes through full committee review, using a “two-reading” rule. Subcommittees make their recommendations to the full Curriculum Committee during the first reading, and the Committee considers those recommendations when voting on proposals. After curriculum is approved at the college level, it moves to the District level, and then to the Los Rios Board, and the State Chancellor’s Office, including the North/Far North Regional Consortium for career certificates and degrees.

During the fall semester, the full Curriculum Committee meets at least three times a month, with additional meetings scheduled for subcommittees and technical review. During the spring semester, the full Curriculum Committee meets at least twice a month. This demanding meeting schedule adhered to throughout the fall semester is driven by the College’s commitment to instituting quality, relevant curriculum. The District Curriculum Coordinating Committee (DCCC) meets once a month for intra-district review and dialogue on new and revised curriculum submissions and is the channel for submission of new proposals to the Los Rios Board of Trustees.

The membership of the Curriculum Committee is faculty-weighted and composed of faculty, staff, and administrators from instructional divisions and student services areas of the College. At the beginning of every academic year, the Committee is trained in their responsibilities, and discussions are held on how to evaluate the curriculum and learning outcomes. Stand-alone course training is also required. Several faculty, the Curriculum Liaison (Instructional Services Assistant II), and administrators have attended and served as presenters at the annual Curriculum Institute arranged by the State Academic Senate of California Community Colleges. At the College, flex workshops assist faculty with curriculum development, and experienced faculty are available to offer assistance throughout the curriculum process.

Credit transfer policies are in place to ensure that credits are accepted for transfer and that SCC courses articulate with other institutions. The Articulation Officer maintains articulation agreements with upper-division institutions. Agreements are reviewed and renewed annually. The Articulation Officer contacts each transfer institution to create articulation agreements based on course descriptions and academic rigor using the statewide articulation network, ASSIST. These agreements cover UC/CSU transfer, general education patterns for A.A./A.S./I.G.E.T.C., and course-to-course and major-to-major (lower to upper division) articulation. Particular attention is paid to course prerequisites, student learning outcomes, course topics, and methods of assessment and evaluation to ensure transfer institutions of the academic rigor of the courses. Any courses using distance education modalities (e.g., television, interactive television, online, or hybrid) undergo additional scrutiny to ensure that, regardless of modality, the courses are comparable in terms of rigor, content, and evaluation standards.
Faculty teaching courses have access to course outlines via SOCRATES and are expected to teach according to the official course outline, regardless of teaching venue. When evaluated, syllabi and classroom instruction are reviewed to confirm that faculty “adheres to the approved course outline and effectively assesses the student learning outcomes as stated in the approved course outline.”

The Technical Review Team of the Curriculum Committee, along with the Articulation Officer and faculty developers, reviews instructional programs with regard to the course’s appropriateness as a lower division offering, coherent sequencing, and expected time to completion. Currently, few degrees require more than four semesters of full-time coursework above the level of basic skills courses. Those degrees are carefully reviewed by the Curriculum Committee to ensure that the extensive coursework is necessitated by academic or career degrees, such as those required for an Engineering A.S. degree or for degrees in OTA, Nursing, or MET.

The delivery of quality instruction through carefully planned and evaluated programs reflects both the regular communication among faculty and the curriculum systems that reinforce and facilitate that communication.

Self-Evaluation

SCC has established numerous guidelines to ensure a continual and timely review of all instructional programs and various processes wherein programs are updated to sustain the highest level of quality. Curriculum outlines are accessible online to faculty via SOCRATES, which allows faculty to design and revise curriculum that facilitates and supports student learning outcomes. Course and instructional program outlines are reviewed a minimum of every six years, with an annual data review, to ensure that courses and instructional programs meet requirements and equivalency to transfer to UC/CSU, to complete a degree, or to address labor market needs. The Articulation Officer maintains agreements with UC/CSU to verify that SCC’s courses match course-to-course with the other higher education requirements. The Curriculum Handbook is a resource that the college community uses in the multi-tiered processes of curricular review that support the development and maintenance of the highest quality of instructional programs. The Curriculum Committee constituents communicate information regarding programs and processes to college faculty. Through the implementation of the unit-planning process and that process’ link to College and District planning mechanisms, the timely needs of curriculum planning are addressed during the six-year window between program review cycles.

Planning Agenda

None

Standard II.A.2.d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Descriptive Summary
Student learning styles are addressed in a variety of ways at SCC. The SCC Learning Resource Center (LRC) offers online information and workshops about student learning styles. In addition, all of the tutors serving in the LRC go through learning styles training (Staff Resource Center workshops) when they are hired. Students with documented learning disabilities take HCD 83, 84, and 85, to assess their personal learning styles and to learn how to adapt them for use to increase their success in basic skills courses. Further, the SCC Counseling Center has online resources available; students may also go to the Counseling Center and take a variety of assessments, including a learning styles inventory, any time they choose. The Counseling Center offers a Summer Success Academy for first-time college students in which learning styles are addressed.

Faculty have opportunities to increase their knowledge of learning styles and adult learning theory for incorporation into their courses. Disciplines, such as those in the health professions, have on-going continuing education requirements for licensure. Other disciplines, such as reading, mathematics, science, history, etc., may participate in Flex activities or the Multicultural Learning Symposium through the Staff Resource Center. The Center offers a range of materials available to faculty, including numerous face-to-face and online workshops offered each semester directed at meeting student needs; a repository and reference section for teaching innovations; and financial assistance for discipline-specific workshops and conferences.

In order to address the learning environment and styles of all students, including those who may be disabled and academically or economically challenged, the College provides additional resources in the form of specific support services.

Faculty regularly refer students to support services, such as EOP&S, RISE, the Learning Resource Center, and the DRC. The DRC serves over 2,000 students by providing note-takers, interpreters, proctoring services, and a variety of assistive technology and alternative media such as MP3s, Daisy players (a type of book reader), and computer programs, such as DRAGON.

Departments have held meetings and workshops to discuss teaching methodologies and have made the development of new technology a high priority in their unit plans. Some departments have added smart carts to their classrooms or have converted facilities into smart rooms. Most are now offering or planning to develop hybrid and online courses to serve the needs of the College’s growing student population. For example, in 2004, the Administration of Justice Department had no multimedia capability, access to the Internet, or PowerPoint. In 2008, two-thirds of this department’s faculty are now using smart carts; and the department is offering one online class with plans to develop more. Another example is the Photography Department, which now incorporates additional technology into its program just as digital photography has been integrated into the more traditional form of photography.

Because of the availability of new technologies and because of the high cost of traditional textbooks, the SCC College Store is working closely with College administration and textbook publishers to identify alternative modes of content delivery in order to better
serve our students. Some of these alternative formats include customized publications, eBooks, CDs, and DVDs.

Faculty members have stated that the discussion of teaching methodologies and student learning styles most often arises in the context of unit-planning and course curriculum development. For example, the College’s curriculum development process requires the use of the SOCRATES program. SOCRATES enable faculty to see how identified SLOs for a course are distributed across Bloom’s Taxonomy. Teaching methods are also part of the curriculum development process, which requires identification of typical homework assignments and assessment methods.

**Self-Evaluation**

SCC recognizes and acts effectively upon the fact that adult learners have diverse needs. Extensive efforts have been made to help students engage in “learning-to-learn” activities that improve student success and educational goal achievement. In addition, faculty use technology and alternate delivery methods to provide course content in ways that are more accessible and meaningful to this varied student population. The College offers an extensive assortment of academic supports to meet a range of learning needs.

While varied and multiple learning styles present a challenge to the faculty, 83.3 percent of faculty surveyed in the Fall 2008 Faculty-Staff Survey either agreed or agreed strongly that “instructional programs meet the diverse educational and developmental needs of its students.” In 2002, that number was 83.9 percent. In addition, the top strength of SCC that students reported in the 2008 Noel-Levitz Student Satisfaction Inventory was in response to the statement “the quality of instruction I receive in most of my classes is excellent.” Further, CCSSE data reveal that students are participating in active and collaborative learning to a degree comparable to other “extra large” colleges and the overall 2008 cohort.

According to the results of the Fall 2008 Student Accreditation Survey, 83 percent of the students surveyed agreed or agreed strongly that SCC provides appropriate educational programs and learning support services to students with different needs. Although 14 percent of the respondents answered that they did not know, this response may only reflect a lack of experience with or the need to use these services on the part of the students who indicated they did not know.

**Planning Agenda**

None

**Standard II.A.2.e.** The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

**Descriptive Summary**

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All courses and instructional programs at SCC are reviewed every six years, at a minimum, with annual data review through a systematic program review process. During program review, faculty thoroughly re-examine and re-assess elements of courses and instructional programs in collaborative department discussions. Following this stage of the process, the College’s Curriculum Committee and subcommittees conduct further review to ensure that courses meet college, district, and state regulatory criteria. Learning outcomes, instructional methods, delivery modes, and evaluation and assessment methods are rigorously re-examined for each course.

During the review process, the GE subcommittee evaluates the degree to which course SLOs reflect the necessary criteria of state regulations on general education and how well these criteria are articulated in course topics and course descriptions. Courses with prerequisites or co-requisites in computation or communication must validate the pre/co-requisites within a two-year period following the six-year program review cycle. A second part of the systematic Program Review Process is the analysis of department data provided by the PRIE office in the following areas: demographics, productivity, student success rates, and enrollment trends.

In addition to the program review process, each department conducts an annual unit plan review using departmental instructional and operational data to identify priorities for course reassessment and resource needs and to report on the progress made toward the achievement of yearly goals. Unit plans and the reports of goals, accomplishments, and needs are kept on file in the PRIE office and are posted to the web.

The SLO Advisory Group of the SCC Academic Senate was created in 2004; since then, the group has actively supported student learning outcome (SLO) assessment efforts in all areas of the College. The group is open to all members of college faculty or staff who are interested in SLO assessment; it is currently composed of instructional and student services faculty and deans, representing most of the academic divisions at the college.

The SLO Advisory Group supports and helps guide SLO assessment efforts; it responds to questions and concerns of faculty and staff regarding SLOs across the college community. The group also facilitates broader campuswide communication on SLOs at all levels and helps to integrate SLO efforts across divisions.

The SLO Advisory Group, with input from several campus-wide workshops and the Academic Senate, developed a department-level SLO assessment strategy that was approved by the Academic Senate in May 2008. This strategy assists faculty and academic departments in their ongoing cycles of SLO assessment.

Finally, the SLO Advisory Group has developed a variety of easy-to-use tools to aid departments in planning for course SLO assessments. These tools are meant to be used in a collaborative fashion within individual departments to aid overall department planning, to develop course SLO assessments, and to review outcomes. These tools include an Excel template, sample department SLO assessment plans, and a guide for the steps that departments may take to develop, implement, and assess SLOs at the course level.
At this time, the department-level SLO assessment strategy and the accompanying Department SLO Assessment Plan has been used by a wide variety of instructional departments to develop and implement course-level SLO assessments. Many student services areas have also begun to use similar plans to facilitate their SLO assessment efforts.

**Self-Evaluation**

Through the annual unit-plan process and regular cycles of program review, the College evaluates all courses and programs for their relevance and effectiveness. These processes also provide information and analysis that contribute to curriculum currency and planning for anticipated needs. Thus, the planning process provides excellent support for the College’s curriculum development and review processes.

The emphasis on overall college planning and linking of each component to College support structures has strengthened the educational program processes. In addition, each educational program process follows consistent planning guidelines across disciplines, is faculty driven, and provides for evaluations that are used at all campus planning levels. Where possible, templates have been provided to ensure consistency, comparability, and completeness of data across multiple planning procedures. New tools have been developed to help units in implementing SLO evaluation and integrating that evaluation into all levels of planning. In these early stages of integration, the structure of the College’s planning process is strong.

While the program review process has become better unified with the unit-planning process and thus is more consistent and effective as an educational planning procedure, the College needs to improve its efforts to integrate outcome-based assessments and learning outcome data into its programs and coursework. In its first year, the SLO Advisory Group produced SCC's SLO Philosophy Statement, which was adopted by the Academic Senate in May 2005. This statement was the product of an inclusive dialogue engaging the college community "to provide a foundation of shared values of SLO assessment, clarify the intention of SLO assessment, and facilitate an ongoing dialogue…in a way that best serves our students."

Finally, Curriculum Committee members believe that the implementation of the SOCRATES Curriculum Management software in the Los Rios District in 2004 has brought about a much more thorough review of curriculum because it requires that faculty, as they review current courses or before creating new ones, think more systematically about such issues as learning outcomes and instructional, evaluation, and assessment methods. Thus the College continues to improve on processes that were already strong, integrating SLO evaluation into the comprehensive curriculum development and planning system.

**Planning Agenda**

None
Standard II.A.2.f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

Descriptive Summary

SCC possesses an integrated strategic planning system that enables continuous evaluation of achievements and outcomes, establishment of goals, unit-level objectives derived from these goals, allocation of supporting resources to ensure that goals and objectives are achieved, and provision of a framework for feedback and change, all aimed at continuous process improvement and mission accomplishment. SLOs are integrated into institutional decision-making, planning, and resource allocation. Since 2004, the College has developed SLOs at the course, program, and general education levels, as well as within student services, that impact the learning experiences of all SCC students. SLO development and assessment has been increasingly linked to planning and evaluative efforts on campus, including classroom-based research, student development, curriculum development, program design, planning and review, and professional development.

Data from classroom and institutionally-based research is the starting point for planning at the departmental/unit level. Unit plans identify faculty objectives for new courses and programs. New courses are then introduced into the College’s curriculum process; new program ideas are presented to the districtwide PPC for consideration and authorization to proceed. Any new course or college program begins with the identification of approved learning outcomes.

In order to design, implement, and assess student learning outcomes, the College, in 2004, created the SLO Advisory Group of the SCC Academic Senate to coordinate and support SLO assessment across all areas of the college. The group is open to all members of college faculty or staff who are interested in SLO assessment and currently composed of instructional and student service faculty and deans representing most of the academic divisions at the College.

According to the SLO Assessment and Faculty Research Resource site, “the charge of the group is to provide support for SLO assessment efforts, questions, and concerns of faculty and staff across the college community. Important roles for this group include facilitating communication on SLOs at all levels and to help integrate SLO efforts across divisions.”

The SLO Advisory Group supports and guides SLO assessment efforts and responds to questions and concerns of faculty and staff regarding SLOs across the college community. The group also facilitates broader campus-wide communication on SLOs at all levels and helps integrate SLO efforts across divisions.
In its first year of activity, the group produced SCC's SLO Philosophy Statement, which was adopted by the Academic Senate in May 2005. This statement was the product of an inclusive dialogue that engaged the college community and aimed “to provide a foundation of shared values of SLO assessment, clarify the intention of SLO assessment, and facilitate an ongoing dialogue . . . in a way that best serves our students.” Over the past few years, the SLO Advisory Group has developed a systematic structure to design, implement, and assess SLOs at the course and department level, including a department-level SLO assessment strategy and the accompanying Department SLO Assessment Plan.

Recently, in 2007-2008, the SLO Advisory Group played a major role in developing the SLO Assessment Strategy and associated SLO planning tools, which were adopted by Academic Senate in May 2008. During the year, the SLO advisory group also assisted faculty members of several departments across the College in developing and implementing SLO assessments at the course level. The department-level SLO assessment strategy and the Department SLO Assessment Plan has been used by at least 16 instructional departments since its adoption in Spring 2008. In addition, numerous student services areas have also begun to use similar plans to facilitate their SLO assessment efforts.

Finally, in the past few years, the SLO Advisory Group and its members have hosted, or participated in, several workshops and presentations to promote and encourage greater awareness of and participation in creating and evaluating SLOs among faculty and staff at the College. One workshop offered at the beginning of Fall 2007 “provided practical tools and assistance to faculty in the use of the SLO Assessment templates created by the SLO advisory group,” which was ultimately adopted by the Academic Senate in May 2008. Furthermore, variations of this workshop were presented in November 2007 and on Flex days in both January and August of 2008. Other events have included a workshop in August 2003 hosted by the SLO Advisory Group chair, Alan Keys, on classroom assessment techniques and the SLO process; a panel discussion presented by several faculty members on SLOs Fall 2004; a workshop in Fall 2005 on SLO assessment in counseling; and a workshop on the measurability of SLOs in Fall 2007.

**Self-Evaluation**

The integrated planning process has been a major focus for the College over the last six years. SLOs have been developed across the curriculum and across the college, and they have been aligned with unit plans. Numerous instructional and student service areas at SCC are currently developing meaningful SLO assessment plans and are engaged in various stages of the assessment cycle. Even so, assessment efforts are uneven across the College and programs are still working on a variety of ways these assessment efforts will be integrated into evaluation and planning at all levels.

**Planning Agenda**

See Planning Agenda for II.A.1.c
Standard II.A.2.g. If an institution uses departmental courses and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

Descriptive Summary

A number of departments use departmental finals or certified program examinations. The Physical Therapy Assistant Department uses the Clinical Performance Instrument that was developed and tested for reliability and validity by the American Physical Therapy Association.

In the Electronics Technology Department, the A+ Certification is a primary source of material as the Federal Communication Commission General Radio Operators License question pools for exams. This semester, this department will be reviewed for re-certification as a certified training facility for the Federal Aviation Administration (FAA) Collegiate Training Initiative (CTI) program. Currently, SCC is one of 46 colleges in the nation that trains interns for the CTI program to become FAA Technicians at West Coast airport facilities. Four years ago, Washington FAA representatives requested testing materials from SCC to help create new standard exams for government testing.

The English Department uses a departmental final for ENGWR 50 and ENGWR 100 and went through a rigorous certification process to ensure unbiased and fair examinations. The final exam is based on a reading passage that changes every semester. A committee reviews the readings and votes on the selections. Norming sessions are conducted prior to the group grading. The rubrics for these finals are very specific; the SLOs very general.

The Chemistry Department uses nationally standardized exams developed by the American Chemical Society (ACS) for four courses: CHEM 300, 420, and 421. CHEM 110 uses a departmental final for all of the twenty or more sections offered; selected SLOs are embedded in the exam.

The Nursing Department uses comprehensive finals for program outcomes at the end of each semester; those exams are developed by the Assessment Technology Institute (ATI), and they are matched to the course and program SLOs, which in turn are based on requirements for licensure.

The Occupational Therapy Assistant department incorporates questions from the National Board for Certification in Occupational Therapy (NBCOT) throughout their curriculum. These are used as preparatory exercises in the first two of three academic semesters. In the third semester, they are integrated into other classroom exams. The faculty select questions related to their course from a central test preparation manual. The NBCOT questions must go through intense scrutiny for bias prior to being released in any format.
Finally, the Aeronautics Programs use a number of federal tests that are administered and graded by federal representatives.

Self-Evaluation

The College uses relatively few course or program-level exams, and those that are offered are carefully evaluated on local (and often national) standards of fairness and effectiveness.

The majority of final examinations and projects are developed by individual faculty for their courses. In the English Department, where two writing courses have departmental finals, exams are developed through a process that norms the grading and validates results against the course SLOs.

Where national or federal exams are used, those exams are part of credentialing programs, and the departments are confident the exams are fair and unbiased. Such exams undergo rigorous normalization and validation procedures through national accreditation and certification organizations.

Planning Agenda

None

Standard II.A.2.h. The institution awards credit based on student achievement of the course’s stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

Standard II.A.2.i. The institution awards degrees and certificates based on student achievements of a program’s stated learning outcomes.

Descriptive Summary

At the level of the Curriculum Committee, the rigor of evaluating course and program SLOs for the awarding of credits is high. First, the Technical Review Team, which consists of the Curriculum Committee Faculty Co-Chair, Curriculum Liaison, and an Associate VPI, check the SLOs for measurability. The SLO Coordinator/Liaison also reviews all SLOs that come through the curriculum process to make sure that they are appropriate and correspond with the course description and course topics. The curriculum proposal next goes to the entire Curriculum Committee for a first reading. Every member of the curriculum committee is provided easy access to the curriculum proposals on the Committee agenda several days before the Curriculum Committee meeting. During this time, committee members review the curriculum proposals. At the meeting, members may comment on the SLOs and suggest edits on any section of the outline. In summary, the SLOs go through the same scrutiny as other curriculum components that require a subcommittee review.
The Curriculum Committee assesses all course proposals to maintain compliance with the Title 5 standards for course hours, based on the “Carnegie Unit.” SCC’s Articulation Officer provides a check at every step of curriculum development and review, and the articulation process ensures that internal standards reflect general higher education norms.

In addition to the inclusion of SLOs in course outlines of records, ProLOs are included in the instructional program outlines and on a grid for each instructional program (degrees and certificates). These, too, go through the curriculum process with the program. The ProLOs grid illustrate that each of the required courses meets at least one of the ProLOs and that, overall, the required sequence of courses meets all of the ProLOs.

**Self-Evaluation (II.A.2.h, II.A.2.i)**

At both the course and program levels, the College has developed a focus on student achievement of stated learning outcomes (SLOs at the course level, ProLOs at the program level). The College utilizes the Carnegie unit credit protocol for all courses developed and offered, ensuring consistency across the College and reflecting the institution’s adopted policies.

The thorough procedures of the Curriculum Committee ensure that courses identify SLOs and that ProLOs are identified for each degree and/or certificate. To ensure that students are achieving the appropriate outcomes, the College is in the process of developing evaluation and feedback for most ProLOs. While some career programs have excellent systems in place for evaluation (Nursing and Railroad, for example), most of the transfer degree courses are working on course level evaluation and need to develop connections between the course outcome evaluation and program outcomes evaluation. In Spring 2009, the Curriculum Committee Faculty Co-Chair will facilitate faculty efforts to focus on incorporating ProLOs in any remaining programs as necessary.

**Planning Agenda**

None

**Standard II.A.3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalogue. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.**

The philosophy behind the College’s General Education (GE) requirement appears on page 32 of the 2008-2009 Catalogue. Whenever they create and submit new courses, faculty decide whether courses fit areas as GE courses or as a part of the regular Program Review process. The GE sub-committee of the Curriculum Committee reviews all courses that apply to satisfy a GE requirement and uses the course SLOs and the General Education Learning Outcomes (GELOs) in their considerations. At every Curriculum
Committee, the GE sub-committee reports on whether specific courses have been accepted or denied; and the sub-committee also reports at that time on any general issues or ideas they have been discussing regarding GE. The recent adoption of GELOs illustrates the ways the campus, the Curriculum Committee, and the GE sub-committee have conducted dialogue about both the general philosophy and the specific implementation of GE.

Standard II.A.3.a, b. General education has comprehensive learning outcomes for the students who complete it, including the following: An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences. A capability to be a productive individual and lifelong learner: skills including oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

Descriptive Summary

SCC is committed to providing GE that includes Natural Science, Social Science, Humanities, Languages and Rationality, and Living Skills. The College Catalog makes note of the fact that a comprehensive general education serves to develop a student’s creativity, critical thinking, ethical behavior, self-understanding, essential competencies for the attainment of personal goals, and productive, societal participation. SCC’s GE programs clearly identify comprehensive learning outcomes for students who complete their courses of study. These learning outcomes are guided by the Master Plan for Higher Education, California’s Education Code, LRCCD Policies and Regulations, State Chancellor’s Office Program and Course Approval requirements, and accreditation standards; they are intended to provide students with content knowledge, understanding, capabilities, skills, reasoning, and lifelong learning acquisition abilities.

In Spring 2006, SCC created a comprehensive list of GELOs for all disciplines on campus. To accomplish that, the College held a number of collegewide forums at which representatives from faculty, staff, and administrators engaged in discussions about what constitutes a “general education” for graduates, how such an education aligns with the College’s educational values, and how courses and programs contribute to that educational experience.

During the GELO development process, the following were emphasized as good practices: to keep the process open and inclusive by involving students, engaging all divisions, planning for communication at all stages, and continuing collegewide dialogue before, during, and after the development process; to consider workload ramifications and explore funding options; to integrate or embed GELOs in existing course and/or program design when possible; to explore implementation issues to inform the GELO development process; and to develop connections between student services and instruction at all stages. These practices were key concerns in the formation of the GELOs and were followed throughout the process to ensure that these learning outcomes
were not only appropriate for SCC’s students and faculty but also practical and obtainable.

The specific aims of the process were to develop GELOs that accomplished the following:

- reflect the College’s collective vision of a true “General Education” for our students who complete an A.A. or A.S. degree;
- help clarify to students the expectations and purpose of the course requirements and student service experiences that lead to their degrees;
- accessible in multiple ways given the diverse educational paths that students take to achieve their degree goals;
- serve multiple purposes in addition to those previously stated and include curriculum review, accreditation recommendations, articulation alignment, and facilitation of collegial collaboration;
- are open to regular review, reflection, and modification.

During Spring 2007, after more than a year of broad discussion and development, the SCC Academic Senate approved the list of GELOs to help guide faculty in designing and revising courses so that they align with prescribed GE requirements for each discipline. As a result of these processes, including many drafts and iterations, the college community developed seven General Education Topic Areas: Communication, Critical Thinking, Quantitative Thinking, Depth and Breadth of Knowledge, Life Skills and Personal Development, Information Competency, and Cultural Competency.

Each of these seven GELOs has a summary outcome along with specific learning outcomes that faculty and the Academic Senate have agreed should be addressed by courses and programs before students graduate with an A.A. or A.S. degree. For example, under Depth and Breadth of Knowledge, the summary outcome is to demonstrate content knowledge and fluency with the fundamental principles of the natural sciences, social sciences, and humanities. Some of the related, specific SLOs for this GELO include the ability for students to do the following:

- demonstrate basic knowledge in at least one scientific discipline including its fundamental definitions, theories, and current research areas;
- interpret and apply scientific information for effective decision-making in everyday life;
- apply understanding of the historical development of the U.S. Constitution current political issues are evaluated;
- describe different methods of inquiry used by the social sciences and apply social science methods to the analysis of a situation or problem;
- evaluate actions of individuals or groups as those actions are related to responses to society;
- describe the ways in which people historically have used artistic or cultural creations to respond to themselves and the world;
- recognize and apply appropriate ethical standards in approaching decisions in daily lives; and
• demonstrate an understanding of the ways in which cultural activities, such as languages or the arts, are expressions of complex cultural systems.

As SCC’s GELO document states, “the specifics of how these GELOs will be implemented to address the specific aims stated here or any other college process are still in the developmental stage and will require guidance and support from the Academic Senate, Classified Senate, and any other group that may be involved.” One step that has been taken is to incorporate these outcomes into the Title 5 GE criteria used by the Curriculum GE subcommittee in the process of scrutinizing courses for inclusion on the GE approval list. As part of the program review process (in which all courses are reviewed and approved by the campus Curriculum Committee), the GE subcommittee of the Curriculum Committee reviews course proposals and curricula that fulfill general education requirements to ensure that they conform to prescribed general education criteria for that discipline. “A matrix was developed by the GE subcommittee of the Curriculum Committee to illustrate the connections between the GELOs and the GE criteria that are used in the approval of courses for GE status. This resource will both assist curriculum developers in the design of their course SLOs and guide future GELO assessment efforts.”

Self-Evaluation

Essentially, SCC has experienced an evolution of the general education process from an emphasis on course descriptions and units of instruction to a focus on the GELOs that are included in each course. Implementation of GELOs in the curriculum began in the Fall 2007, when the GE subcommittee began utilizing the GELOs approved by the Academic Senate to assist faculty in developing SLOs that align with prescribed GE criteria. The specifics of GELOs implementation, which is to address its stated aims, are in the developmental stage and will require further guidance and support from the Academic Senate, Classified Senate, and other groups involved.

Planning Agenda

None

Standard II.A.3.c. General education has comprehensive learning outcomes for the students who complete it, including the following: A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

Descriptive Summary

The general education requirements and GELOs as already described also include courses and requirements for the areas of general education.
General education attempts to enhance and enrich the students’ experience on campus. There are a number of ways in which SCC introduces students to a range of information and experience regarding ethics, diversity, civility, and interpersonal skills. This standard is reflected in SCC’s mission statement, “We contribute to the intellectual, cultural, and economic vitality of the community” and in its Vision statement which states “Sacramento City College seeks to create a learning community that celebrates diversity, nurtures personal growth, and inspires academic and economic leadership.

SCC addresses these general education concepts across its curriculum in such areas as the humanities, the natural sciences, the social sciences and specifically through its ethnic/multicultural studies programs and multi-cultural graduation requirement. Additionally, certain programs focus on developing student awareness, such as Service-Learning Program, Community-Studies Program, International Studies Program, Honors Program, and Student Leadership and Development, and the Cultural Awareness Center. These and other programs and activities are also addressed in Standard II. B. 3 d. and will be focused on separately. Following are summaries of these programs:

**Service-Learning Program (SL)**
According to the SCC catalog, “Participation in campus and community volunteer projects--as a part of regular coursework--serves to make learning more direct and relevant, builds students’ leadership and organizational skills, and promotes civic engagement and community building.” In the catalog and on the SCC website, links to “Service Learning” define and explain this concept and how participation in the program leads to “an appreciation of ethical principles; civility and interpersonal skills; and respect for diversity.”

The Coordinator of SL asserts that students who engage in SL come away with an education that is well-rounded: “When a student volunteers during his or her community college years, that person tends to become a life-long service-learner. We have also seen, through the studies of Alexander Astin as reflected on our own campus, that connecting community service to learning leads to a deeper engagement on the part of the student.”

**Community-Studies Program (CSP)**
Through a related but separate program, the CSP, SCC provides general education students who are enrolled in the program with the means to develop their skills and to explore career options in the non-profit world. Such classes as “Introduction to Social Services” and “Introduction to Case Management” fill quickly, and, according to the Chair of the CSP, the retention rates of students in these classes and in the program remain consistently high. Benefits of inclusion in the program extend to the student’s acceptance as a junior when transferring to a California State University.

**International Studies Program (ISP)**
Among its other goals, the ISP seeks to foster global understanding. In a memo dated September 24, 2008, the coordinator of the ISP at SCC, describes one way in which active participation in one of its sponsored programs, “Open World,” leads to students
become more aware of their global responsibilities. Information about how to become involved in ISP is found at the program’s website.

**Honors Program**
According to the SCC catalog, “The Honors Program provides an enriched and unique educational experience with small classes in a seminar format. All courses are transferable and meet the general education/breadth requirements. Honors students have easy access to their instructors and are expected to utilize critical thinking skills throughout their course work.”

**Student Leadership and Development (SLD)**
In addition to the academic programs offered by SCC that integrate GE standards, the College also has a very active Student Leadership and Development Program that provides all SCC students with the opportunity to supplement their classroom education with a host of clubs and activities designed by students themselves to increase their ethical and aesthetic sensibilities and an appreciation for diversity. The studies and research of such national figures as Alexander Aston indicate that the “success of SLD programs is shown by the way in which they result in the retention of students who then go on to transfer and get degrees.”

The coordinator of SCC’s Student Leadership and Development stated that SLD “provides a diverse way for students to buy into their education and their commitment to each other, ethically and globally.” Among her other duties, the coordinator gathers statistics and maintains databases of information about the plethora of student-oriented programs and clubs at SCC. She noted that the connection between SLD and Standard II.A.3.c is a fundamental one since “Faculty Advisers are needed to advise student clubs and organizations. In fact, faculty are the primary force in assuring that these connections are made.” A sample list of clubs is available in the catalog, but many other student-driven, faculty-advised clubs also exist on campus through SLD. Additionally, student activity in the Associated Student Government, information about which is found in the College Catalog, is “ever-increasing on campus.”

**Cultural Awareness Center (CAC)**
The SCC catalog states, “The Cultural Awareness Center’s goal is to promote intercultural understanding and education through programs and traditional cultural celebrations that reflect the diversity of Sacramento City College and its urban community.”

The CAC schedules educational and intercultural programs to support GELOs and a respect for cultural diversity. Specific events in honor of Black History Month, Women’s History Month, Chicano authors and artists, benefit and inform SCCs’ diverse student population. Speakers, films, community forums, book reviews and diversity workshops promote student advocacy, inquiry, civility, inclusion, and global awareness.

**Self-Evaluation**
An examination of CCSSE data reveals that certain statements relate directly to this standard. Responses to the statements “encourages contact among students from different economic, social and racial or ethnic backgrounds” and “provides the support you need to thrive socially” reveal that SCC is slightly below the mean. For the statement, “participates in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports), SCC’s mean is slightly higher than the ExLarge College Mean. For the statement, “understands people of other racial and ethnic backgrounds,” SCC fared slightly higher than the mean for ExLarge Colleges. In responses to “developing a code of personal code of values and ethics” and “contributing to the welfare of your community,” SCC scored slightly higher than the mean for ExLarge Colleges.

One very significant way in which SCC exemplifies Standard II.A.3.C is through its “institutionalizing” of the Service-Learning Program. “There is 40 percent reassigned time for a coordinator, and we have created the INDIS 340 course, which is a one-unit service learning credit that may be attached to any course in our general curriculum.” Specifically, “for every 15 students enrolled in the INDIS 340 aspect of a course, the teacher receives compensation for one-unit.” The continued and growing success of both the Service-Learning and Community-Studies Programs indicates SCC’s commitment to this standard.

When asked if SCC supports the Honors Program, the coordinator of the Honors Program, said: “SCC is resolved to continue supporting the Honors Program.” To promote the program, a directory is sent to 300 to 400 qualified students each semester asking them to consider involvement in the program. “We had 136 new recruits last fall—a record. We usually get between 80 to 90 students.” This increase reflects a successful program in action. The awards garnered by program recipients and by the program itself, nationally, have also been noteworthy and plentiful. A more College-specific accomplishment is the annual scholarly publication, Descant: The Academic Voice of Sacramento City College, which is produced by the Honors Program and is now in its fifth volume.

SLD undergoes routine self-assessment that depends on student contribution to the process. This self-assessment, recently revised to reflect “a social-change model of leadership,” is yet another example of the College’s dedication to this standard. Additionally, SCC’s unique physical design contributes to student interaction and participation: the main quad area is large, framed by classrooms of discipline-specific areas, the library, the auditorium, and the student center. This arrangement is highly conducive to students coming together in an environment that encourages interaction, a principle component of Standard II.A3.C.

Planning Agenda
None

Standard II.A.4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.
**Descriptive Summary**

All degree programs offered by SCC include focused study in at least one area of inquiry or major field, with credit units ranging from 18 units to approximately 30 units, depending on the discipline. Interdisciplinary degrees such as Liberal Arts: Communication and English Writing, also requires 18 units in a focused area of study. Scrutiny of courses within a degree program and inclusion of a major field of study occurs though both local college and district-level processes.

All SCC degree programs that appear in the SCC catalog must go through a local college and district process of approval by the LRCCD Board of Trustees and final approval by the Board of Governors of the California Community Colleges. The Board of Governors, by statute, has statewide responsibility for approving all new instructional programs in community colleges. They approve programs based on Title 5, Section 55063, which sets forth minimum units for areas of emphasis in degree programs.

The local SCC process includes faculty initiation of a program via the SOCRATES Program Application. The VPI uses the California Community Colleges Application for Approval, new credit program, which requires units for majors with a focused study in at least one area of inquiry or in an established interdisciplinary core, to be approved.

The Board of Governors of the California Community Colleges gives final approval of programs based on Title 5, Section 55063. It sets forth the minimum requirements for the associate degree, which include a minimum of 18 semester units in a major or area of emphasis (part a) and a minimum of 18 units of general education requirements (part b). The regulation is interpreted in the Supplement to Program and Course Approval Handbook, 2nd Edition.

**Self-Evaluation**

The College ensures that each student completing one of its programs has achieved a discipline-specific, focused area of study through approved minimum, unit-level requirements and state confirmation of program rigor and content.

**Planning Agenda**

None

**Standard II.A.5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.**

**Descriptive Summary**

SCC prepares students to meet the industry standard of the occupations that require licensure or certification. Occupations such as nursing, dental, cosmetology,
transportation-related occupations, railroad operations, and real estate programs serve as a preparation to apply for and take the tests for certification and licensure. Many of these regulations are monitored by external agencies. Based on specific occupations, passing rates are above average or higher, as reported by the Occupational Therapy Assistant and Registered Nursing programs for students taking these certifications or licensure exams. Evidence of students’ preparedness and successful passing rates on external licensing exams is included in the College’s annual report to the Accrediting Commission for Community and Junior Colleges.

In surveying the vocational and occupational programs at SCC, many do not require licensure or certification for employment. The most consistent method of review for the effectiveness of these programs is feedback from students who are hired in the chosen field. Employers also provide feedback about whether or not students are prepared for employment. Many of the vocational/occupational programs make connections with employers to ensure that the skills being taught meet the needs of the industry. Advisory boards that may consist of industry partners, educators, and former students help form and update curriculum to meet the changing needs of industry.

Partnerships with industries help set training and educational standards. As an industry changes, dialogue occurs to revise and update the information needed for students to be trained as accurately as possible. Industry partners provide grants, equipment, and employment opportunities for SCC students as they graduate.

Many occupations are visible in the Sacramento community, such as photography, cosmetology, journalism, and real estate. The training that students receive at SCC provides entry-level skills into these types of occupations.

Partnerships with industry have contributed to student success by providing training opportunities, examples include the Sutter Center for Health Professions for registered nursing; electronics technology jobs certified by the FAA; computer networking through CISCO Certification; and, most recently, training in the repair and service of Bell Helicopter. SCC is also the only community college that offers a program in railroad operations west of the Mississippi River.

Career/Technical programs provide theoretical coursework and incorporate practical experience into its programs. This practical or lab component of vocational/occupational programs adds to the growth, competency, and preparation for students to gain employment upon completion of the program. This practical experience component has provided health services to the community at a reduced cost and cosmetology and child care services to students and the general public.

Many of the vocational/occupational programs that have a licensing procedure governed by an external agency receive formalized data about the graduates. The data includes program completion rates, preparation of applicants, and pass rates for each respective occupation. Programs for those occupations that do not require licensure or certification rely on feedback from former students and employers. For example, the Journalism
Department received feedback from internship supervisors as to the preparedness of their students who had enrolled in the JOUR 498, Journalism Work Experience. The Journalism Department indicates that many SCC students from the program are currently employed in the local media. The Mechanical-Electrical Technology program faculty indicate that many of its graduates pass the State of California C20 and C38 Contractors Exam. The department chair states that the Sacramento County job announcement for Stationary Engineer requires completion of the MET program at SCC or equivalent as part of the qualifications for the position. Information gathered from past graduates, review of requirements from job announcements, and communication with industry advisory board members are all used to review the level of preparedness of SCC students.

SCC receives Carl D. Perkins/Career Technical Education funding from the Chancellor’s Office, California Community Colleges. As part of the state plan, core indicators of performance have been established and identified for post-secondary Career/Technical Education students.

Some data related to the College’s Career/Technical Education programs are illustrated in the matrix that follows:

<table>
<thead>
<tr>
<th>Core 1</th>
<th>Core 2</th>
<th>Core 3</th>
<th>Core 4</th>
<th>Core 5a</th>
<th>Core 5b</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skill</td>
<td>Completion</td>
<td>Persistenc</td>
<td>Employment</td>
<td>NT Participation</td>
<td>NT Completion</td>
</tr>
<tr>
<td>05</td>
<td>BUSINESS AND MANAGEMENT</td>
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<td>85.48</td>
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<tr>
<td>06</td>
<td>MEDIA AND COMMUNICATIONS</td>
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<td>90.11</td>
<td>84.39</td>
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</tr>
<tr>
<td>09</td>
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<tr>
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<td>93.33</td>
<td>81.40</td>
<td>79.31</td>
</tr>
</tbody>
</table>

The core indicators of performance for post-secondary students include the following: student attainment of career and technical skill proficiencies; student attainment of an industry-recognized credential, certificate or a degree; student persistence or transfer; student placement; and student participation in and completion of CTE programs in non-traditional fields.

Each entity within the LRCCD is responsible for identifying for the Chancellor’s Office, California Community Colleges, achievable, negotiating performance targets for each core indicator. The performance targets are based on statewide performance levels achieved in the 2006-2007 program year and the District’s actual performance over the past few years for which data is available.
Accountability is determined by the local eligible agency’s performance on each core indicator. Should the performance meet or exceed 90 percent of the annual approved performance targets for each indicator, the agency is considered to be in compliance with Perkins IV accountability requirements.

**Self-Evaluation**

Based on internally-generated student performance data and external agency reporting information, SCC students completing vocational programs demonstrate the requisite competencies and appropriate levels of preparedness for external certification and licensure. Departmental faculty, division deans, and instructional and student support services staff review exam passing rates, core indicator reports, and program-specific performance data annually as part of the unit-planning and state-required processes. The College continues to work toward meeting statewide performance targets and on improving non-traditional participation in specific career technical programs such as Nursing, Engineering Technologies, and Cosmetology.

**Planning Agenda**

None

Standard II.A.6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institutions officially approved course outline.

**Descriptive Summary**

Information about programs and certificates is processed by the Curriculum Committee for clarity, accuracy, and compliance with ACAD standards and with the guidelines provided by the State Chancellor’s Office. Every six years, all courses taught in any academic or certificate programs are reviewed first by discipline faculty and then by the Curriculum Committee for content, clarity, and accuracy. The addition of SLOs to all courses has been incorporated as part of this process; to date, close to 100 percent of courses and approximately 81 percent of instructional programs have student learning outcomes incorporated into their curriculum and are part of the documented descriptions and course programs. The LRCCD has developed a curriculum software management system (SOCRATES) to house course and program outlines and other related curriculum materials. The faculty has online access to this system through the Intranet/Rosters gateway. Paper records prior to 2004 on all courses and programs are also kept in a master file in the Office of the VPI.
The content of the degree and certificate programs is published both in hard copy and electronic and alternate formats (large print, Braille, MP3, or e-text) by the College and is available to the students and the public at large.

Adherence to the course objectives as outlined in the approved curriculum is verified by the process of requiring the faculty to submit, on a semester-to-semester basis, copies of all their course syllabi. Copies of these syllabi are archived in the respective division deans’ offices for three years. Faculty members are required to provide students with a copy of their class syllabus. This process is also verified within the context of peer evaluations that are scheduled for every faculty member during the tenure process and beyond.

**Self-Evaluation**

Students and prospective students receive clear and accurate information about educational courses and program and transfer policies through the College Catalog, Schedule of Classes, and Student Guide. Additional course and program information is provided to students by faculty members through course syllabi and student information sheets that specify student learning objectives. The College accurately describes its degrees and certificates, including purpose, course requirements, and learning objectives, in its annual Catalog and through SOCRATES.

**Planning Agenda**

None

**Standard II.A.6.a**. 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.

**Descriptive Summary**

Clearly stated transfer-of-credit policies for students and college personnel regarding three phases of transfer (general education, lower division major, and electives) are found in the following locations: in the SCC 2008-2009 catalog (general education requirements, page 33; CSU transfer requirements, page 38; and UC requirements, page 42); Online ASSIST; on the SCC counseling website; on individual handouts available from all counselors and at the counselor counter, RN147.

Private transfer colleges approve credits on an individual student applicant basis. Information for private college transfer is available from the SCC Transfer Center Director. SCC funded a sabbatical leave project in 2006-2007 to develop enhanced transfer opportunities (in addition to the UC and CSU system) for SCC students. The
information is in the Transfer Center, and the sabbatical final report is in the SCC library archives and can be accessed online.

Certification acceptance of all transfer courses ensuring that expected learning outcomes match SCC courses is verified by discipline specific faculty approval of a "waiver petition" that is also signed by the area dean. Waiver petitions are located in each area dean's office.

The development of articulation agreements and patterns of enrollment is done by the SCC Articulation Officer and transfer institutions. Articulation agreements for transfer courses are available online via ASSIST for both general education and major requirements. SCC regularly evaluates transfer/articulation policies, using the transfer analytic studies indicating how many SCC students have transferred to each university/college within the CSU system and each university within the UC system. Examples are on file and available on the SCC counselor website.

Policies to address transfer of coursework in and out of the institution and alignment with the SCC mission include department program review, a process which evaluates and updates courses regularly (out of the institution.) Curriculum change notifications sent from transfer institutions to the SCC Articulation Officer (into the institution), are sent to the department chair and division dean, who then work with discipline specific faculty to revise courses. CSU/UC change notifications in course curriculum are initially reflected in SOCRATES under each specific course revision explanation (although revision explanations no longer appear in the course outline once a course is moved to catalog status). Biology 309 and Astronomy 400 are examples of recent courses that were revised because of curriculum change notifications. A Summary of SCC Curricular Changes is an evaluation tool used to review articulation agreement outcomes.

Self-Evaluation

The success of the College’s students in transferring to a wide range of public and private colleges and universities demonstrates that the College’s policies for developing and articulating transfer courses and programs are sound. Students are informed of transfer options and requirements through a range of resources (College Catalog, Schedule of Classes, Counseling/Student Services, the Express, flyers, department information tables, etc.) that are reviewed regularly and kept current. The job of developing, implementing, and evaluating articulation agreements is demanding, and the College recognizes its importance for students. Special resources have been devoted to the office responsible for those agreements, and the recent agreement between the Instruction Office and the Academic Senate to significantly increase those resources is evidence of the College’s review and evaluation process.

Planning Agenda

None
Standard II.A.6.b. 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.

Descriptive Summary

SCC publishes an annual catalog of courses, programs, policies, and regulations to keep students informed about requirements, deadlines, and program availability so they can complete their education in a timely manner with little disruption even if a program is eliminated or program requirements are significantly changed. A multi-constituency, comprehensive review of the annual catalog before publication ensures that students will be accurately informed of available offerings and any notable revisions to their selected program of study. Specific information with regard to catalog rights is stated within the catalog, on the College’s website, and provided through the Counseling Office. Results from the Fall 2008 Student Accreditation Survey indicate 93 percent of students “agreed” or “agreed strongly” that they have access to current and accurate information through college publications and the College website, representing a noteworthy increase from the 82.6 percent recorded in the College’s 2002 Student Accreditation Survey.

Curriculum Committee members, including faculty, counselors, articulation officers, administrators, support staff, and students, are charged with recommending changes to instructional programs and communicating any substantive programmatic modifications to affected departmental colleagues and enrolled students in a timely and appropriate manner. The active participation of division faculty and counselors ensures that significant changes are disseminated broadly and with sufficient lead time for college staff and currently enrolled students to identify and address any impact on educational goals and academic planning. Educational program information sheets are maintained in the Counseling Office and numerous instructional division offices for student review and distribution. In limited cases, when changes in program requirements affect a large proportion of the College’s student population, supplemental and specific methods of communication are implemented, including presentations to student groups and clubs, direct mail letters (or emails) to the impacted population, in-class faculty announcements, and faculty/counselor-staffed informational tables during semester registration processes. A recent Title 5 change in Mathematics and Writing graduation requirements is a prime example of the College’s due diligence in communicating a degree-requirement change to its student population via accurate and detailed information in the college catalog.

In situations where programs may be eliminated, the College has designed and adopted a Program Termination Review process. The process ensures that all appropriate constituencies are involved in a comprehensive analysis of program data and in the development of any recommendation for program termination. If invoked, this process allows the College to carefully consider all impacts of program elimination and make appropriate and timely arrangements for students to complete their educational pursuit with little disruption. SCC employed this process when it decided to eliminate the
Welding program in Fall 2003. Student enrollments were minimal at the time; however, impacted students were referred to other Los Rios colleges with Welding programs (American River and Cosumnes River) and SCC continued to offer, for an additional academic year, its “capstone” class through the college’s Aeronautics program to ensure student completions. Two welding courses remain active in coordination with the College’s Art and Aeronautics departments.

A program is reviewed for elimination or changes based on recommendations from an initiator or a requestor. Requestors include department spokespersons, who consult with department faculty, the Curriculum Committee’s Faculty Co-Chair, who consults with Curriculum Committee members, and the VPI or VPSS, who consults with the appropriate area dean and discipline faculty. The “Sacramento City College Program Termination Review” document is also available at InsideSCC. Decisions to change or eliminate a program are considered by a Program Appraisal and Recommendation Team (PART), which analyzes the viability of a program using criteria that includes a decline in market demand, lack of resources, or a decline in enrollment. A complete list of criteria to be considered by the team and the detailed stages of the program appraisal process may be found on InsideSCC under the heading “Program Appraisal and Recommendation Process.” After PART reaches a decision, the information is sent to the Curriculum Committee. The final stage of the process is the Curriculum Committee faculty chair’s presentation of the recommendation to the Academic Senate before it is forwarded to the VPI and the College President.

When programs are discontinued, affected students are informed of the changes through appropriate college publications and direct communications from counselors and other college staff, depending on the significance of the changes. Options for completing their programs are communicated to enrolled students through the Counseling Office, and students may complete their degree or certificate objectives by working with counselors and the discipline faculty to identify equivalent offerings or suitable independent studies courses.

Self-Evaluation

SCC has clear and transparent processes for changing program requirements and for eliminating programs when deemed necessary and appropriate. These processes include active participation by discipline faculty, counselors, administrators, support staff, and students, establishing a sound communication structure and accessible dissemination formats and protocols (catalog, website, program information sheets, direct mailings, in-class announcements, and staffed informational tables) for students to be accurately and sufficiently informed of any significant programmatic changes or program deletions. Student informational advisories and college publications are produced in alternative media formats, including MP3, large print, Braille, and e-text.

A student’s ability to complete his or her educational goal in a timely manner with minimal disruption due to program modifications is fundamentally important to the college and its staff. When faculty, counselors, administrators, or staff become aware of
internally-approved or externally-mandated programmatic changes, the College effectively informs its faculty and student populations and makes requisite instructional arrangements to ensure enrolled students are able to access information, counseling services, and alternative offerings in order to complete their studies in a selected field.

**Planning Agenda**
None

**Standard II.A.6.c.** The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

**Descriptive Summary**

Regular institutional representation through catalogs, statements, publications and electronic formats, including intended audiences and publication schedule, follow:

<table>
<thead>
<tr>
<th>PUBLICATION TITLE</th>
<th>INTENDED AUDIENCE</th>
<th>REVIEW AND PUBLISHING SCHEDULE</th>
<th>DESCRIPTION</th>
<th>FORMAT</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCC Website</td>
<td>Public</td>
<td>Ongoing, updated daily</td>
<td>Timely information regarding academic programs, college activities, events</td>
<td>Online</td>
</tr>
<tr>
<td>Inside SCC</td>
<td>Employees</td>
<td>Ongoing</td>
<td>Comprehensive resources for SCC employees</td>
<td>Online</td>
</tr>
<tr>
<td>College Catalog</td>
<td>Public</td>
<td>Annual</td>
<td>Courses, programs, majors, transfer information, and policies</td>
<td>Printed and online</td>
</tr>
<tr>
<td>Schedule of Classes</td>
<td>Public</td>
<td>Two times per year; Summer and Fall, and Spring; Online format updated daily</td>
<td>Class offerings – days, times, modality; admission and transfer information</td>
<td>Printed and online</td>
</tr>
<tr>
<td>Outreach Centers</td>
<td>Public</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Handbook</td>
<td>Faculty, Employees</td>
<td>Annual</td>
<td>Resources; classroom and college policies, regulations, processes</td>
<td>Online and printed</td>
</tr>
<tr>
<td>Curriculum Handbook</td>
<td>Faculty, Employees</td>
<td>Annual or on-going</td>
<td>Curriculum Committee role and responsibility; procedures; regulations; forms</td>
<td>Online and printed</td>
</tr>
<tr>
<td>City Advantage</td>
<td>Public</td>
<td>Three times per year--Fall, Spring, Summer</td>
<td>Includes class schedule and educational opportunities</td>
<td>Newspaper tabloid</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Inside City</th>
<th>Alumni and Donors</th>
<th>Two times per year, Fall and Spring</th>
<th>Foundation activities, new and award-winning staff, President's message</th>
<th>Printed and online</th>
</tr>
</thead>
<tbody>
<tr>
<td>E-News</td>
<td>Employees</td>
<td>Weekly ENews and staff News are now combined</td>
<td>Updates staff accomplishments and SCC announcements Governance issues</td>
<td>Online</td>
</tr>
<tr>
<td>Express</td>
<td>Students</td>
<td>Bi-weekly</td>
<td>Written by SCC students, for students</td>
<td>Student newspaper-printed</td>
</tr>
<tr>
<td>Fact Book</td>
<td>Employees, Public</td>
<td>Updated each semester</td>
<td>Student Demographics and SCC statistical information</td>
<td>Online</td>
</tr>
<tr>
<td>It's All About the City</td>
<td>Public</td>
<td>Updated as needed</td>
<td>SCC highlighted programs, resources, and services</td>
<td>Printed</td>
</tr>
<tr>
<td>SCC Outreach Centers</td>
<td>Prospective students, Employees</td>
<td>Updated as needed</td>
<td>Outreach Center programs, hours and contact information</td>
<td>Printed</td>
</tr>
<tr>
<td>Sacramento City College CD-ROM</td>
<td>Prospective students, Employees</td>
<td>Updated as needed, at least annually</td>
<td>Interactive campus tour and campus highlights; College Catalog</td>
<td>CD</td>
</tr>
<tr>
<td>Student Services Resources and Programs</td>
<td>Current and prospective students, Employees</td>
<td>Updated as needed</td>
<td>Resources, program descriptions, contact phone numbers and websites</td>
<td>Printed</td>
</tr>
<tr>
<td>New Student Information Packet; Student Guide &amp; Academic Planner</td>
<td>Prospective students</td>
<td>Updated as needed; at least annually</td>
<td>New student procedures and resources</td>
<td>Printed</td>
</tr>
</tbody>
</table>

The SCC Publications and Marketing guide is online for any college constituency group wishing to publish any materials representing the College. The guide is designed to ensure integrity and consistency in all representations of SCC. In addition, the Publications and Marketing committee is "an advisory committee comprised of members of the campus. An example of their work in review can be found under "Campus Issue #01-02-04" which was brought before the President's Executive Council.

A marketing review group meets on an on-going basis to discuss marketing strategies and the value of current publications.

Revisions to the College Catalog are coordinated through the Instructional Services Office with input from faculty, department chairs, division deans, staff, articulation officer, and the college community. Edits are focused on the two major sections: information to students and programs and courses. An annual request for edits is emailed to the management staff for coordination with personnel and departments within their areas of responsibility. Edits are incorporated, and the revised catalog document is available for review in draft form before being sent to print and placed on the web.
Similarly, edits to the Schedule of Classes are completed twice per year beginning with a request for the submission of schedule planning sheets that reflect changes in course offerings and details.

Self-Evaluation

Clear and accurate representations of SCC to prospective and current students and its personnel are documented in the student and staff responses to the Fall 2008 surveys. Ninety-three percent of students concur that they “have access to current and accurate information about the college through a variety of college publications and the college website.” Faculty responses to the statement "The information provided in college publications (e.g. catalog, class schedules, college website) is current, clearly stated and accurate" resulted in 81.8 percent agreement.

In the complementary and longitudinal Noel-Levitz Student Satisfaction Study conducted in Spring 2008, SCC students rated the policy and procedures information regarding registration and course selection as “clear and well-publicized," one of the College’s 15 noteworthy areas of strength.

The College clearly and effectively represents itself to its multiple constituencies and to the general public through numerous audience-specific printed and electronic publications. Accuracy and integrity of content, whether regarding the College’s mission, its policies and procedures, or its programs and services, are ensured through systematic and comprehensive review by appropriate college committees and governance representatives. SCC’s core values and mission are consistently highlighted in publications to inform and remind the public of its commitment to higher education for all who may benefit.

Planning Agenda
None

Standard II.A.7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or world views. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge.

Descriptive Summary

The Los Rios Board of Trustees has adopted policies and regulations that establish SCC’s commitment to the free pursuit and dissemination of knowledge. These policies define and promote academic freedom. They also describe responsible academic behavior and the consequences of irresponsible behavior.
Faculty respect for the distinction between personal opinion and professionally accepted views in a discipline is embedded in the “Faculty Statement of Professional Ethics,” which is in the Faculty Handbook and the College Catalog. That distinction is also a part of the curriculum review process, and thus, is a common part of the Curriculum Committee deliberations. Students express a high level of satisfaction that the faculty is fair and unbiased.

Expectations regarding student honesty and dishonesty and the consequences for dishonesty are published in several places such as the College Catalog, Faculty Handbook, and Student Guide. The dean for enrollment and student services enforces college policies and regulations for academic honesty. A special task force, convened in Fall 2008 and coordinated through the Enrollment and Student Services office, has begun evaluating and revising student discipline processes.

Self-Evaluation

Academic freedom and issues of student rights and responsibilities are so thoroughly incorporated into the culture and practices that faculty and student leaders do not remember any significant controversies. For the faculty, the most recent formal discussion of academic freedom came on the occasion of a visit from a delegation of Azerbaijani academics with an interest in the subject. The Staff Development Coordinator convened a meeting of academic senate and union leaders to talk about the campus experience and compare notes. The Academic Senate has developed and approved an academic freedom statement to be included in the 2009-2010 College Catalog. The most frequent conversations about appropriate standards for faculty objectivity occur as a routine part of curriculum review. These conversations are thoroughly institutionalized, and no questions have emerged from that committee into a broader debate (for example, to the Academic Senate for further discussion).

Student discipline processes are clearly stated; both faculty and students could benefit from more regular reminders about appropriate classroom behavior and the need to maintain a safe environment for the open exchange of ideas.

Planning Agenda
None

Standard II.A.8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

SCC does not offer curricula in foreign locations to students other than U.S. nationals.

Planning Agenda
None