Standard III. A. Resources

Standard III.A.1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

Standard III.A.1.a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Descriptive Summary

LRCCD policies and regulations that govern hiring were developed by the Board of Trustees, administration, faculty, and staff, through their respective unions. Policies spell out minimum qualifications, requirements for equal treatment, and authority for appointment of all personnel. Regulations give detailed procedures for the job announcements, certification of pools, application screening, interviews, and hiring. Job descriptions clearly state necessary skills, training, and experience. The College’s core values, mission, and goals also reflect the requirement that faculty be qualified to provide effective teaching and learning.

In 2007-2008, the District implemented PeopleAdmin, recruitment software designed specifically for colleges and universities. It provides increased access to all district recruitment materials and a simplified process for applicants. In seeking the most effective ways to use the web, District Human Resources (HR) has enhanced the HR website with links to Title 5 (for minimum qualifications), equivalency and transcription agencies, salary schedules, and employee benefit information, job descriptions, collective bargaining agreements, and all forms needed by applicants.

A slideshow on the District’s HR website, “Pathways to Los Rios,” describes the hiring process and provides help for applicants. Human Resources actively pursues a user-friendly, technologically current and approachable profile; office hours of operation are from 7:30 a.m. to 5:00 p.m., five days a week, and it makes continuous improvements to the applicant home page. In Fall 2008, this page averaged 33,734 hits per month. The District received almost 22,000 applications in 2007-2008, a 40 percent increase over the previous year.

Faculty

The process for requesting new faculty positions begins in discussions about program needs between faculty and deans during unit planning and program review, as outlined in the SCC Strategic Planning process. Faculty and deans develop position descriptions that link the duties of new positions to program needs, mission, and goals. The process for Academic Senate
consideration of position requests was updated in Fall 2008 to add depth to the Senate ranking process, to allow the Instruction Office greater flexibility in handling positions that are critical to student and program success, and to link the hiring process more closely to college planning.

In the revised process, departments give the Academic Senate an information packet that includes the rankings assigned by the department, division, and college service area. Senators conduct a short question-and-answer session with department representatives, after which they rank the position requests. A Senate subcommittee tallies rankings and verifies the procedures. The Senate forwards the ranked position requests to the Vice President of Instruction (VPI) or Vice President of Student Services (VPSS). When a position is indicated per FTE entitlement (e.g. counselor requirement) or other critical program or student need (e.g. program specific accreditation requirements, or math or English basic skills instructors), the VPI or VPSS, in consultation with the President and Senate officers, may adjust the ranking of those positions. Available funding determines the final list of new positions.

District HR advertises faculty jobs in sites and publications specified in Board regulations and recommended by faculty. The list of advertising sites includes, but is not limited to, local and regional colleges, unions, professional publications, job lines, and websites such as the California Community College Registry and media for minority, women’s, and disability agencies. Though a district study shows that members of under-represented groups access job information through mainstream media, the District continues to use alternative media and direct contact with under-represented groups for more thorough recruitment. Human Resources includes content on college mission and goals, non-discrimination, diversity, and minimum qualifications in its job descriptions and ensures that job postings comply with Title 5, equity principles, and current best practices.

The District Faculty Diversity Internship Program (FDIP), now in its 20th year, develops employment candidates with diverse academic preparation and learning styles, and diverse cultural, ethnic, gender, disability, and socio-economic backgrounds. Interns work with an SCC faculty mentor for one semester and receive 34 hours of instruction through the California State University, Sacramento, Community College Faculty Preparation Certificate Program. The FDIP admitted over two dozen applicants in the previous year, four of whom were hired into district positions.

Faculty applicants must submit an application form, unofficial transcripts, letters of recommendation, letter of interest, and supplementary application content. District HR reviews the applications, certifies that the pool contains qualified applicants from under-represented groups, and forwards them to the College.

The campus hiring committee is composed of an equity officer, the area dean, a management representative as chair, three to five area faculty members, and often a student. For full-time positions, the majority of the committee must be faculty in relevant disciplines. A classified employee may be included. Depending upon the size of the applicant pool, the committee has the option to screen applications either online or through paper-screening to identify candidates who will be offered an interview appointment. A screening subcommittee comprised of the equity officer, one administrator, and one or more area faculty members, develops screening
criteria based on the job description. Both screening criteria and interview questions are developed by the committee prior to the review of any candidate applications.

The committee uses interview questions, a writing sample, and one or more teaching demonstrations to assess a candidate’s scholarship, instructional methods, communication skills, ability to work in a diverse environment, and potential for contributing to college life. The candidate may have advance notice of one teaching demonstration topic but normally must present any additional demonstrations without advance notice. Committee members with subject expertise are utilized as content experts during the interview process to assist other committee members in evaluating the accuracy and completeness of candidate’s responses.

The hiring committee members independently rank candidates. After the first ranking and a discussion of the top-ranked candidates’ strengths and concerns, committee members again independently re-rank the candidates. Using the ranking results, the committee recommends three to five candidates to the President and VPI or VPSS. These administrators join the panel at the conclusion of the interview process to discuss the strengths and weaknesses of the top candidates. Selected candidates are invited for second interviews with the President, appropriate vice president, and area dean, while designated committee members conduct reference checks.

Successful applicants are required to submit official transcripts to Human Resources; candidates with degrees from non-U.S. institutions are required to submit equivalency statements. The President and VPI or VPSS review the reference checks and recommend a final candidate to be submitted to the Board for approval.

The campus equity officer serves as a resource for equity representatives and committee chairs to help resolve conflicts and to ensure that the hiring process is fair and impartial at all hiring levels. The campus equity officer participates in reviewing and updating the Equity Handbook under the direction of the District equity officer and provides training several times a year for equity representatives and chairs of hiring committees. Equity representatives must complete a training workshop provided through the office of the campus equity officer every two years.

Departmental faculty play key roles throughout the faculty hiring process. Board regulations require membership of three to five area faculty on the hiring committee, in addition to a faculty equity officer. Faculty develop job descriptions, screening criteria, and interview questions, based on their knowledge of program and service needs and the job description. A subcommittee of the faculty hiring committee composed of the area dean and three subject area faculty evaluate requests for equivalency. Area faculty rank teaching demonstrations, perform reference checks, and contribute to discussions with the President and vice president. Final selection of the candidate is in the hands of the President and vice presidents, but the recommendations of faculty committee members have historically carried considerable weight in these decisions.

The process for hiring adjunct faculty is similar but less complex than that for full-time faculty. The District advertises the position and provides a pool of applicants to the College. Applicants must submit transcripts, proof of degrees, and letters of recommendation. These documents are reviewed by a screening and interview committee appointed by the President and composed of the area supervisor, an area faculty member, and an equity representative. Applications are
screened using a rubric agreed upon before screening begins. Interview questions are also developed at this time.

As with full-time applicants, adjunct faculty candidates are interviewed to assess instructional strengths, diversity skills, and potential for contributing to the college community. Letters of recommendation, interview questions, and teaching demonstrations play key roles in this assessment. The manager of the department, in consultation with faculty members on the committee, may recommend any candidate who is rated as satisfactory or competent for available teaching assignments. Before hiring an applicant, the manager, the department chair, or a designated faculty member makes confidential reference checks. Adjunct faculty hired under emergency provisions must receive a satisfactory rating during their first semester before they can be offered future assignments. All adjunct faculty hires are held to the same standard as full-time hires with regard to qualifications and evidence of educational expertise and work experience. The Academic Senate issued an updated Faculty Hiring Manual in Fall 2008 to address adjunct hiring.

The Academic Senate and District administrators met during 2007-2008 to continue to provide guidance and consistency in the faculty hiring process with the goal of ensuring that equity and best practices during the interviewing process result in the most qualified individuals being referred for final selection.

Classified

As outlined in the Classified Resource Allocation Plan, requests for classified positions begin with the unit plan, which documents a program need for staff. The Office of the Vice President of Administrative Services (VPA) develops a “New Classified Staff Request Process and Timing” calendar for each fiscal year. The calendar indicates when new position requests are to be turned in and where they are in the process. The Classified Senate votes on the ranking of positions; the President’s executive staff reviews the rankings and makes recommendations to the President; the President meets with Classified Senate and executive staff and then makes the final decision. Based on rankings from the President’s Executive Staff and the Classified Senate, a final prioritized list of new classified staff requests is approved by the President for submission to the district process. The new positions allocated by the District are contingent upon available continuing funding as well as such considerations as square footage and program growth. Based on these considerations, the District, in collaboration with the VPA from each of the colleges, finalizes a new classified staff list of positions to be reviewed and approved by the Chancellor and Board of Trustees.

The District develops position descriptions that include skills, education, and experience requirements that closely match the needs for the position. If a college identifies a need to change a classified job description, the union and college must agree to the changes. Human Resources distributes announcements to the union, statewide colleges, school districts, organizations that represent minorities, women, and persons with disabilities, job registries, and publications directed at all of these groups and to the general public.

Classified applicants submit prescribed application materials, which may include transcripts, proof of degrees, skill competencies, and letters of recommendation. Human Resources reviews
applications to make sure that qualified applicants are included and that applications contain required documentation. On campus, the classified hiring process is conducted by a hiring committee composed of, at minimum, the area manager or supervisor, one classified member of the unit, and an equity representative. An area faculty member may be included. Classified employees must comprise the majority of committee members. A screening subcommittee, which includes an equity representative, sets criteria for selection, which may include completeness of application, relevant experience, and education, and selects applicants for interviews.

The hiring committee plans interview questions based on the job description to clarify candidates' knowledge, job-related skills, experience with diversity, and potential to contribute to the college. Applicants are ranked on their responses to interview questions, the content of their written application, and letters of recommendation. Written performance exercises or skills tests and presentations may also be required. The supervisor of the unit may conduct follow-up interviews before recommending a successful applicant. Confidential reference checks are made by the District HR Department.

Several metric measures of classified staff actions are maintained by the VPA and shared quarterly with the SCC management team. These measures include an assessment of hiring timelines with longitudinal tracking of efficiency of the District Office and college-level processes. Classified staff levels are also tracked to provide insight into personnel gaps and areas that can be improved in the overall process. In addition to these metric assessments, the VPA also tracks evaluation timeliness, new hire orientation attendance and program quality, and training programs for the college on personnel, financial and business practices.

Management

The Chancellor determines whether a management position is to be filled on a regular, interim or acting basis, is responsible for the selection process, and has final authority for the selection and recommendation of an appointee to the Board. Applicants for management positions must meet the qualifications for the position defined by the Board and the Chancellor. Criteria for District minimum qualifications and equivalencies are agreed upon by a joint committee of District Academic Senate representatives and representatives of the Board of Trustees.

For each management position, Human Resources and the supervisor of the position develop a job description which is approved by the Chancellor and reviewed by the Board. Candidates are assessed according to the requirements outlined in the job description, which includes education, experience, and ability.

Positions are widely advertised in order to build an applicant pool that includes underrepresented persons. Announcements are sent to the Board, District personnel, and bargaining units and are distributed to the media, placement offices, school districts, organizations for minorities, women, and persons with disabilities, media with minority or subject matter readership, and professional registries. Announcements are recorded on the job-line. Full-time management positions are advertised for at least 40 days, confidential positions for at least two weeks.
The Associate Vice Chancellor, Human Resources, reviews applications and certifies that qualified, under-represented applicants are included. Human Resources forwards those applications that meet the minimum qualifications to the College President.

Applicants for educational management positions must meet minimum qualifications established in consultation with the District Academic Senate: possession of a master's or higher degree and one year of formal training, internship, or leadership experience related to the position. Representatives of the Academic Senate serving on screening or interview committees determine whether or not applicants possess qualifications that are equivalent to the minimum qualifications defined by the Board and the Chancellor.

The management hiring process generally utilizes a screening committee and an interview committee. As an alternative, the Director, Human Resources, may conduct the screening. If there is an extraordinary circumstance, for example, financial exigencies, the Chancellor may interview applicants and recommend a candidate to the Board.

The screening committee consists of the President or designated manager, the immediate supervisor of the position or designee; and a management equity representative. For educational management positions, the Academic Senate President appoints two faculty members to the interview committee.

The interview panel is the same as the screening committee. Additional members may include a district manager appointed by the Chancellor, the President or designee, the supervisor of the position, a management equity representative, a classified staff member, one or more members with diversity training, and other members as the President deems necessary. For educational management positions, the Academic Senate President selects three to four faculty members.

Following the interview, committee members rank applicants, and the chair summarizes the rankings; the President and appropriate manager then join the committee to discuss the strengths and weaknesses of the top five candidates. Following the discussion, the committee recommends at least three candidates to the president. The Academic Senate President may review the committee rankings with the President.

The President interviews, checks references, and evaluates the final candidates. Finalists may be asked to spend time with appropriate college personnel. If the President has concerns about the final candidates, additional candidates may be considered or the position readvertised. The Chancellor forwards a recommendation to the Board. For educational management positions, the District Academic Senate may present its views to the Board before it makes a final decision.

**Self-Evaluation**

There are a number of policies and procedures that ensure that hiring processes follows stated criteria, utilizes clear job descriptions that are reflective of institutional mission and goals, and result in the selection of faculty, administrators, and staff who meet stated criteria including appropriate educational backgrounds. The processes for hiring personnel are specified in Board policies and procedures and in union contracts. Job announcements include a request for evidence of subject/job-related expertise; screening and interview processes utilize subject matter expertise heavily in evaluating candidates. Interviews utilize such criteria as evidence of
effective teaching, as shown in teaching demonstrations, as well as interest in such qualities as “collegiality” and service in either professional or educational organizations. As outlined in the hiring manual, institutional faculty play a major role in a number of processes related to faculty hiring including developing job descriptions, evaluating equivalencies, serving on screening and interview panels, conducting reference checks, and meeting with the college president to discuss finalists. Official transcripts are required prior to the hiring of faculty and administrative positions, including equivalencies from non-U.S. degree granting institutions.

The process for identifying positions reflects true college needs because it is based on a thoughtful and collaborative process based on the unit plan and college goals. In the case of faculty hiring, during prioritization, the President and Vice Presidents collaborate with the Academic Senate and make few adjustments to senate rankings, reflecting fidelity at this step. Recent revisions add substance to the academic ranking process and give the Instruction Office more flexibility in prioritizing positions that are critical to student success. Revisions in the District's online application services have attracted more applicants and improved the depth of the applicant pool.

The hiring process involves experienced personnel with a clear understanding of college needs and a variety of perspectives, strong equity representation, in-depth screening and interview processes, and detailed policies and regulations. Other indicators of a successful hiring process can be seen in the academic degrees of administrators and faculty, survey results, college data on student achievement, and accountability reports that reflect academic rigor.

Even so, there is some feeling that interviews do not give committee members and administrators sufficient time to interact with candidates to discuss their experience and to assess their teaching effectiveness. This concern is addressed in ongoing discussions in the Staff Equity and Diversity Committee. Teaching demonstrations to a student audience have been suggested as a means of determining the scope of a candidate's methodology and ability to interact with students with diverse learning styles. Respondents to the Fall 2008 Faculty-Staff Survey suggest concerns about hiring procedures; while 56.9% of the respondents agreed or agreed strongly with the statement “Current hiring practices secure the best candidates possible for available positions,” 32 percent disagreed or disagreed strongly.

The implementation of PeopleAdmin has resulted in both successes and challenges. The College contributes feedback to District Human Resources at the completion of each faculty hiring season. The District continues to provide additional web resources for both employees and applicants.

**Planning agenda**

By Fall 2010, the College Equity Officer will convene a task form with representation from the constituency groups to work with District Human Resources to explore options for increasing the breadth of information obtained during the interview process, while working within the framework of district hiring processes. The results of this analysis will be reported to the College.

**Standard III.A.1.b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes**
written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

**Descriptive Summary**

Formal written evaluation procedures for faculty, classified, and management personnel have been negotiated with all bargaining units. Human Resources monitors performance review submissions, sends reminders as needed, and uses performance reviews as appropriate in internal applicant processes. Managers receive periodic updates regarding the status of performance reviews in their departments.

Timelines for follow-up evaluation processes are spelled out in the labor contracts and Board Policies and Administrative Regulations. These are designed to provide a supportive climate through which further evaluation can take place and goals for improved performance can be reassessed. Employee input into the evaluation process is a key component of the evaluation procedures for classified staff, faculty and administrators.

**Faculty**

Evaluation criteria and procedures for all faculty are defined by statute and approved by collective bargaining agreements. The LRCFT contract details the specific written criteria upon which an evaluation is based. These criteria include an assessment of the faculty member's classroom performance (such as knowledge of the subject matter and delivery of appropriate instructional materials), relationship to students (such as respect for diversity), and professional growth activities. Faculty members also submit a self-study document.

A performance review committee is formed to implement the evaluation of both full-time and adjunct faculty. Membership on the committee is based on recommendations from the area dean and the faculty member's department chair, and must be approved by the Academic Senate President. The committee includes the dean supervising the faculty member being evaluated. For probationary full-time faculty, meetings are scheduled during the semester per LRCFT guidelines so the review committee can communicate concerns and recommendations for remediation to the faculty member prior to delivery of the final evaluation document.

The LRCFT contract specifies that performance reviews are to be completed for all faculty members according to a defined schedule. Performance reviews for tenure-track faculty are due annually by the end of the fall semester during the four-year probationary period. Performance review due dates for tenured and adjunct faculty are generally conducted on a three-year cycle in accordance with contractual provisions and appropriate division timelines. All evaluations are reviewed by the appropriate Associate Vice President and Vice President and forwarded to the District Office to be filed in the employee’s personnel record. As per the contract, faculty members meet with their division dean and peer review committee to discuss their written evaluation.

**Classified**
The classified staff union contracts define evaluation procedures for classified employees. The classified supervisors' union contract details evaluation procedures for supervisors of classified employees. Supervisors conducting evaluations of classified staff members assess employee performance based on established performance objectives and the duties listed in the staff member's job description. Many managers have received training in evaluating classified employees, and all have had discussions about these processes in manager orientations, specifically in recognizing the variety of approaches that employees may use in performing their duties. As per the contract, classified staff members meet with their supervisor to discuss the written evaluation.

Classified personnel are evaluated three times during their first year of hire on a schedule outlined in union contracts. Classified employees are usually evaluated every year thereafter. However, if an employee represented by SEIU or LRCEA receives an overall rating of “competent” or “commendable” for the first two years of employment, that employee is evaluated bi-annually thereafter. Administrators may use performance evaluation reports to make decisions about an employee’s permanent status, promotion, demotion, or termination. A performance rating of “competent” or better is also required to earn a service credit.

District Office HR provides monthly summaries of due dates for classified staff evaluations for all bargaining groups. These are provided to the VPA’s office and are, in turn, sent to the responsible manager with due dates for timely submission. Timeliness of evaluations are tracked with a metric measurement and given to the management team on a quarterly basis, thereby highlighting the importance of timely feedback to classified staff regarding duty performance and, where needed, recommendations for improvement. These metric measurements are part of an overall metric tracking system that is designed to provide feedback on a number of critical areas for improvement and institutional effectiveness.

Management

Board Policies and Administrative Regulations specify the evaluation procedures and criteria applied to management personnel and to the President. The purposes of evaluation are to identify strengths and weaknesses, to promote self improvement, and to ensure that performance contributes to department, College and District goals. The evaluation process is the same for managers, deans, and vice presidents. The evaluation process for the College President is somewhat different; it now includes faculty input via a survey.

Managers are evaluated by their immediate supervisor in a formal, written review process. Evaluations are based on performance of job duties, success in meeting goals and objectives, leadership, human relations, communication, personal managerial qualities, and other appropriate criteria.

The performance evaluation consists, in part, of a survey of individuals who interact with the manager on a regular basis, which include managers, faculty, and classified staff. The performance evaluation also consists of a self-evaluation survey and narrative regarding achievements written by the manager. In addition to the performance review, all managers receive annual written progress reports to give more streamlined feedback on performance related to goals and objectives for the preceding and upcoming years.
All employees are given a copy of their written evaluation; one copy is kept by the evaluator and one is placed in the employee's file in Human Resources. The outcome of evaluations for all employees is the delivery of specific feedback designed to promote quality job performance. The LRCEA, SEIU, LRSA and LRCFT contracts note that evaluations must “include specific recommendations for improvement and provisions for assisting the employee in implementing any recommendations made” in writing.

Self-Evaluation

The College carries out systematic, regular evaluation of faculty, classified, and management personnel, per Board policies and regulations. Written evaluation criteria are specified in personnel contracts and include responsibilities that are relevant and appropriate to the job assignment. Personnel have access and opportunities to discuss the results of their written evaluation. Documentation of evaluations is filed in the employees’ records at the District Office. In the Fall 2008 Faculty-Staff Survey, 85.1 percent of responding faculty and staff agreed or agreed strongly with the statement, “I am clear about the processes by which I am evaluated” while 69 percent agreed or agreed strongly that “Current performance review procedures give employees accurate feedback and encourage improvement.” However, the personnel evaluation process could be improved by providing more consistent follow-up on recommendations that are included in employee evaluations, perhaps through stronger language relating to that area in employment contracts.

Planning agenda

None

Standard III.A.1.c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Descriptive Summary

The process of developing student learning outcomes (SLOs) assists faculty and staff in developing methods and programs that facilitate students’ efforts to accomplish their goals. Instructional and Student Services faculty participate in the development of student learning outcomes with the guidance and support of the Student Learning Outcome Advisory Group of the SCC Academic Senate. All interested personnel can participate in this process; currently, instructional and Student Services faculty, and deans representing most of the academic divisions make up the SLO Advisory group.

The SLO Advisory Group develops the SLO assessment strategy, supports student learning outcomes assessment efforts, addresses college concerns, facilitates communication, and integrates SLO efforts across divisions with input from campus-wide discussions and workshops. Faculty are provided with extensive resources to develop student learning outcomes through the SLO website, including a Step-Wise Guide, a detailed rubric tool to assist faculty in developing learning outcomes, numerous workshops, primers, and presentations, and web resources on assessment.
The SLO vision and purpose have resulted from a thoughtful, inclusive, and ongoing dialogue among faculty, student services staff, and administrators at the department, division, and college levels. The purpose of this dialog is to shape the SLO process in a manner that best contributes to student learning. The results of this dialog are reflected in the Guiding Principles for SLO Assessment, which emphasize the leadership of faculty and student services professionals, systematic data collection and interpretation, SLO integration into ongoing pedagogy, a context of academic and personal diversity, continuous improvement of programs and services, and collaboration among faculty, student services professionals, administrators, students, policymakers, and the public. Thoughtful discussion also leads to modification of teaching and learning strategies, better coordination between program objectives, prerequisites, facilities and equipment needs, and budget allocations.

Because they have primary responsibility for course content and program review, instructional faculty have a central role in establishing and in assessing SLOs and using the feedback to improve instructional effectiveness. Since July 1, 2005, the faculty performance review process has acknowledged the importance of student learning outcomes through Article 8, section 4, of the LRCFT contract; it requires faculty to adhere “to the approved course outline” and to effectively assess “student learning outcomes as stated in the approved course outline.” The contract also requires that faculty reflect on the “strengths and weaknesses in areas such as...student learning outcomes” in the self-study section of their performance review.

College faculty are increasingly engaged in SLO planning and assessment. A collaborative SLO assessment strategy was used by at least 12 college instructional departments beginning in Spring 2008. Additional departments that have also begun to use similar plans to facilitate their SLO assessment efforts are History, Physical Therapy Assistant, Business, and Engineering. College progress on SLOs is continuously measured using a rubric from the Accrediting Commission for Community and Junior Colleges (ACCJC). 94 percent of courses have defined SLOs; 94 percent have identified assessment methods; 11 percent have assessed SLOs; 5 percent have analyzed results; and 1 percent are using those results to plan changes in pedagogy. Detailed rubrics have been developed for courses in Service Learning, Computer Information Science, Applications (CISA), and History.

**Self-Evaluation**
The College is actively engaged in addressing SLO assessment and in using student learning outcomes as components of faculty evaluation. Faculty evaluation is governed by the LRCFT contract which states that the assessment of “student learning outcomes” is one criterion for evaluation of college faculty. In their self-study documents, faculty are encouraged to reflect on their “strengths and weaknesses in...student learning outcomes.” The classroom faculty performance review form also requires evaluation of how well the faculty member “effectively assesses the student learning outcomes as stated in the approved course outline.” In addition, an increasing number of college faculty are engaged in SLO planning and assessment, leading to increased awareness and classroom practices of planning principles.

In the Fall 2008 Faculty-Staff Survey, 64.8 percent of responding faculty and staff indicated that they agreed or agreed strongly with the statement that “students who successfully complete the general education requirements demonstrate competence in the general education learning outcomes.” Fewer than 6 percent disagreed with the statement, suggesting that the College is
making progress toward the goal of establishing learning outcomes as valid measures of student success and effective teaching.

See Standard II of this accreditation report for a discussion of college progress on the identification, assessment, and use for improvement of SLOs.

**Planning agenda**

None

**Standard III.A.1.d. The institution upholds a written code of professional ethics for all its personnel.**

**Descriptive Summary**

Statements of professional ethics and the responsibilities of employees are included in numerous locations and documents. The Faculty Code of Ethics and Faculty Statement of Professional Ethics, adopted by the Academic Senate, are contained in the College Catalog and SCC Faculty Handbook. The Classified Code of Ethics is contained in the College Catalog and SCC Classified Handbook. A Management Code of Ethics is listed in the College Catalog.

Board policy contains the Board of Trustees’ Statement of Ethics as a model and framework for behavior expected of all District employees. This statement upholds the principles of access and quality of education, sensitivity to diverse populations, professional conduct, confidentiality, and the dignity of the individual. Board policy also supports the hiring of faculty with high standards of professional conduct, subject area expertise, and the ability to present ideas to students fairly and constructively. In addition, the District issues an annual reminder of rights and responsibilities which addresses ethics implicitly through statements regarding employee behavior.

Professional ethics and responsibilities are also addressed in collective bargaining agreements. Article 4.1.3 in the LRCFT contract clarifies college service, and Article 11 was updated to reflect professional expectations and responsibilities. The LRCFT contract now addresses dispute resolution (Article 13), rights and responsibilities regarding academic freedom (Article 17), non-discrimination (Article 18), and disciplinary procedures (Article 27). The LRCEA and SEIU agreements describe grievance (LRCEA, Article 11; SIEU, Article 14), non-discrimination (LRCEA, Article 13; SIEU, Article 2.10), and disciplinary procedures (LRCEA, Article 17; SIEU, Appendix D).

Board Policies and Administrative Regulations also address professional activities and responsibilities for faculty, disciplinary actions for classified staff, problem resolution, and discipline for management.

Ethical issues that personnel must address relate to equitable treatment of students and colleagues, personnel grievances, and appropriate relations between personnel and students. The College employs an equity officer who has responsibility for addressing equity, grievances, and sexual harassment issues. Two college standing committees, Staff Equity and Diversity, and
Student Equity and Diversity have input into fair hiring practices and equitable student access as part of their responsibility.

**Self-Evaluation**

Codes and statements of ethics are contained in handbooks for faculty, classified, and management personnel, in the College Catalog, on the College website, and in performance reviews. Collective bargaining agreements for all personnel address standards for professional behavior, as well as grievance and disciplinary procedures. Board policies address ethics in hiring and encourage recruitment of personnel with high standards of conduct.

Employee grievances are few, and those relating to ethical issues are fewer still. Districtwide, in the last four years, there have been only three substantiated faculty concerns elevated to the level of grievance. Grievances are generally resolved at the lowest level, reflecting a college commitment to dispute resolution through the interest-based approach (IBA).

**Planning agenda**

None

**Standard III.A.2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.**

**Descriptive Summary**

**Faculty**

In Fall, 2002, there were 329.2 FTE full-time faculty and 170.6 FTE part-time (adjunct) faculty. In Fall, 2008, there were 375.2 FTE full-time faculty and 209.4 FTE adjunct faculty. The number of faculty positions requested each year is arrived at through an analysis by the department chair and manager who determine the full-time staffing strengths and weaknesses of the department. This needs analysis is documented in unit plans. The process for allocating faculty positions by area takes place at the college level where the VPI or VPSS, the President, and Senate officers consult regarding the final number and ranking of positions that will be brought forward in the hiring process. College VPIs meet at the District to discuss each individual college’s needs for growth, replacement, and parity. VPIs recognize the needs of sister campuses, e.g., new campuses and programs or shifts in service needs, and, in a collaborative process, negotiate an equitable distribution of positions to each campus. The number of faculty positions is ultimately determined by funding available to the District.

The District Fiscal Services Office, with input from the VPIs and Human Resources, follows established, reviewed, and updated guidelines set forth in the “Guidelines for Authorizing New and Replacement Faculty Positions–State Compliance Information for Faculty Replacement” document to ensure compliance and understanding of staffing responsibilities. Currently, the
District exceeds the compliance number and intends to continue to do so. This information about staffing and compliance is reported annually to the Board of Trustees and LRCFT.

Classified

In Fall 2002, there were 239.5 classified staff members at SCC. In Fall 2008, the number was 266.7 classified staff. Requests for classified positions begin with the Unit Plan Process and emerge through requests for new positions from the VPA’s office. The Classified Senate, the President’s executive staff, and the President quantify and rank the list of position requests. The District determines how much FTE will be allocated for new classified positions; and it decides on the distribution across the colleges using established formulas for staffing levels for various facilities functions, previously negotiated formulas for allotting funds for classified positions, and data on funding levels. Each college has a process to determine the number of new positions to request through the district process. At SCC, this process is outlined in the Classified Staff Resource Allocation Plan, part of the College’s strategic planning process. New classified staff positions are determined as part of the unit and program planning process, in which goal-supporting objectives are prioritized through the planning process; those that require classified staff support are pulled out and prioritized at the college level. A final prioritized list is developed by the VPA and, following the President’s approval, is submitted to the district process. The District Office, in collaboration with each of the College VPAs, finalizes a districtwide allocation list that is subsequently approved by the Chancellor and the Board.

Each year, District Office Human Resources conducts a Re-classification Review Board to evaluate requests from the College to reclassify personnel into a new or higher job classification based upon the work they have been assigned. This process accounts for shifts in job assignments that result in personnel potentially working “out of classification.” The process for preparing and submitting a request for re-classification is outlined in the Classified Staff Resource Allocation Plan and in District regulations 6216 and 6222.

Each fiscal year of the LRCEA contract agreement, the LRCEA and the District select four representatives to serve on the Joint Job Classification Review Committee. The LRCEA and the District meet to review and discuss select classification families and the job classification review process. The job classification review examines job classifications within each classification family selected for review and determines the currency of the job duties as described in the job classification and reviews the placement of the selected job classifications within the bargaining unit compensation structure. This review is intended to ensure that job classifications continue to meet the functions and services for which they were intended. This review also provides a process by which job classifications can be amended or created to address changes in functionality in the organization. According to the LRCEA contract, on or before January 15 of the applicable fiscal year, the District distributes the documents prepared by the committee to the affected employees. Committee members receive a copy of the document distributed to each job classification under review, along with a list of the employees to which the document was distributed. This practice ensures that full communication of prospective changes occurs. Similar job classification reviews are in place for the SEIU bargaining unit Management
In Fall 2002, there were 27 management employees; this number remained the same in Fall 2008. The College Presidents meet individually with the Chancellor to determine staffing numbers for administrative positions. In addition, all four college presidents meet in a collaborative process with the Chancellor to discuss the needs of each college. In some cases, outside mandates, such as a Board of Nursing requirement for a nursing program director, may require certain positions.

**Self-Evaluation**

There is general agreement in the college community that staffing for faculty, staff, and administrators is both adequate and qualified to achieve the college mission. In the Fall 2008 Faculty-Staff Survey, 67 percent of faculty and staff at the campus indicated that they “agreed” or “agreed strongly” that staffing is adequate in their units to provide quality service as compared to 56 percent agreement with this statement in the 2002 survey. Further, a large proportion of college faculty and staff believe that College staff is “qualified” and “up-to-date.” Eighty eight percent of those surveyed in 2008 indicated they “agreed” or “agreed strongly” with this statement as compared to 84 percent in the 2002 survey. The evaluation is based on the output of work and the number of students who are successfully helped in an efficient amount of time.

**Planning agenda**

None

**Standard III.A.3.** The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

**Standard III.A.3.a.** The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

**Descriptive Summary**

At the College, personnel policies and procedures are developed and periodically reviewed through constituency governance groups and in collaboration with college administrators. Policies are publicized in the College Catalog, student guides, faculty handbook, classified handbook, and contracts, which are posted on the District website. Personnel policies and regulations are available in hard copy on the campus and accessible by all employees, students, and the public via the District web pages.

Other resource materials that contain information related to personnel policies, e.g. copies of the California Education Code, Title 5, and AB 1725, are available in the President's Office and in the SCC library; copies of the Americans with Disabilities Act are in the Office of the College Equity Officer and the library. Members of each bargaining unit have copies of their respective contracts, and copies of all bargaining agreements are located in each administrative office. New faculty receive The SCC Faculty Handbook at orientation; it is also available on the SCC website.
At the District, collective bargaining contracts, board policies and administrative regulations, and the internal HR Department Handbook are all sources of information to ensure that procedures are equitable and consistent. HR develops personnel procedures in collaboration with college administrators. Personnel provisions are governed through the District and adhered to in compliance with collective bargaining agreements and State and Federal regulations. PeopleAdmin also provides for enhanced accountability. Additionally, HR develops and publishes information flyers on various topics.

The Faculty Hiring Manual delineates employment polices and procedures relating to fairness. Board policies and regulations provide guidelines to ensure fairness in matters of personnel practices for all employee groups and also outline standards for advertising, selection, and hiring. Agreements for all collective bargaining units include written statements regarding fairness and due process.

An equity representative is included on all hiring committees. Equity and hiring training are conducted on campus to ensure that personnel policies and procedures are administered consistently and equitably. In addition, the District Office conducts Leadership Series training workshops for managers.

The District HR’s website affirms its commitment to equity. Each job applicant is asked to address a question or questions relating to diversity in the workplace, and classified and faculty handbooks and procedures address issues of fairness and equity. One important reference is the Equity Handbook updated in Spring 2006. The District Office and all college constituency groups review and comment on policies relating to fairness in employment.

**Self-Evaluation**

The District, through the participatory governance and collective bargaining processes, has established written policies which provide clear guidelines to ensure fair and impartial employment procedures. The policies are publicized in many different areas, including the District website, College Catalog, faculty handbook, equity handbook, and hiring handbook. To ensure the College adheres to the policies, equity and hiring training is conducted on campus for faculty and staff and at the District Office for managers. In addition, an equity representative is included on all hiring committees. The Staff Equity and Diversity Committee meets on a regular basis to address issues relating to fairness in employment practices.

**Planning agenda**

None

**Standard III.A.3.b.** The institution makes provisions for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

**Descriptive Summary**
Any certificated staff member may, by providing twenty-four hours notice, examine his or her personnel file maintained at the District Office. Upon written request, a member shall be furnished, at a reasonable cost, a reproduction of material in his or her file. A classified employee may review, at a time mutually convenient to the employee and the District HR Office, material in his or her permanent personnel file, except those items exempted by law, within two working days after receipt of such a request by the District HR Office. Board Policies and Administrative Regulations also indicate who can view personnel files and describe for classified staff and faculty the process for viewing them.

All personnel files are kept electronically in HR in a system called OnBase. Access is password protected. Each employee has access to view or have printed his or her file upon request.

Self-Evaluation

Official personnel files are kept securely in an electronic system in HR with access password-protected. Per Board Policies, Administrative Regulations, and employee contracts, each employee has access to view or have printed his or her file upon request. Unofficial working employee personnel files are maintained by managers in secured file cabinets with limited access.

Planning agenda

None

Standard III.A.4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

Standard III. A.4.a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

Descriptive Summary

In both the College vision and mission statements, SCC includes statements regarding diversity. The College carries out this mission by supporting programs that address equity and diversity, such as the Staff Resource Center, Cultural Awareness Center, Cultural Democracy Initiative, Beyond Diversity training, Courageous Conversations, the International Studies Program, and standing committees. One or more of these programs often co-sponsor presentations. Hiring processes, new employee orientations and mentoring, and sabbatical projects also support the needs of diverse personnel.

The Staff Resource Center (SRC) frequently offers speakers and workshops on cultural, ethnic, gender, socio-economic, and minority topics, advertising them via email, in flyers, and on a calendar on the SRC website. The SRC organizes a Flex Day at the beginning of each semester and Flex workshops throughout the year that include workshops on equity and diversity.

Presentations sponsored by the SRC, often offered in conjunction with other campus programs, have included the following: training for equity representatives; speakers, workshops, and films
on race, ethnicity, culture, religious diversity, gender, aging, and international relations; a multicultural symposium; strategies for helping minority students succeed; disability awareness; and more. In addition, the SRC facilitates online training opportunities through the California Community Colleges Chancellor’s Office, and provides conference and travel support for attendance at conferences on diversity topics. During the Spring 2009 Flex, the SRC hosted the two-day “Diversity Conference: Embracing Change.” The conference highlighted the importance of diversity as a critical part of teaching, research, and retention. The SRC is responsible for the disbursement of funds for intra- and inter-state training opportunities for staff and faculty.

The Cultural Awareness Center (CAC) either sponsors or co-sponsors a variety of educational and inter-cultural programs designed to foster an appreciation of different cultures, traditions, and histories, to promote advocacy, inquiry, and inclusion. Programs have included speakers, films, forums, book reviews, diversity workshops, exhibits, and artistic expression of music, dance, and art. The Center promotes and welcomes diverse ideas and opinions through publications, access to Internet-based cultural resources, and open discussions. An advisory committee meets each semester to discuss programming that would add value to the Center, campus, and community. The CAC also provides a meeting area for the campus community.

The CAC and SRC collect evaluation forms from participants at the conclusion of each presentation to use in program evaluation and planning. The SRC collects input on diversity training needs of campus personnel through an annual survey and uses this data in program evaluation and planning. College equity officers meet monthly with District HR to review processes and legal updates and for ongoing training.

The College has supported the Cultural Democracy Initiative since 2004 and Beyond Diversity training and Courageous Conversations have been offered from 2006 through Fall, 2008. These programs provide staff and faculty with skills for effective engagement on a highly diverse campus. Evaluation forms are distributed at the conclusion of Beyond Diversity workshops. The College is in the process of institutionalizing the Cultural Diversity Initiative by implementing a program plan and hiring a coordinator at a .2 level to begin in Fall, 2009. This position will have responsibility for formal assessment. Through the granting of sabbaticals, the College has also awarded time for faculty to initiate a study of campus diversity.

The Staff Equity and Diversity Committee meets monthly to support equity and diversity on campus. The committee develops, recommends, and implements programs and services designed to enhance educational and employment opportunities to help develop a faculty and staff which reflect the diversity of our campus. This committee is a participatory decision-making body which monitors the effectiveness of equity-related policies and procedures in campus hiring practices. The committee makes recommendations to the campus for improving equity and diversity processes. The Pathways to Los Rios workshop was developed at SCC through the Staff Equity and Diversity Committee.

New faculty and staff receive help integrating into college life through orientation and mentoring programs. The SRC sponsors orientations for new full-time and adjunct faculty at the beginning of each semester, and in Fall 2008 initiated a continuing series of new faculty conversations to expand the content of orientations and to include all interested faculty. An online New Faculty
Module also helps new faculty get acquainted with the campus and its resources through an interactive workbook. The Academic Senate matches new full-time faculty with experienced faculty in a mentoring program that provides guidance on college culture and practices. The Instruction Office conducts an evening orientation for new adjunct faculty each semester on campus services.

The Office of the VPA began annual orientations for new classified staff in 2007 to help new employees become familiar with college procedures. The program became a college planning agenda item in 2007 in response to a 2003 accreditation recommendation that the College develop “a comprehensive staff development program that addresses the needs of classified staff, particularly in student services, as well as instruction and administration, in the People Soft information system; in developing data measures to use for improvement including student learning outcomes, service needs assessment, and student satisfaction with services; and in cross-functional office operations to cover for retiring staff.” The VPA’s office is working with Staff Development to incorporate the program into a broader staff development program for classified staff. Since its inception, 68 new staff members have attended. Attendees evaluate the orientation, and the feedback is used in planning future agendas; a request for a student services overview will be part of the next orientation.

Classified Senate and the Office of the VPA began a mentoring program for new classified staff in Spring 2008. The program welcomes new staff members throughout the year and connects them with experienced staff to whom they may turn, in an ongoing relationship, to ask questions about campus culture, opportunities, and procedures. Mentors and mentees evaluate the program, and their responses are used to ascertain ways the program may be made more useful. Thirty-one new staff and twenty-one mentors have been involved.

The College promotes a non-discriminatory policy, printed in its Catalog, which includes language prohibiting discrimination based on ethnic group identification, religion, sex, age, color, sexual orientation, or physical/mental ability, or spoken language.

The District also provides training for employees in a variety of programs, and each of the following includes some level of diversity training: Interest Based Approach (IBA), Classified Leadership Academy, Faculty Diversity Internship Program, Los Rios Leadership Series, and Diversity Training at all colleges and the District Office.

Twice per year, HR distributes a memo to all employees on the rights and responsibilities regarding treatment of staff, faculty, and students and posts the memo on the HR website. This memo includes information on non-discrimination and disability accommodations, sexual harassment, professional and ethical behavior, having a drug and alcohol-free workplace, and workplace bullying.

**Self-Evaluation**

The values of supporting a multicultural institution are upheld by continuous employee orientation, training, standing committees, college programs, and District policies. Hiring, evaluation, and curriculum planning processes, all address diversity as a core value. Complaints about non-compliance with campus multi-cultural values are investigated with the utmost
seriousness. A long-term commitment to these values has been a cornerstone of SCC’s policies and practices.

In the Fall 2008 Faculty-Staff Survey, 90.6 percent of responding faculty and staff indicated that they agreed or agreed strongly with the statement that “the college demonstrates an understanding of and concern for issues of equity and diversity,” and 80.6 percent agreed or agreed strongly that “the college demonstrates appropriate understanding and concern for faculty and staff equity and diversity.”

Planning agenda

None

Standard III.A.4.b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Descriptive Summary

A 2008-2009 college goal expresses the intent to improve “staff processes for all classifications including hiring, orientation, mentoring, customer service, training, evaluation, and exit processes, with attention to the selection and retention of staff that reflect the diversity of our students and community.” College goals are developed by the whole college through broad dialogue and participatory decision-making processes, and guide college programming throughout the year.

In the faculty and staff hiring process, significant efforts are made to ensure that applicants from under-represented groups are included in the pool. With campus input, the District extensively advertises positions in sources accessed by minority applicants. HR reviews equity data to ensure applicants represent diverse backgrounds. An equity officer sits on each hiring committee to ensure that fair hiring practices are followed throughout the process. The campus equity officer trains equity representatives so that they can monitor appropriate procedures. Within the past two years, the District has required that all equity representatives be re-trained every two years to stay current on equity-related issues. Campus equity officers, with guidance from the District, developed a handbook on equity in hiring. Equity officers use the handbook to provide training at the college level and as a stand-alone resource.

Hiring processes for contract employees and all regular classified staff include self-directed, online training regarding discrimination, sexual harassment, and more. Additionally, managers are mandated to complete sexual harassment training, either online or in person, and a log is maintained to ensure compliance.

Every recruitment pool is reviewed by a HR manager prior to scheduling interviews to ensure that the diversity appropriately reflects the initial pool and the community. The HR Department reviews applicant diversity annually in the fall and reviews the workforce in the spring, based upon submission of staff data to the Systems Office. Diversity information is shared twice per year with Executive Staff, and data is provided to the Board of Trustees.
Data on the ethnic background of classified staff and faculty hires is kept on file at the LRCCD HR Office and submitted regularly to the CCC Chancellor’s office. Gender, ethnicity, and age data on applicants are not revealed to hiring committees. The Chancellor’s office is working on a process that will report ethnicity and disability data of applicants to campuses; a similar reporting process was cancelled several years ago.

**Self-Evaluation**

The District HR Office maintains regular statistics on personnel demographics. Data on the ethnicity of staff is regularly reported to the Board of Trustees.

Trained equity officers oversee the hiring process, and compliance with hiring processes is strictly enforced. Cultural competence is a significant portion of hiring considerations for all permanent SCC positions. Job announcements reflect the College’s commitment to serving its diverse populations by including such statements as “The faculty and staff of Sacramento City College value a humanistic approach to learning, teaching, and working together in a diverse community” and, under minimal qualifications, applicants should “Have sensitivity to and understanding of the diverse academic socioeconomic, cultural, disability and ethnic backgrounds of community college students.”

Human Resources affirms the goal of recruiting and hiring individuals who “mirror the demographics of the student body and community.” The College also “attempts to achieve a balanced staff that is representative of the composition of the community so that students will have an opportunity to relate to members of minority races, ethnic groups, individuals with disabilities and women.” Over the past 6 years, staff hiring has resulted in great increase in some ethnic groups than in others, as shown in the table below.

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Fall 2003</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>change 03-08</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>74</td>
<td>78</td>
<td>82</td>
<td>82</td>
<td>83</td>
<td>104</td>
<td>30</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>101</td>
<td>119</td>
<td>126</td>
<td>132</td>
<td>142</td>
<td>147</td>
<td>46</td>
</tr>
<tr>
<td>Hispanic</td>
<td>87</td>
<td>86</td>
<td>94</td>
<td>110</td>
<td>109</td>
<td>118</td>
<td>31</td>
</tr>
<tr>
<td>Native American</td>
<td>18</td>
<td>19</td>
<td>18</td>
<td>19</td>
<td>19</td>
<td>18</td>
<td>0</td>
</tr>
<tr>
<td>Other Non-White</td>
<td>16</td>
<td>19</td>
<td>23</td>
<td>24</td>
<td>21</td>
<td>24</td>
<td>8</td>
</tr>
<tr>
<td>White</td>
<td>684</td>
<td>692</td>
<td>702</td>
<td>687</td>
<td>685</td>
<td>736</td>
<td>52</td>
</tr>
<tr>
<td>Unknown/Declined to State</td>
<td>36</td>
<td>36</td>
<td>68</td>
<td>84</td>
<td>119</td>
<td>45</td>
<td>9</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>1016</strong></td>
<td><strong>1049</strong></td>
<td><strong>1113</strong></td>
<td><strong>1138</strong></td>
<td><strong>1178</strong></td>
<td><strong>1192</strong></td>
<td><strong>176</strong></td>
</tr>
</tbody>
</table>

SCC employee diversity has increased over the last 6 years with a decrease in the percentage of White employees and increases in the percentages of most other groups.
<table>
<thead>
<tr>
<th>Percent of total SCC employees by ethnicity</th>
<th>Fall 2003</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>change in percentage 03 to 08</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>7.3</td>
<td>7.4</td>
<td>7.4</td>
<td>7.2</td>
<td>7.0</td>
<td>8.7</td>
<td>1.4</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>9.9</td>
<td>11.3</td>
<td>11.3</td>
<td>11.6</td>
<td>12.1</td>
<td>12.3</td>
<td>2.4</td>
</tr>
<tr>
<td>Hispanic</td>
<td>8.6</td>
<td>8.2</td>
<td>8.4</td>
<td>9.7</td>
<td>9.3</td>
<td>9.9</td>
<td>1.3</td>
</tr>
<tr>
<td>Native American</td>
<td>1.8</td>
<td>1.8</td>
<td>1.6</td>
<td>1.7</td>
<td>1.6</td>
<td>1.5</td>
<td>-0.3</td>
</tr>
<tr>
<td>Other Non-White</td>
<td>1.6</td>
<td>1.8</td>
<td>2.1</td>
<td>2.1</td>
<td>1.8</td>
<td>2.0</td>
<td>0.4</td>
</tr>
<tr>
<td>White Total</td>
<td>67.3</td>
<td>66.0</td>
<td>63.1</td>
<td>60.4</td>
<td>58.1</td>
<td>61.7</td>
<td>-5.6</td>
</tr>
<tr>
<td>Unknown/Declined to State</td>
<td>3.5</td>
<td>3.4</td>
<td>6.1</td>
<td>7.4</td>
<td>10.1</td>
<td>3.8</td>
<td>0.2</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>100.0</strong></td>
<td><strong>100.0</strong></td>
<td><strong>100.0</strong></td>
<td><strong>100.0</strong></td>
<td><strong>100.0</strong></td>
<td><strong>100.0</strong></td>
<td></td>
</tr>
</tbody>
</table>

Changes over the last 6 years have brought the diversity of SCC employees somewhat closer to the diversity of SCC students, although the match is far from perfect. The employee group that is overrepresented compared to the student population, White, has decreased as a percent of overall employees over the last 6 years. The major groups that are underrepresented among the employees compared to the students, African American, Asian/Pacific Islander, and Hispanic, have increased slightly as a percentage of the employee population over that same time.

<table>
<thead>
<tr>
<th>Percent of Students and Staff by Ethnicity</th>
<th>Students Fall 2008</th>
<th>Staff Fall 2008</th>
<th>Change in the percent of staff in ethnicity 2003-2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>14.4</td>
<td>8.7</td>
<td>1.4</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>24.8</td>
<td>12.3</td>
<td>2.4</td>
</tr>
<tr>
<td>Hispanic</td>
<td>18</td>
<td>9.9</td>
<td>1.3</td>
</tr>
<tr>
<td>Native American</td>
<td>1</td>
<td>1.5</td>
<td>-0.3</td>
</tr>
<tr>
<td>White</td>
<td>32.5</td>
<td>61.7</td>
<td>-5.6</td>
</tr>
<tr>
<td>Other</td>
<td>9.2</td>
<td>5.8</td>
<td>-0.6</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>100.0</strong></td>
<td><strong>100.0</strong></td>
<td></td>
</tr>
</tbody>
</table>

The District is taking the lead on implementation of the EEO report / action plan for the Systems Office, based on an April 4, 2008, email from the Chancellor’s Office. Efforts related to the EEO model in planning activities need to continue even though challenges exist with respect to the availability of data and the District’s concern about diversity definitions which are different than those for students.

**Planning agenda**

None

**Standard III.3.A.4.c.** The institution subscribes to, advocates and demonstrates integrity in the treatment of its administration, faculty, staff, and students.
**Descriptive Summary**

The District Interest-Based Approach (IBA) steering committee has maintained a commitment to the interest-based approach as an alternative means for problem-solving and decision-making since 1993. Since that time, 123 SCC employees have completed the district funded, 2.5 day, IBA training; and ten of these employees have completed additional training to serve as facilitators. IBA facilitators from SCC have assisted the faculty and District bargaining teams in the successful negotiation of the 2008-2011 faculty contract. At SCC, IBA facilitators have assisted in planning and conflict resolution meetings for several departments, such as Cosmetology and the Child Development Center, in the past six years. Successful IBA negotiations depend on mutual respect, active listening, understanding another point-of-view, and informed decision-making; this set of principles corresponds to the College’s core values of working together, pursuing excellence, and inspiring achievement.

Policies regarding treatment of administration, faculty, and staff are regulated by collective bargaining agreements. Policies and procedures regarding treatment of students are regulated by an established Student Rights and Responsibilities document and the Student Code of Conduct. Issues of student grievance are ultimately the responsibility of the VPSS. Specific ethical guidelines are delineated in the Faculty Code of Ethics, Faculty Statement of Professional Ethics, Classified Code of Ethics, and Management Code of Ethics, all of which are available for student review in the SCC Catalog. These policies specify behavior of faculty, staff, and managers toward students and each other.

In a situation in which students, staff, or faculty feel unfairly treated specific, union-governed grievance procedures are prescribed: the student and employee grievance and complaint procedures are made clear in Board Policies and Administrative Regulations and in the 2008 SCC Faculty Handbook. Few issues reach the official grievance level; the College uses IBA to resolve many issues before they become grievances.

District performance review processes, training programs, collective bargaining agreements, hiring processes, and other programs reflect a commitment to core values of respect. Most recently, this was evidenced by the Chancellor’s Update of April 22, 2008 in which he referenced the employee satisfaction survey results and provided a private, anonymous phone line number to be called if unprofessional behavior was observed.

**Self-Evaluation**

At SCC, the IBA process has become an important component of the campus culture. SCC facilitators have contributed to the welfare of the entire District by assisting with every Los Rios Strategic Plan since 1997. Employees who have completed IBA training stated that they learned to build good relationships and that the principles have become a way of life that improves the community.

Survey results demonstrate that employees in general agree that the College recognizes their interests, values their participation, and creates an environment in which individuals feel respected and recognized for their contributions. College respondents to the Fall 2008 Faculty-Staff Survey largely agree that their constituent representatives have sufficient input to college
decisions (62.2 percent agreed or agreed strongly), and that the College has an effective process for constituent groups to participate in decision-making (67.3 percent agreed or agreed strongly). Campus respondents also agreed or agreed strongly that they participate in decisions about how their work is done (71.6 percent), that they feel valued by management (61.5 percent agreed or agreed strongly), that male and female employees are treated with equal respect (76.5 percent agreed or agreed strongly), and that employees of all ethnicities are treated with equal respect (72.2 percent agreed or agreed strongly).

Established policies and practices exhibit a strong tradition of fairness in the College’s treatment of all staff and faculty. Strong collective bargaining agreements ensure consistency in the evaluation and discipline processes. The Student Grievance Procedure is clearly communicated via the SCC website, catalog, and other printed materials available to students.

Planning agenda

None

Standard III.A.5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

Standard III.A.5.a. The institution plans professional development activities to meet the needs of its personnel.

Descriptive Summary

The College and District provide classified staff, faculty, and administrators with a variety of professional development opportunities through the SRC, technology workshops, new employee orientations, and more. The College provides financial support for professional development through the SRC; additional sources of support also exist: Career Technical Education (VTEA) for technology training, North Far North Consortium for career technical training, and New Horizons for training for College IT staff. Instructional divisions can, in addition, request training funds through the unit planning process.

All personnel may take advantage of professional development opportunities offered by the Staff Resource Center, Information Technology Committee, Division of Information Technology, SLO Advisory Committee, Office of Planning and Research, and the District Office; many of them are supported by staff from the Learning Resources Division. The SRC collaborates with other college and district programs, such as the CAC, the International Studies Program, the Basic Skills Initiative, the Student Learning Outcomes Assessment program, the Learning Resources Division, Los Rios District Staff Training, Faculty Association of California Community Colleges (FACCC), among other agencies, to plan, facilitate, and deliver professional development activities.

The SRC presents Flex Day instructional improvement activities online and in workshops and presentations throughout the year. Current SRC staffing includes two full-time classified positions and two half-time faculty Staff Resource Coordinators. One coordinator focuses
primarily on an initiative chosen every two years. The initiative for 2007-2009 was the “teaching and learning.” The “teaching and learning” coordinator position is funded at half-time for 2007-2009. For 2009-2011, continuation of this position is in the SRC program plan in the form of a new initiative--“engagement and empowerment.” The second coordinator position, also funded on a half-time basis, focuses on general staff development activities.

Both SRC coordinators, in collaboration with the Staff Development Committee, develop a general theme for the year’s activities. The coordinators develop several, more specific, areas under the theme, solicit college input for activities, and develop activities. Most SRC workshops are open to all personnel. Certain SRC activities are designed specifically to access benefits to allow personnel to go to school, to be reimbursed for professional development, and/or to get salary credit. SRC activities are designed to tie into college goals and to meet regulatory standards; advertising flyers list the specific college goals that are addressed by each activity.

The Staff Development Committee promotes professional growth activities for all personnel, supports program and curriculum innovations, reviews the annual staff development needs assessment, evaluates applications for staff development projects, helps plan SRC Center activities, and manages fund distribution for conferences, workshops, and travel

Technology training for all employees--both web-based tutorials and in-person sessions--is offered by both the College and the District.

Faculty

Faculty may take advantage of unique staff development opportunities, including full-day orientations and the mentoring of new employees, instructional improvement activities (Flex) held at the beginning of the semester, and faculty-oriented SRC events held throughout the year. Faculty are invited to attend some of the Los Rios Leadership Series. Title 5 (AB 725) requires flex activities at colleges and specifies the number of hours and days and the allowable categories of flex activities that can be used to fulfill the law. Faculty must submit a form to the Instruction Office to confirm the flex hours they attend, as required by Title 5.

Faculty are encouraged to share information on teaching via the classroom-based Research and Assessment Center's website. The website gives teachers access to a resource toolkit and to insights from colleagues who have been conducting classroom research for years and who have utilized the results to enhance their teaching. Information and assistance with SLOs is provided through the SLO website and the SLO advisory group, both led by faculty and student services professionals.

Faculty are also encouraged to attend off-campus workshops or conferences and can apply for financial support for conference or workshop attendance. During recent LRCFT contract negotiations, the article regarding conference and travel was reviewed and enhanced with an emphasis on professional growth. A joint committee, formed in Fall 2008, further explores opportunities in this area for potential enhancement. Faculty can also take advantage of the sabbatical leave program and the opportunity for professional growth credit on the salary schedule through coursework. Sabbaticals for faculty are provided through the LRCFT contract and coordinated through HR and Fiscal Services.
The College Professional Standards Committee reviews sabbatical leave applications and submits recommendations to the President. The committee also reviews leave reports and recommends approval or disapproval to the President. College faculty may also participate in local, state, national, and international teaching exchange programs, which may include teaching in another college unit or discipline.

**Classified**

Classified employees also have unique professional development opportunities provided by the College and District, including full-day new employee orientations, new staff mentoring, the Classified Leadership Academy (at the DO), and web-based tutorials and in-person technology training on job-specific topics offered by both the College and the District. Classified employees may be reimbursed, through their collective bargaining agreements funded through PDF, for tuition and textbooks. Classified staff may apply for a staff development leave for up to five months for study or for retraining to meet changing educational needs and conditions within the district. District funding is earmarked for LRCEA staff development.

Newly-hired classified staff attend a “new-hire” orientation program that is conducted at the District Office. Additionally, the College provides a comprehensive orientation program for newly-hired and newly-promoted classified staff called “Right Start.” This orientation program is presented annually by the College and provides a broad overview of the organizational structure of the District and College, the strategic planning process, safety and security practices, participatory governance programs, and other topics designed to help the new employee feel comfortable in a complex college environment. More importantly, this orientation program offers the opportunity for interaction among staff from various work areas and for senior staff to welcome new employees. The VPA is the focal point for this orientation program; a metric tracking mechanism provides both the number of attendees relative to those eligible and/or invited to attend and a review of critiques from attendees. The critiques are used to improve the orientation program for the following year. For example, for the 2009 Right Start program, one critique indicated the desire to have more information concerning Student Services programs. As a result, this will be incorporated into the 2010 Right Start program.

**Management**

Management employees are encouraged to participate in several professional development opportunities including the ones described in the opening section to this section of the standard. Managers can participate in the District Office’s fall series of workshops on leadership. Short-term professional growth leaves of up to fifty working days may be granted for purposes which benefit the District and enhance the management abilities of the employee. Class tuition may be reimbursed according to criteria in Board regulations. In addition, long-term professional growth leaves of one or two consecutive semesters may be granted. Such leaves may include, but are not limited to, study, participation in a training program, educational improvement, research, or any other activity necessary to respond to changing educational conditions and student needs. The District has also been instrumental in working with universities in the UC and CSU systems to develop doctoral programs in Educational Leadership and has supported administrators who indicated interest in program participation.
Self-Evaluation

The College SRC and the District HR Office use collegewide input to provide a wide range of workshops and programs to facilitate professional development and workplace competency, cultural competency, health, and personal growth for classified staff, faculty and administrators. College support for a full time Staff Development coordinator (currently, two half-time positions, previously, one half-time position) has enhanced the ability of the SRC to plan appropriate staff development opportunities for all employees.

The College supports the District's continuing work with unions and associations as evidenced in language relative to professional growth; and it collaborates with the District in building programs to support the efforts identified.

Planning agenda

None

Standard III.3.A.5.b.  With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvements.

Each year, the College develops a Staff Development Plan that is shaped by the ongoing three-year, districtwide Faculty and Staff Development Plan annually submitted to the State Chancellor's Office. The College Staff Development Committee, comprised of representatives from all constituency groups, provides direction for staff development activities. Committees and subcommittees, such as Professional Standards (which awards Sabbaticals and Faculty Release time for special projects), Conference, Workshops, and Travel (which awards funds for attendance at seminars and other professional events and activities), and the Staff Resource Center Advisory Group (for planning events such as Flex Day or other internal institutional training opportunities) are active in the planning, delivery, and evaluation of the Staff Development Program.

Needs assessments are conducted periodically to identify “initiatives” that become the basis of concentrated staff development activities over a two-year period. In Fall 2006, the initiative was “teaching and learning styles.” In Fall 2008, the initiative was “engagement and empowerment.” The SRC coordinator positions support these initiatives. Additionally, surveys are administered periodically to measure satisfaction with current staff development activities and processes (such as the time of day activities are offered). Results of the Fall 2007 SRC Staff Development Survey were analyzed employing SPSS and used to determine appropriate topics and schedules for SRC activities. Another survey will be administered in Spring 2009.

All College staff development workshops and offerings are evaluated by participants at the end of each presentation. In addition, the Staff Resource Center encourages suggestions from faculty and staff for Flex workshop topics and Flex presentations. Staff Development, Professional Growth, and Sabbatical Leaves are evaluated in reports submitted by the employee who was granted the leave. The District Office evaluates professional development activities through anecdotal feedback from managers on changes in staff performance after professional development.
development activities. The Los Rios Management Association provides feedback in the form of training needs. The District Office is responsive to evaluation feedback.

Additionally, the SRC submits an annual program plan and unit plan which outline activities for the coming year based on objectives related to college goals. The objectives are then associated with outcome measures that are evaluated on a yearly basis. These processes are conducted using the procedures associated with the College’s strategic planning processes.

**Self-Evaluation**

The SRC regularly solicits campus input on the planning of professional development activities. The SRC evaluates its activities through feedback forms, surveys of participants, and informal discussions, and uses the results of these evaluations in planning program improvements. In response to an evaluation of employee participation levels, the SRC plans alternate professional development models and a clarification of the framework by which all personnel can attend activities. In particular, the SRC seeks means of encouraging classified staff attendance at professional development activities.

**Planning agenda**

None

**Standard III.3.A.6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.**

**Descriptive Summary**

Both the District and College have a number of mechanisms in place to ensure that HR planning is integrated with institutional planning. One process that demonstrates that integration is the planning for new faculty and classified staff positions. The College Strategic Planning Framework contains Resource Plans that describe the processes for requesting classified staff, teaching faculty, and counselors/librarians/nurses. On a yearly basis, departments identify the need for additional faculty and staff positions in their unit plans which are then prioritized and become the basis for institutional planning. In the fall semester, the formal process for determining faculty positions is undertaken using standards and data that focus on the College’s mission, goals, program development, and enrollment growth in addition to such mandates as the 75/25 rule, accreditation standards for such programs as nursing, and set ratios for counselors. Both the College administration and the Academic Senate develop prioritized lists of potential faculty slots that are reconciled and submitted to the district. The District utilizes its institutional planning process to award faculty slots to the colleges based on such criteria as growth, mandates, accreditation requirements, and support for the educational mission.

Additionally, the District Office measures classroom productivity and growth in enrollment and adjusts, on an ongoing basis, the full-time equivalent faculty positions available to the colleges based on those factors.
The process for obtaining classified staff is outlined in the Classified Staff Resource Plan. Staff needs are documented in unit plans. Formal requests, using unit plan objectives, are developed and submitted to both the College administration and to the Classified Senate for prioritization in the spring. Recommendations are forwarded to the District for discussion and final approval. The District awards the number of classified staff to each college in the district in the fall, based on such factors as available financial resources, enrollment growth, and changes in assignable square footage. The College VPA maintains a set of tracking metrics for key classified staff actions (hiring, evaluation, total staff, orientation, training, etc.) which provide the outcome data that is assessed annually as part of the College’s planning cycle. These metrics are designed to provide into improvement actions that will enhance institutional effectiveness for this critical College resource.

Self-Evaluation

Human Resources planning is integrated into institutional planning through resource plans that are part of the College’s strategic planning and unit planning processes. HR planning processes are data-driven at both the District and College levels. Decisions about which positions and the number to hire are based on published criteria, institutional planning documents, and data.

Personnel are funded through state financial resources provided to the district each year. Different funding formulas and processes are used for different personnel types. In the case of classified staffing needs, a number of factors are utilized to determine new positions that will be allocated to the colleges each year. These factors include enrollment growth, assignable square-footage for facilities and the overall operational budget for each college. In addition, with the development of major education centers for the district, each year, the district has been ‘banking’ positions to become available to each college as their respective centers become operational (e.g. West Sacramento Center, spring 2010). These banked positions have resulted in a somewhat constrained number of new positions that have been available to the colleges, but was a necessary planning effort to ensure the centers would have sufficient staff available when they became operational. This is especially relevant now as the district is dealing with very constrained state budget resources and associated reduced numbers of new classified staff. But, the college will be able to access the district ‘bank’ to open the new West Sac Center in 2010, despite what will be a very limited year for new classified staff in 2010. Continuing funding remains a critical factor for the determination of new classified staff positions for the district and colleges, particularly given the current the budget situation which is likely to impact the next several years of revenues available to the Los Rios Community College District. College procedures for determining how new classified staff positions will be allocated are outlined in the Classified Staff Resource Allocation plan.

While the process for obtaining staff positions is outlined in the college’s resource planning documents, many classified staff, faculty, and administrators are not familiar with the processes by which personnel outside of their group are hired. The Fall 2008 Faculty-Staff Survey indicated that 55% of respondents did not know the process for obtaining classified staff positions; 46% did not know the process for adjunct positions; and 41% did not know the process for faculty positions.

Planning agenda
See Planning Agenda for I.A.3