Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

Standard IV.A. Decision-Making Roles and Processes
The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

Standard IV.A.1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

Descriptive Summary
Institutional leaders throughout the College help create an environment in which innovation is encouraged and excellence is pursued. Administrative leadership is provided by the College President who works with the three vice-presidents and an array of management staff who support the College’s program and service areas. Each constituency group has its own representative group with appropriate leadership from within the group (e.g., Academic Senate, Classified Senate, and Associated Student Government). Faculty leadership is also provided by the Department Chairs Council, where faculty representatives from all program and service areas gather to exchange information and engage in dialogue on key issues. Finally, the College has an extensive committee structure which is at the heart of its participatory decision-making process.

Staff development plays a primary role in providing the information and experience necessary to engage the campus community and provide its members with opportunities for professional growth. Additionally, an event such as the annual Celebration of Excellence provides recognition to those who are willing to use their talents in college projects that go beyond their job descriptions. College leaders encourage participation among all employee groups by respecting them, listening to their ideas, and observing what they are doing. They help to find the resources and to provide opportunities for members of the college community to be innovative and offer encouragement to those who choose to play a bigger role at the College. Part of that process is helping faculty and staff to move beyond the ways that things have traditionally been done in order to encourage creativity in a blame-free culture. Whenever possible, leaders try to pass the decision-making process throughout the organizational hierarchy so that everyone has the opportunity to become involved. The College’s strategic planning system reflects participatory decision-making, beginning at the unit level and moving college-wide.

These strategies for empowerment, innovation, and excellence are supported by the policies of the LRCCD Board of Trustees. When ideas for improvement have policy or significant institution-wide implications, the College and District utilize a participatory decision-making process called “shared governance” in Board policies. Included in these policies are statements
regarding the “collaborative goal-setting and problem-solving process built on trust and communication” and descriptions of the roles of the Academic Senate, the managers, classified staff, students, and the Board of Trustees in ensuring effective dialogue, planning, and implementation.

The College has developed a number of initiatives and projects over the last six years that have focused on improvements in student learning programs and services. In all of these activities, ideas came from a variety of individuals, broad dialogue occurred, and participatory decision-making structures were utilized to ensure that input came from individuals throughout the College. An example is the Cultural Democracy Initiative, which is designed “to raise the achievement of all students while narrowing the gap between the highest and lowest performing students, to eliminate the statistical success predictability for some groups, and to increase the breadth of micro-cultural perspectives. These group categories might include, but are not limited to, ability, ethnicity, gender, race, religion, and sexual orientation.” Faculty and staff from many different operational units, brought together by their passion for ensuring that all students have the opportunity to succeed, took the lead in this initiative. Another example of widespread participation can be seen in the Basic Skills Initiative, a statewide project focused on improving success rates for students in basic skills courses. While this project operates within some broad mandates from the Chancellor’s Office, the College sought dialogue and input from a broad group of faculty, staff, and administrators, and has developed specific activities and strategies to address a range of issues. The leadership and talents of individuals at many levels of the College resulted in the development of a Writing Center, a significant increase in tutoring, and the implementation of and research on several classroom intervention strategies and the effectiveness of different approaches.

Still another example of program innovation is the partnership SCC recently established with Bell Helicopter to offer hands-on training for SCC students at the Bell facility in Texas. This partnership with Bell Helicopter illustrates the College’s innovative, bold leadership. College leaders were able to successfully navigate the creation of a partnership with an out-of-state institution and the certification of Bell Helicopter employees as adjunct faculty members. The result is a program that offers students an outstanding opportunity for training with a company that sets the standard in the industry.

**Self-Evaluation**
The College President and Vice Presidents support the concept that leadership is essential to keep participatory decision-making vibrant and moving forward. They emphasize the importance of encouraging members of the college community to do more for the College, stressing that with more recognition of their talents, these members will be willing to use those talents on college projects that go beyond their job descriptions. The President recognizes that there is much creativity at SCC, and would like to see an Innovation/Opinion box on campus to solicit new ideas.

The Senior Leadership Team believe institutional leaders at SCC create an environment for empowerment, innovation, and institutional excellence by listening to concerns, sharing strategies for getting involved, and providing support and resources. Specifically, leaders listen to concerns from faculty, classified staff, and students. Information is shared regarding grant opportunities, statewide committee opportunities, and workshops and conferences. Institutional leaders at SCC support professional development and encourage all staff to participate. The Academic Senate President agrees that managers make themselves available and listen to the
ideas, concerns, and issues that are presented and try to work out strategies to improve. The administration is very open to faculty concerns and issues. When presented with a challenge, faculty members are given the power either to fix the problem themselves or to collaborate to fix the problem. The Classified Senate President states that empowerment is accomplished by giving people information; innovation, by asking for options that would be helpful; and institutional excellence, by incorporating as many voices as possible in the decisions.

The College and District strategic planning processes keep college leaders focused on institutional excellence. These processes, which involve annual review of and dialogue about goals, objectives, and accomplishments, guide all the efforts on improving institutional effectiveness. The District’s Strategic Plan explicitly states as a value that decisions be made at the lowest level possible, and College processes put this belief into practice.

Faculty, managers, and staff were asked if they had sufficient opportunities to provide input into college decisions through their senate or representative council and if the college governance process supports improving institutional effectiveness. The Fall 2008 Faculty-Staff Survey responses suggest that institutional leaders have effectively created an environment for empowerment, innovation, and institutional excellence. In that survey, 62.2 percent of respondents agreed or agreed strongly with the statement “My senate or representative council has sufficient opportunities to provide input into college decisions.” Of those who did not agree, 32.2 percent said they did not know, leaving only 5.6 percent who disagreed or disagreed strongly. When asked if “The college governance process supports improving institutional effectiveness,” 67.5 percent of respondents agreed or agreed strongly; 26.2 percent said they did not know; and only 6.3 percent said they disagreed or disagreed strongly. Among survey respondents who had enough knowledge to address these statements, the vast majority saw sufficient opportunities to provide input into processes that, in their estimation, support institutional effectiveness. The governance structure provides for extensive classified staff participation in leadership and governance activities, but anecdotal comments from some classified staff members indicate that they do not feel free to participate in these activities.

**Planning agenda**

Beginning in Fall 2009, the College President will work with the Classified Senate to gather information on institutional practices related to staff participation in college governance processes and will report their findings to the Executive Council no later than May 2010. Executive Council will recommend appropriate action.

**Standard IV.A.2.** The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

**Descriptive Summary**

SCC’s key written document describing the manner by which individuals participate in decision making is called “Your Guide to Participatory Decision-making at Sacramento City College,” more commonly known as the “Blue Book.” This document focuses on the philosophy, definition, and components of participatory decision-making at the College. It describes administrative structure, Executive Council, constituency groups, standing committees, and the processes by which individuals can forward issues or concerns. It is used annually in Standing Committee tri-chair orientations and...
as a reference in employee orientations. The Instruction Office and the Instructional Deans Council also use it as a college resource/reference for identifying the appropriate manner for establishing advisory or ad-hoc groups (e.g. Student Learning Outcomes and Distance Education Subcommittees) to investigate and/or channel issues into the College’s decision-making process. The Student Services Office uses it as a guide for sharing information with staff and involving them in planning, implementing, and contributing to the objectives and outcomes for student success.

This written guide documents the Campus Issues process, which is regularly reviewed in Executive Council under the leadership of the President. This process provides everyone in the college community the opportunity to present issues of concern, which are then generally forwarded to the appropriate constituency group for its recommendations prior to a decision being made. Oversight of the Campus Issues process is maintained by the Office of PRIE, and each issue is recorded and then periodically reviewed until it is resolved. The Campus Issues process typically results in policies being written or revised to ensure that the issue has been fully addressed.

A variety of other written materials exist that document the policies and processes that ensure participation of all groups in decision-making activities: “Guidelines for Standing Committee Tri-Chairs,” “Formation of New Committees,” and “Campus Issues Process” are on the Participatory Decision-Making web page at the Faculty/Staff section of the college website. Written materials such as agendas and minutes for Executive Council, for most standing committees, and for the Senates are posted on the College’s website. Written information about policies is available through E-News (renamed City Chronicles in Fall 2008), a weekly email sent to all faculty, staff, and administrators. Additionally, faculty and classified orientations emphasize participatory decision-making at the College.

The College is governed by the Board of Trustees of the LRCCD, which has adopted a number of written policies that establishes the role of faculty, classified staff, administrators, and students in the participatory decision-making processes of the College and District.

**Self-Evaluation**

The Board policies provide clear written documentation for policies related to participatory decision-making processes. The College has then distilled this information into additional written documents, such as “Your Guide to Participatory Decision-making at Sacramento City College” (the “Blue Book”) that provide a solid foundation for participatory governance processes for faculty, classified staff, students, and administrators. Explanations of these processes are included in a number of other written materials, including both faculty and classified handbooks. However, some members of the Standard IV Committee indicated that they were not aware of the “Blue Book” and didn’t know where to find that document, due in part to confusion over the name of the book. Survey responses in the Fall 2008 Faculty-Staff survey indicate that 54.2% of respondents “understand the process for how college policy and procedure decisions are made.” Of those who don’t agree or agree strongly with that statement, 22.4% responded that they didn’t know and 23.1% disagreed or disagreed strongly with the statement. While the “Blue Book,” faculty and classified staff handbooks, and related documents are readily available and provide good explanations of governance processes, more publicity would increase awareness of these documents.

**Planning agenda**

See Planning Agenda for I.A.3
Standard IV.A.2.a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

Descriptive Summary
The role of faculty, administrators, students, and staff in institutional governance is guided by a series of College and District policies.

Faculty members have a voice in institutional governance through the Academic Senate and through the Senate/Union Joint Issues Committee (when matters such as responsibilities and compensation for department chairs fall within the purview of the union as well as the Senate). Faculty members participate in all College standing committees, with a faculty member as tri-chair of each committee. Another vehicle for faculty participation is the Department Chairs Council where representatives from all departments meet to share information and to discuss issues focused on student learning programs and services. Faculty members have established places on the CSPC, the central group overseeing planning activities. Members of these bodies forward input from faculty of the departments they represent and report information back to their departments.

The administrative team meets as the Senior Leadership Team, formerly Managers’ Council. Administrators from each of the three service areas (Instruction, Student Services, and Administration) meet within their individual groups, led by the vice president of the area. Individual managers control the budget in their respective areas, and department chairs assist faculty in making resource requests that are derived from the unit-planning process. The three vice presidents and others directly reporting to the President also offer input to the President at President’s Cabinet. Administrators have established places on the CSPC. Administrators also participate in all College standing committees, with an administrator as a tri-chair of each committee.

The Classified Senate represents classified staff at the college. Classified staff can also be involved in the unit-planning and resource request processes at the department or unit level. Classified staff have established places on the CSPC. Classified staff members also participate in all College standing committees except Curriculum Committee, which is constituted as a predominantly faculty committee in accordance with AB 1725. A classified staff member serves as tri-chair for each committee.

The Associated Student Government represents students at the College, and students elect a representative as Student Trustee to the Board of Trustees. Students have designated places on key governance committees, such as CSPC, in order to ensure that student concerns and perspectives are included in institutional dialogue and planning. Students are also encouraged to participate in any of the College’s standing committees.

The ASG, the Academic Senate, the Classified Senate, and the Senior Leadership Team, all have their president/representative sit as full members of Executive Council. These bodies, in addition to the College’s standing committees and other members of the College, can forward issues of policy, planning, or budget to the Executive Council, which makes recommendations to
the College President after seeking feedback from all constituency groups. The mechanism for sending issues to Executive Council is the Campus Issues Form.

Members of the College also hold positions on District committees, meeting with colleagues from other Los Rios colleges and with District Office personnel to ensure broad dialogue on issues of concern for all the colleges.

**Self-Evaluation**

All groups on campus have significant roles and a voice in institutional governance and in matters of institutional policies, planning, and budget. In the Fall 2008 Faculty-Staff Survey, 62 percent of respondents felt their “representative council has sufficient opportunities to provide input into college decisions.” Significantly, only six percent of respondents disagreed or disagreed strongly. In response to a related item asking if “The college has an effective process for all constituency groups to participate in the decision making process,” 57 percent of respondents agreed or agreed strongly while 14 percent disagreed or disagreed strongly.

The presidents of the Academic Senate, Classified Senate, and Senior Leadership Team acknowledged the input of all members of the campus community in institutional governance, indicating that standing committee tri-chairs communicate information to their respective committees. Although there were concerns about classified staff needing a larger role in the unit-planning process and the need for a clearer system for standing committee tri-chairs to report information to their constituencies, there was general agreement that SCC includes all segments of the campus community in governance to a degree rarely found in this state’s community colleges.

**Planning agenda**

None

**Standard IV.A.2.b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.**

**Descriptive Summary**

District Policies 3412, 7141, and 8122 outline and describe the governance groups that make recommendations about student learning programs and services. The College Curriculum Committee (supported by its various subcommittees, such as General Education, Distance Education, Prerequisite/Corequisite/Advisory, Honors, and Multicultural Graduation Requirement) is a conduit of the Academic Senate, responsible per AB 1725 for policy development and academic affairs related to academic and professional matters; it is also responsible for making decisions about curriculum and student learning outcomes. The Academic Senate has additional subcommittees, such as the Distance Ed Task Force and the SLO Committee, that provide recommendations and information to the Senate regarding the particular student learning programs. The faculty and academic administrators, led by a faculty co-chair and an administrative co-chair (the VPI), facilitate the College’s curricular decisions, which, after approval, are forwarded to the District Curriculum Committee. Other proposals about student learning programs and services go to the Academic Senate for discussion and approval. Administrators at the College collaborate with department faculty, the Academic Senate, faculty, and administrators of the other Los Rios colleges, and District Office personnel in all matters related to instituting new programs for the College.
In addition, many recommendations about student learning programs and services are developed during the unit-level planning process. This process is led by faculty department chairs in most instructional and student services areas and is supported by the academic administrators in these same areas. Other recommendations related to student learning programs and services emerge from the program review process. This process is also typically led by faculty in program and service areas, with support from academic administrators.

**Self-Evaluation**

There is broad agreement that the College relies on its faculty and academic administrators, working together in participatory decision-making processes, to make decisions about student learning programs and services. In the Fall 2008 Faculty-Staff Survey, 61 percent of respondents agreed or agreed strongly that “the college governance process supports student learning programs and services.” In contrast, only four percent disagreed or disagreed strongly. The Academic Senate, Curriculum Committee, and the administrators of the College form a strong collaborative body to make recommendations about student learning programs and services. Members of the Department Chairs Council also function as a significant communications link to faculty in their respective areas. Faculty from all areas are familiar with the process of introducing new curriculum or programs, how to develop Student Learning Outcomes, and how to use the curriculum development system, SOCRATES Curriculum Services. After collaborating with faculty on campus, college administrators work with others in the District on Program Placement Council to determine at which campuses new programs will be instituted.

**Planning agenda**

None

**Standard IV.A.3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution’s constituencies.**

**Descriptive Summary**

Governance structures and policies are clearly outlined in a series of District policies. The governance groups and participatory decision-making processes have been described in previous sections of this report. In addition, a variety of practices improve the ability of all groups to work together for the good of the institution.

For example, in the District’s strategic plan, the “Values” section of this plan clearly articulates values that are the underpinnings of practices relating to assuring that all the constituencies in the District work well together for the good of the District:

(under Relationships): “We believe productive working relationships are central to achieving out mission...Respect, civility, collegiality and ethical integrity, hallmarks of a collegial environment, enhance our cooperative efforts and shared use of resources for providing education training, student services, and community service”;

and (under Participatory Governance): “The contributions of all our members: All members of the Los Rios community are encouraged to contribute to our organizational success; on Informed and Decentralized decision-making: We
value informed decisions made by people close to the issues; on Democratic practices: We observe democratic practices in our internal governance.”

These statements indicate that the Los Rios District is committed to strong, effective, shared governance structures and the nurturing of positive relationships among those involved in District decision-making.

Another example of how the District’s values impact practices relating to working together comes from another excerpt from the District’s strategic plan which affirms:

(under Relationships): “a blame-free culture: Los Rios strives to create a supportive, problem-solving culture, and we recognize the proven usefulness of an interest-based approach (IBA) for achieving cooperation and effective problem solving.”

This value has led to a commitment throughout the District to the principles of interest-based bargaining (or “interest-based approach,” IBA) as the principles for conflict resolution which can be applied to more than just the collective bargaining processes. The use of IBA principles is the common practice at both the District level and at the College. The District encourages all new employees to be trained in interest-based principles and supports advanced training for facilitators, refresher training, and other IBA-related forms of professional development.

At the College, one of the core values that we have identified is “working together,” which means that staff at all levels, in collaboration with students, work together to shape programs and services to enhance student success. One example of the way in which the College has put this value into practice is the decision to utilize tri-chairs for the leadership of all standing and other committees (with the exception of Curriculum Committee). With this approach as common practice, the position of chair is shared by an administrator, a faculty member, and a classified staff member. In addition, student participation is encouraged on all committees while student representation is specified in the description of the prescribed composition of certain committees, such as CSPC.

A variety of mechanisms are utilized to ensure communication among the College’s constituencies. A weekly email containing key information is distributed to all faculty, staff, and administrators (formerly called E-News and renamed City Chronicles in Fall 2008). A wide variety of email communications on particular topics are distributed to everyone on campus; if the information is appropriate to only one constituency group, email can be limited to that group. Effectiveness of communication is assessed through periodic survey tools as well as by feedback through such groups as Executive Council, the College Strategic Planning Committee, the Academic and Classified Senates, and other participatory governance groups.

Self-Evaluation

Members of all constituency groups work together for the good of the College. The tri-chair approach to leadership of standing and other committees—which is unique among the Los Rios colleges—helps to ensure representation of all constituencies. In addition, the College advocates a student-centered approach to education, and encourages their input, and students are regularly represented on college committees. Groups that bring the campus together to work on shared issues include the Associated Student Government, the Classified Senate, the Academic Senate, Senior Leadership Team, Executive Council, and the CSPC.

Although communication can always be more effective, the dissemination of information between committees and members of the community facilitates communication and the discussion of ideas. Regarding communication with the on-campus community, in the Fall 2008
Faculty-Staff Survey, 69.7% of respondents agreed or agreed strongly that “The college practices effective communication (clear, understood, widely available, and current), while 9.7% of respondents didn’t know and 20.4% disagreed or disagreed strongly.

Planning agenda
None

Standard IV.A.4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self-study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

Descriptive Summary
At the College, the President and executive staff work closely to ensure compliance with the Accreditation Commission standards, policies, and guidelines. The College has produced self-study reports on a regular basis and collaborated to ensure that site visits have gone smoothly. The College filed the required mid-term report in 2006, which was accepted by the Commission. SCC has responded to recommendations from the Commission from the 2003 Self-Study and has worked through the self-identified planning agenda items contained in that report. Since the last site visit, the College has been active in the development and assessment of SLOs and has submitted the required reports to the Commission to record progress in this area. The College has also filed substantive change reports with the Commission, such as the one filed to request approval for the Bell Helicopter program.

At the District level, the Chancellor and his staff communicate regularly with the Commission about important changes in the District, for example a change in a college presidency, the status of the District’s educational Centers, and the progress it has made in respect to the District-centered accreditation recommendation from the 2003 site visit about the Centers’ development.

SCC has established ongoing partnerships with a variety of external agencies, such as the American Association of Schools and Colleges, the Community College League of California, the California Student Aid Commission, the U.S. Department of Education, the Department of Veterans Affairs, the California Post-Secondary Education Commission, the National Association for the Education of Young Children, the California Community College Athletic Association, the California Board of Registered Nursing, the California Board of Vocational Nursing and Psychiatric Technicians, the Commission on Dental Accreditation, the Dental Bureau of California, the Commission on Accreditation in Physical Therapy Education, the Accreditation Council for Occupational Therapy Education of the American Occupational Therapy Association, and the California Board of Cosmetology and Barbering.

The College also maintains partnerships with the Western Association of Schools and Colleges as well as with the Chancellor’s Office, California Community Colleges, and many city, county, and state offices. Coordination of a multitude of college programs, such as categorical programs, grants, etc., requires ongoing interaction with many organizations, often through the Los Rios District Office. The college also engages in interactions with other governmental organizations that are required for the conduct of school activities in the community, such as the City and County of Sacramento, law enforcement and emergency responder agencies, and other regulatory agencies (OSHA, EPA, HHS, etc.).
Many of the state and federal agencies require regular documentation that the College is meeting its guidelines, which is provided in the form of formative and summative evaluations, budget reports, and other evidence as requested. Responsibility for this documentation is assigned to specific offices and deadlines are met in a timely manner, as are self-study reports related to accreditation. Records are maintained in the Evidence Repository on the College’s 2009 Accreditation website; the most recent self-study is the 2006 Midterm Report.

At the District level, the Chancellor and his staff communicate regularly with the external agencies that fund or regulate the District, and the District is well-regarded for its honest and effective interactions with these agencies.

**Self-Evaluation**
The College and District take their roles as public institutions seriously and recognize the importance of making information about programs and operations both available to the public and transparent. All reports to the Commission and those due to external agencies and partners have been filed in a timely fashion. This diligence and open attitude have been invaluable in maintaining existing partnerships and creating the public trust to develop new ones.

**Planning agenda**
None

**Standard IV.A.5. The role of leadership and the institution’s governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.**

**Descriptive Summary**

SCC uses a variety of surveys to regularly evaluate the institution’s governance and decision-making structures and processes. Every two years, an employee satisfaction survey is administered by the District. This survey is designed to assess how employees feel about their work in the District, perceptions about the District, and levels of employee satisfaction. In addition, during each accreditation self-study cycle, faculty and staff are surveyed on a wide variety of topics, including their assessment of governance structures and processes.

The Executive Council reviews the standing committee structure and responsibilities of each committee via a survey to the standing committee tri-chairs to determine the effectiveness of the committees. Specifically, committees are asked if the charge is appropriate or needs to be revised, if member participation is satisfactory, and if the meeting time is satisfactory. Committees suggest changes when these are needed to enhance effectiveness. For example, the PRIE Committee is currently re-assessing its charge and activities in light of the formation of the CSPC in order to ensure that the two groups work in the most effective manner to support college planning activities.

The creation of the CSPC was the direct result of much dialogue and consideration about how a variety of planning processes could be better integrated and made more effective. For several years, new approaches to planning were attempted, then evaluated, and, after dialogue, changed
for the next year’s planning cycle. The eventual result of this ongoing discussion and evaluation was the creation of the CSPC which formally draws all planning processes together.

A number of other groups conduct formal reviews of their processes on an ongoing basis. Each year the Academic Senate considers requests for new faculty positions and prioritizes these requests. After the prioritization process is complete, the Senate reviews the effectiveness of the process and changes are then made to further refine the process for the following year.

In many cases, the review of processes and structures occurs in informal dialogue both within groups and in broader discussions across the campus. Since the last accreditation self-study report, the Department Chairs Council was created after a need was identified for more communication among faculty in instructional areas and between instructional and student services faculty. The Department Chairs Council has become an additional venue in which faculty can discuss student learning programs and services.

This dialogue about improving the effectiveness of governance structures and processes also occurs at the District level. For example, leaders in several separate classified unions and in classified senates realized that there were often topics of mutual interest were often discussed in different groups. The Collaborative Issues Committee was formed to include members from the classified unions, classified senates, and District Office staff to provide effective dialogue and information-sharing opportunities across the District.

**Self-Evaluation**
The Standing Committee Tri-Chair survey provides valuable information on existing standing committees, including their structure and charge. This survey has resulted in changes being made to increase effectiveness, but the results of the survey itself are not broadly disseminated to the campus community. The evaluations that are conducted within various governance groups are utilized to make changes in their processes to enhance effectiveness; yet, while the changes that are made are broadly communicated, the actual review process may not be known outside of the particular group. Many examples of informal review resulting in changes to improve structures and processes exist; however, there is a need to formalize these review process and to communicate the results of these evaluations.

**Planning agenda**
Beginning in 2009-2010, the PRIE Dean will standardize the process for obtaining feedback on the effectiveness of the college governance structures and broaden the dissemination of results to the campus community.

**Standard IV.B. Board and Administrative Organization**

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

**Standard IV.B.1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a**
clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

Standard IV.B.1.a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

Standard IV.B.1.b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

Standard IV.B.1.c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Standard IV.B.1.d. The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.

Standard IV.B.1.e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

Descriptive Summary for Standard IV.B.1. a. - e.
As indicated in LRCCD Policies 3111, 3112, 3113, 3114, 8315, 8321, 8323, 8611, which specify the Board of Trustees’ size, duties, responsibilities and procedures, the Board reflects the public interest by developing policy and providing oversight for the District and by setting policy and strategic direction of the District. The Board is actively involved in overseeing the educational quality and financial health of the organization by periodically reviewing curriculum changes and financial information and by formulating and adopting District policies that ensure the effectiveness of the institution and its learning programs. These responsibilities and the method by which the Board of Trustees enacts its leadership are indicated in LRCCD Policy 3412:

“The Los Rios Community College Board of Trustees has the responsibility for formulating broad public policy in community college education. It shall function as the legislative and policy making body charged with the oversight and control of the District. The formulation and adoption of policies shall constitute the basic method by which the Board of Trustees shall exercise its leadership in the operation of the District. The Board of Trustees shall delegate to the Chancellor the function of specifying required actions and designing the detailed arrangements under which the District shall operate. The Board of Trustees must be sensitive to the hopes and ambitions of the community, and be able to respond readily to community needs. The study and evaluation of reports concerning the execution of policies shall constitute the basic method by which the Board of Trustees shall exercise its control over the operation of the District. Responsibility is delineated in four (4) areas [Responsibilities, Adoption of Policies, Evaluation, and Maintaining Relationships].”
As evidenced by its agendas and minutes, the Los Rios Board of Trustees acts in accordance with the policies and bylaws. The District’s policies are reviewed on a three-year rotating schedule, the details of which can be viewed on the District Counsel’s website. Further, policies and regulations are amended to address changes in the District’s operation, law, and the needs of students.

Each year, the Board, in concert with the Chancellor, develops its goals for the coming year and prepares a report on its accomplishments of the previous year. Further, the Board annually reviews the performance of the Chancellor in October, which includes a formal evaluation with input from various constituency groups. The Chancellor and Board also annually review the performance of the District’s Executive Staff (college presidents, district deputy chancellor, and vice chancellors). In addition, the Board participates in the review of final candidates for these high-level positions and makes the ultimate decision regarding the hiring of these candidates.

Self-Evaluation for Standard IV.B.1. a. - e
The LRCC Board is an independent Board, and acts on behalf of the District and in the best interest of SCC. The Board adheres to LRCCD Policy 3113 to ensure that, when decisions are made, the Board acts as a whole. The Board’s published policies and bylaws are consistent with the District’s mission, and Board procedures and decisions are made to ensure the quality of instruction at all Los Rios colleges.

The Board of Trustees demonstrates an exceptional spirit of collegiality and vision in supporting the improvement of student learning programs and services. In response to the last accreditation, the Board directed the Chancellor and the colleges to develop a research-based Education Initiative to lead to greater access and success of first-year college students. In his initial remarks to faculty and administrative college leaders, the Chancellor directed participants to “think outside the box” in creating new programs for student success and asserted that he would secure the funds necessary. This courageous move was made when state-level funding to the District was being reduced. The Board supported individual college initiatives through the adoption of prudent budgets and provided consistency so that educational development is assured year after year.

The Board establishes policies to ensure educational quality, financial integrity, and for all legal matters involving the District. The Board also has ultimate responsibility for educational quality, legal matters, and financial integrity. This authority is clearly outlined in LRCCD Policy 3112; and in Policy 8315, clear responsibility is given to the Board to approve large contracts, collective bargaining agreements, hiring, etc.

Even in austere times, there is a prevailing atmosphere that the support and development of staff (faculty/classified/administrative) leadership is valued. This support is demonstrated in many ways. Faculty leaders of the Academic Senate are provided reassigned time. Members of the District Academic Senate regularly attend the Academic Senate of California Community Colleges Plenary Sessions, Curriculum, Accreditation and Leadership Institutes and other appropriate events. In addition, faculty at SCC have assumed statewide leadership roles and offices that are recognized, encouraged, and supported by the Board and Chancellor. Support for classified staff includes funding for local “in-house” training, referred to as the Los Rios Community College Classified Leadership Academy, and other classified retreats. Classified staff attend the Annual CCLC Statewide Convention. One of the College’s classified staff is the Statewide Classified Senate President and also serves on the CCLC Board. Administrators have
leadership roles on the Council of the American Historical Association, Council on Developmental Disabilities (Area 3), the Statewide Health Occupations Advisory Committee, and the Association of California Community College Administrators, among other organizations.

Policies regarding the Board of Trustee’s size, duties, responsibilities, structure, and operating procedures are published and publically accessible. As shown in agenda and minutes, the Los Rios Board of Trustees acts in accordance with its own policies and bylaws. All District policies are reviewed on a three-year rotating schedule, as shown on the District Counsel’s website.

**Planning agenda**
None

**Standard IV.B.1.f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.**

**Descriptive Summary**
New members of the Board of Trustees take part in orientations in which they meet with district officials and the college presidents, often taking tours of the colleges. Even prior to election to the Los Rios board, all candidates for the Board are given the opportunity for an extensive orientation, which includes briefings and question-and-answer opportunities with the Chancellor, vice chancellors, and college presidents. New members are sent to the Community College League of California New Trustee Orientation workshop which is offered each January. In addition, new members are provided a local orientation that includes an introduction to the policies and procedures of the District. The orientation process is extended to the student trustee as well. The expected attributes of and guidelines for the conduct of Board members are clearly laid out in LRCCD Policy 3113 which, among other points, indicates that trustees must possess the willingness to devote time to the business of the Board.

The governing board of the Los Rios District is comprised of seven members elected by the voters within their service areas, and one student trustee elected by students district-wide. Board members serve four-year terms which are staggered so that three members are up for election followed by the other four members two years later. The student trustee serves a one-year term.

**Self-Evaluation**
Board members, including the student trustee, are provided with a number of opportunities for orientation to their positions and are prepared for their work as Board members. In informal conversations, Board members confirmed the value of the orientations and the level of preparation to do the work of the District. Staggered terms, as described in the descriptive summary above, allow for continuity of membership and orderly replacement.

**Planning agenda**
None

**Standard IV.B.1.g. The governing board’s self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.**

**Descriptive Summary**
According to LRCCD Policy 3112, the LRCCD Board of Trustees self-evaluation processes are clearly defined. The policy states, under “Evaluation, 2.3.4.2: The Board of Trustees will review achievements related to goals annually and progress towards those goals at midyear; and in 2.3.4.3: The Board of Trustees will informally discuss their performance as a Board annually.”

In their self-evaluation process, which is repeated annually, the LRCCD Board of Trustees meet at their retreat to complete their annual Board Self-Evaluation. In following this process, the Board completed the Self-Evaluation instrument at their October 2007 retreat; and the results were then tabulated, reviewed, and discussed at the March 7, 2008 retreat.

**Self-Evaluation**
The Board’s self-evaluation process is clearly defined in Policy 3112. A memo from the Chancellor describing the process for evaluation in 2007, along with the attached evaluation instrument, is available on the District accreditation website. The Chancellor’s memo indicates that the results of the self-evaluation survey were tabulated and discussed at their March 2008 retreat.

**Planning agenda**
None

**Standard IV.B.1.h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.**

**Descriptive Summary**
The Board of Trustees’ “Statement of Ethics” is clearly described in LRCCD Policy 3114, with additional ethics-related policies found in LRCCD Policies 8315 and 8611. Policy 3114 provides an overall statement of ethics and describes twelve elements that each member of the Board adheres to in performing the duties of the office. In addition, as the Board of Trustees of four California Community Colleges, the LRCCD Board of Trustees is also bound by relevant sections of the California Government Code and the California Code of Regulations, which further describe elements of ethical conduct in government and stipulate (in Government Code Section 83116) the prescribed sanctions when standards of conduct are violated.

**Self-Evaluation**
The Board’s “Statement of Ethics” presented in Policy 3114 provides the expectations for Board members, that members, for example, “make decisions in the best interest of students and the District,” “devote adequate time and effort to Board responsibilities,” and “avoid conflicts of interest.” This Statement of Ethics ensures a clearly defined code of ethics for the Board.

**Planning agenda**
None

**Standard IV.B.1.i. The governing board is informed about and involved in the accreditation process.**

**Descriptive Summary**
The Board of Trustees receives regular updates about the accreditation process. It received and commented on a presentation about accreditation at the August 2007 Board of Trustees meeting.
At its October 2007 and October 2008 Board of Trustees Retreats, the Board received updates about and discussed the accreditation process and the Commission’s rubric for evaluating institutions in the areas of program review, institutional planning, and student learning outcome development. In November 2008, members of the Board of Trustees met with representatives of the Standard IV committees from the four colleges to assist the colleges in writing their responses relative to this standard. In addition, the Board of Trustees reviews and acts on all accreditation Substantive Change Requests, Mid-Term Reports, and Self-Study drafts.

Self-Evaluation
The Board receives regular reports about the accreditation process. At the November 2008 meeting between Board members and Standard Four committee members, Board members both offered information about Standard IV and asked questions about how the process was proceeding at the colleges.

Planning agenda
None

Standard IV.B.1.j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively.

In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

Descriptive Summary
As described in LRCCD Policies 4111 and 9142, the Board is responsible for the recruitment, selection and evaluation of the District Chancellor. The Board establishes the qualifications for the position and timeline for the search in accordance with state regulations. The Board of Trustees entrusts the Chancellor with the full responsibility for the implementation and administration of Board policies, as asserted in the following statement from LRCCD Policy 3112: “The Board of Trustees shall delegate to the Chancellor the function of specifying required actions and designing the detailed arrangements under which the District shall operate,” and from LRCCD Policy 4111: “1.1 The Chancellor shall serve as the chief executive officer for Los Rios Community College District Board of Trustees. The administration of the Los Rios Community College District in all its aspects shall be delegated to the Chancellor who shall carry out the administrative responsibilities and functions in accordance with the policies adopted by the Board of Trustees. The Board of Trustees also delegates to the Chancellor the execution of all decisions made by the Board of Trustees concerning the internal operation of the District.” In addition, the Board of Trustees appoints the college presidents, District Deputy Chancellor, and Vice Chancellors upon recommendation by the Chancellor.

The ongoing Board evaluation of the Chancellor is conducted three times each year. The first two involve discussions of the performance of the Chancellor related to the joint Board of Trustees and Chancellor Desired Outcomes at retreats held in October and March. The third occurs when the Board conducts the formal evaluation of the Chancellor in closed session at its regular business meeting in late October. The formal evaluation is based on three elements: an
evaluation instrument completed by members of the Board and constituent groups and community leaders; the Chancellor’s Self-Evaluation; and a review of the “Annual Desired Outcomes of the Board of Trustees and Chancellor.” While the contents of the evaluation are confidential, copies of the Desired Outcomes and evaluation instruments are available in the Office of Human Resources.

College presidents are selected with reference to and within the guidelines of LRCCD Policy 9141; their annual evaluation includes two sessions conducted in February and September of each year at which the Chancellor and the college presidents review progress on the presidents’ previously agreed-upon goals/desired outcomes. This process also includes a discussion with each president of the results of the online college president evaluation questionnaire created in 2007 by the Academic Senate. While contents of the evaluation are confidential, copies of the Desired Outcomes documents and the faculty evaluation instrument are available for review in the Chancellor’s Office.

**Self-Evaluation**
The Board has responsibility for the selection and evaluation the Chancellor, who in turn is given the responsibility to govern the District and to implement Board policies. In addition, the Board selects and evaluates its presidents in accordance with Board policy. During the selection of the last two presidents, the Chancellor, in collaboration with the Academic Senate President, provided the opportunity to expand the faculty role from three to six representatives on the Presidential Selection Committee. In the last accreditation reports, faculty at each of the Los Rios Community Colleges requested the opportunity to play a role in the evaluation of their college president. The District Academic Senate agreed upon a process with the Chancellor that would be college-specific and anonymous. This new process has allowed for direct faculty input into the evaluation of college presidents. The Chancellor is the only person to observe the results and presents them to each college president. Although the Chancellor is happy to accept input from any member of the other constituency groups, it would be useful to create a process for broad input from these groups that is similar to the faculty-input process.

**Planning agenda**
Beginning in 2009-2010, the Senior Leadership Team Chair and Classified Senate President will explore interest in developing a formal district-wide process in which classified and administrative staff members participate in an evaluation of a College President. The results of their exploration should be reported to the campus and district by Fall 2010.

**Standard IV.B.2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.**

**Descriptive Summary**
LRCCD Board Policy identifies the president as “the chief administrator of the college in conformity with the directives and duties as defined by the District Chancellor and consistent with the policies of the Board of Trustees.” The President chairs Executive Council, a participatory decision-making group that meets bi-monthly to review issues presented by the President and those brought forward by the leaders of each constituency group. The President also meets regularly with administrative staff and individually with the Presidents of the Academic Senate, Classified Senate, and Associated Student Government to ensure an awareness of issues as they arise and works with campus leaders to address these issues as needed. The President communicates regularly with all members of the
college community at convocation and attends governance group meetings to communicate information when needed. The President oversees the college budget, makes final budget allocations, and informs the College about budget issues. The President plays a key role in selecting new faculty and management personnel, conducting final interviews, and making final selection decisions.

The President oversees instructional programs, student services, and all support services through the unit plan process, the most local level in the overall strategic planning process. Each operational unit submits an annual unit plan, which includes an annual data review, and identifies specific objectives to be addressed the following year and the resources needed to accomplish them. In addition, programs participate in the program review process, which is directly overseen by vice presidents and deans. The President provides leadership by ensuring that the planning and program review processes are consistently followed in a timely manner.

The President also provides leadership in matters related to growth and expansion. The College has been increasing in FTES each year and is making the necessary adjustments to accommodate the growing student population. With very limited opportunities for growth on the main campus, the primary strategies have involved the expansion of outreach centers and distance education, both of which are closely monitored by the President. The District’s 2002 bond issue passed, and SCC has been deeply involved in facilities projects since that time. A new bond issue passed on November 4, 2008, which will support the projects in the facilities planning document for which funding had not yet been identified. Detailed information regarding those projects is located in the self-study section for Standard III. In order to address the transfer and career development needs of students, curriculum has also undergone significant expansion. That information is located in the Standard II section, along with details regarding the introduction of Student Learning Outcomes into a large percentage of classes. Although this work is directly overseen by other members of the administration, the President provides leadership and support and is consulted as needed.

**Self-Evaluation**

The College and District are recognized throughout the state for their organizational and planning structures, maximization of human resources through their commitment to the shared governance process, fiscal stability, proactive approaches to meeting the academic and career development needs of the region, and high level of involvement in the community. These achievements require a great deal of oversight by the President, and all of the College’s presidents have provided positive leadership in accomplishing these goals. Two of the College’s most laudable achievements in the past six years were in establishing the contract with Sutter Health to significantly expand the Nursing program in 2003 and, under the current President, finalizing the first-ever contract between Bell Helicopter and a community college. Both partnerships significantly increase the academic opportunities for students and more fully address the workforce development needs of the Sacramento region.

SCC is a successful college for many reasons; in addition to those already listed, one prominent reason is its willingness to acknowledge problems as they arise and find innovative ways to address them. This doesn’t always take place as quickly as it should, but the presidents need to be given credit for the changes they have made and those that have been identified as necessary by internal research. Despite specific concerns that arise occasionally, the college presidents have valued the knowledge, skills, and unique perspective of its faculty, administrative, and classified staff members and routinely include them in the decision-making process.
Innovative ideas like the Education Initiative illustrate how well this inclusive process works. It was introduced long before funding was available to fully execute it. But the Board of Trustees provided leadership to encourage planning to go forward, and the Chancellor’s willingness to dedicate funding in the experimental phase of the project enabled every college in the district to act immediately when the economic situation improved. As a result, each of the four colleges had a pilot project in place that could be quickly implemented. The Chancellor provided the initial leadership by presenting the concept to the District Academic Senate, and a faculty-led, districtwide steering committee, with active college and district administrative participation, was formed to explore ways to approach the challenge of meeting the unique student and community needs of each college. Shared objectives were identified by the committee, but each college had the freedom to independently create the programs that best met its needs. College presidents provided the leadership and support to implement these programs. The College presidents have ensured that Education Initiative activities are fully integrated with other campus initiatives, and that the Education Initiative activities have become institutionalized.

The Education Initiative is only one of many examples of the enterprising, collaborative style that has enabled the District and College to plan ahead in order to be ready when opportunities arise. This inclusive approach has resulted in a high level of financial and political support at the community, state, and federal levels, and innovative new programs, widespread improvement of buildings and other aspects of the physical plant, a growing student population (despite serious space limitations), partnerships with industry and local government agencies, and representation of the College in a wide variety of community organizations by members of all constituency groups.

**Planning agenda**
None

**Standard IV.B.2.a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.**

**Descriptive Summary**
District Policy 2411 identifies that the College President, as the chief administrator, has responsibility for the overall operation of the college. The President adds or deletes positions or moves or reclassifies positions as necessary for the effective operation of the College. The President delegates authority to the vice presidents and other administrators on many processes and responsibilities.

**Self-Evaluation**
Since the last self-study in 2003, SCC has had five presidents (three permanent and two interim). Although decisions and approaches about staffing, administrative structure, and delegation of responsibilities have varied with each president, the overall leadership structure of the College has maintained stability in college operations. Any new administrative position is allocated to the College from the District. Since the last accreditation, the administrative structure has changed only slightly several times. Decisions by the College Presidents related to changes in administrative structure have been consistent with the responsibility of that position.
Planning agenda
None

Standard IV.B.2.b. The president guides institutional improvement of the teaching and learning environment by the following:
  • establishing a collegial process that sets values, goals, and priorities;
  • ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;
  • ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and
  • establishing procedures to evaluate overall institutional planning and implementation efforts.

Descriptive Summary
The College President guides the process for college planning and institutional improvement by overseeing the College’s strategic planning system, institutional planning in the three major service areas (Instruction, Student Services, and Administration), program planning, unit planning, and resource allocation. In the academic year 2005-2006, a new President called on the college community to develop a vision statement that reflected the College’s mission and values, as well as the community’s needs and goals. The new college vision statement was adopted in Spring 2006. During this time period, the President charged the PRIE Committee with developing new college goals. The President brought in a consultant to work with key stakeholders as the first step in that goal-setting process. Further examples of presidential leadership in the area of planning was evidenced by the President’s charge to the College Vice Presidents to develop a strategic planning system that built on the strengths of existing college processes but refocused the emphasis on the plan as guiding resource allocation. The resultant SCC Strategic Plan includes a process by which the College Strategic Planning Committee annually reviews the College mission, values, and goals and forwards suggestions for change to the President through Executive Council. In addition to incorporating college planning into various talks to the college community, the President communicates the mission, vision, and values of the College through the Strategic Planning System brochure, a tri-fold document made available to everyone on campus. This brochure is a quick reference of the entire strategic planning system. Convocations held at the beginning of both the fall and spring semesters provide opportunities for the President to address the college community on College goals and achievements, data related to college programs and institutional effectiveness, and plans for the academic year. Additionally, the President gives an annual report to the Board of Trustees detailing the College’s accomplishments related to current year’s goals as well as setting the College’s goals for the next academic year.

Self-Evaluation
In recent years, the President initiated the re-invigoration of the processes through which the College can be fully engaged in institutional planning. The 2005 planning charrette offered the entire campus community the opportunity to provide input into the college goals. In 2006, the College drafted, revised, and refined a vision statement to guide planning. In Spring 2007, the College President charged the three Vice Presidents with developing a strategic planning system that would integrate all planning and resource allocation systems on campus. They developed a framework for the new SCC Strategic Plan, a data-driven planning system that includes a “family of plans” to include institutional plans, program plans, unit plans, and resource request tools. A diagram of this plan follows:

SCC Family of Plans

College planning now starts with a review of data and ends with outcomes or accomplishments which in turn contribute to the next year’s planning process. The College’s InsideSCC website, accessible to all staff, has a page with links to data used in the planning process. Data categories include College Goals for 2009-2010, LRCCD Strategic Plan, Internal Environmental Scan, External Environmental Scan, Operational Definitions, Planning Agenda Status Report, Student Demographic Data, SCC Enrollment Data, Student Achievement Data, SCC Survey Data, and Accountability Data. Each of these categories includes links to specific data sets. The emphasis on a culture of evidence is ensured by the fact that the Dean of PRIE reports directly to the President. The College Strategic Planning Committee meets at the beginning of the fall semester to review the previous year’s planning process (including college goals and data on goal achievement), to forward input from the college community, and to evaluate the planning system, all in preparation for the coming year’s planning, particularly unit-planning and resource requests. In the Fall 2008 Faculty-Staff Survey, nearly 70 percent of the respondents agreed or agreed strongly that “the college administration provides effective leadership and management, which supports the college mission.”
These actions taken by the President have guided the institution in developing planning processes that are systematic, goal-driven, fully engaged in by the college community, and tied to resource allocation.

**Planning agenda**
None

**Standard IV.B.2.c. The president assures the implementation of statutes, regulations, and governing Board policies and assures that institutional practices are consistent with institutional mission and policies.**

**Descriptive Summary**
District policy 2411 ensures that the College President supervises the operation of the College consistent with the directives from the District Chancellor and policies of the Board of Trustees. The President expects that all administrators on campus are familiar with Board policies and conduct their operations consistent with them.

**Self-Evaluation**
The President holds weekly meetings with the cabinet (three Vice Presidents and direct reports) and monthly meetings with the Senior Leadership Team (formerly Managers Council) which consists of all the managers on campus. At these meetings, the President provides updates from the Board of Trustees and from the Chancellor’s Cabinet, in this way informing managers of any issues related to Board Policies and Regulations or to directives of the Chancellor and the mission of the District. The managers also use these meetings as an opportunity to discuss issues with the President and to make recommendations. The President takes responsibility that the College adheres to all Board policies and regulations and works with the management team to ensure that institutional practices are consistent with them.

The President has direct responsibility for the three major service areas: Instruction, Student Services, and Administration. The three Vice Presidents for these areas report directly to the President. The three Vice Presidents and the President are the four primary persons who comprise the President’s Cabinet. The President depends upon the Vice Presidents to move the College forward through their leadership, innovation, and adherence to both district and college goals. Even though this College has had five presidents (three permanent and two interim) since the last self-study, the College has maintained continuity due in large part to its leadership structure and performance by individuals in key leadership roles.

**Planning agenda**
None

**Standard IV.B.2.d. The president effectively controls budget and expenditures.**

**Descriptive Summary**
The President controls budget and expenditures by supporting the processes that are in place to conduct college planning and budgeting and by participating in the process at critical junctures. The college planning process directly links budget decisions to the College’s mission statement and college goals. In the unit-planning process, units develop objectives based on college goals. These objectives are linked at the unit, division, and college service area levels. For those objectives that require resources, resource request forms are completed for financial, information
technology, and facilities needs. Needs for faculty and classified staff are also identified as part of the unit-planning process. Requests for information technology are prioritized by the Information Technology Committee; requests for facilities are prioritized by the Campus Development committee. These priorities are communicated to the Budget Committee, which develops recommendations for resource allocations that are sent to the President for action. Hiring requests are prioritized by the appropriate senate (Academic Senate for faculty hiring and Classified Senate for classified hiring) and recommendations go to the President for action. The current method of operating is both process and data-driven, and it is designed to be transparent to the college community.

The President’s participation in this process is demonstrated in a number of ways:

- At the outset of the planning process, the President works with the administrative team to identify collegewide issues and initiatives that require financial support as well as collegewide processes that have developed program plans. These expenditures are referred to as “above the line.”
- During the initial stages of the planning process, the President works with the VPA to identify available funding sources that can be committed to both collegewide expenditures and to the budgetary process conducted by the Budget Committee. The President then details “above the line” expenditures, sources of funding, and amounts available for disbursement through the Budget Committee in a memo to the Committee.
- After the Budget Committee conducts its processes and develops a list of funding priorities, that list is submitted to the President for consideration and action. The President reviews and approves or modifies the list.
- Based on the College’s goals and fiscal environment, the President can charge the Budget Committee to review and recommend changes to the college budgetary process. As an example, in 2006, the President requested that the Budget Committee consider a change in process so that “carry-over” funds (unspent funds from one fiscal year to the next) would not be automatic. The Budget Committee recommended that 50 percent of carry-over funds be returned to the College for re-allocation. The President accepted that recommendation.
- On an ongoing basis, the President meets with the VPA to ensure that college expenditures are appropriate and that changes in the financial picture for the College are communicated to the college community.

**Self-Evaluation**

The President is effective at managing the college budget and expenditures. The College is fiscally stable and has an integrated planning and budget process, a process that is achieved through participatory decision-making. The President’s support for this process has helped SCC to maintain a stable fiscal environment during a period of strong growth. The College is fiscally sound and regularly schedules internal and external audits to maintain its credibility as a fiscally responsible organization. Periodic audits are performed by internal auditors, financial analysts, Business Services staff, and the VPA to evaluate controls and processes designed to ensure appropriate, effective, and efficient use of college resources. The President monitors these processes and communicates with the college community on challenges and opportunities as appropriate.

**Planning agenda**

None
Standard IV.B.2.e. The president works and communicates effectively with the communities served by the institution.

Descriptive Summary
The President is very active in the community and communicates routinely with leaders of community agencies, legislators, local chambers of commerce, potential scholarship and equipment donors, and former employees and students. The President’s active involvement in relationship-building benefits the College by creating greater awareness of the importance of its programs and services, linking the College to broader community discussions about education across K-12 and higher education sectors and promoting opportunities for stronger connections and new and expanded partnerships among those engaged in promoting workforce, economic, and community development.

The President makes presentations to local groups, such as the SCC Emeriti Alumnae Association and the South Sacramento Rotary Club, and participates in many organizations, serving on local, state, and national committees and boards as a representative of the college and the District. These affiliations include, but are not limited to, the Sacramento Metropolitan Chamber of Commerce, South Sacramento Rotary Club, Davis Rotary Club, Sacramento Black Chamber of Commerce, Sacramento Committee of Honor for the Smithsonian Institute’s “Freedom’s Sisters Exhibition,” MLK365 Committee, and CEO Advisory Group for Community Colleges engaged in High Growth Industries under the U.S. Dept. of Education. The President is often called upon to address student groups and community groups, to provide testimony on critical issues before state legislators, to welcome dignitaries from foreign countries, such as Russia and China, during visits to the College to learn about exemplary practices in technical and career education, to serve on advisory boards for local charter high schools, and to make presentations to the Board of Governors of California Community Colleges.

Self-Evaluation
The President enthusiastically welcomes all opportunities to advance the mission and vision of the College. All the College’s presidents in the past six years have maintained a high profile in the community, which has resulted in increasing numbers of partnerships and continuing community support, as evidenced by the recent passage of the second bond measure in six years. Even so, SCC’s 2008 Faculty-Staff Survey revealed that many faculty and staff at the College aren’t aware of the President’s work in the community. In response to the statement, “The college president works and communicates effectively with the external community served by the institution,” 30.8 percent of the respondents indicated that they agreed or agreed strongly, while 3.2 percent indicated that they disagreed or disagreed strongly. Most significant was the fact that 66 percent reported that they don’t know. Although SCC’s presidents have worked and communicated with many organizations in the community that the College serves, increased information about these activities in publications such as City Chronicles would create greater awareness among faculty and staff of the president’s work in the community.

Planning agenda
None

Standard IV.B.3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and
integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.

Standard IV.B.3.a. The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.

Descriptive Summary
The extensive array of meetings that take place among the participatory decision-making committees and other affiliated groups ensure that there is clear delineation and communication about the operational responsibilities and functions in the District. The District Function Mapping document outlines the way in which the District currently allocates responsibility among the District and the colleges for the many operational functions of the District. The document indicates whether the colleges or the District has primary, secondary, or shared responsibility for a particular operational function and includes definitions of those responsibilities. Using the accreditation standards as a structural frame and reflecting the original District map created in 2002, the current mapping document was developed by the District Accreditation Coordinating Committee in late 2007, reviewed by the constituencies in the District, and revised in Spring 2008. The mapping document has continued to be the subject of ongoing dialogue both at the college and throughout the District, in order to produce as clear a picture as possible of how operational responsibility in the District is assigned. The District prides itself on remaining flexible so that the delineation of responsibilities can change as circumstances and needs change.

Self-Evaluation
In general, through the shared governance structure of LRCCD, there is a clear delineation and communication about the operational responsibilities and functions in the District. Important to the concept of the mapping document is the determination that this document is a tool to guide continuing dialogue about the effectiveness for the District’s structures in addressing the standards as well as operational effectiveness in general. The District Accreditation Coordinating Committee held as a key principal that the mapping document is reflective of an ongoing process, and toward that end, it was determined by the DACC in early Spring 2009 that the college accreditation steering committees would review the mapping document again and suggest college planning agenda items related to areas of concern or possible improvement in the structures that the map represents or in the map itself. To assure both continued dialogue about the college/district function relationship and effectiveness in addressing the accreditation standards, the DACC determined that it would reconvene after the current self study process was completed and before the midterm report writing time to revisit the mapping document to follow up on any planning agenda items relating to the map arising from the four colleges’ self studies, to reconsider the accuracy of the map as representative of the District/college functions, and to discuss possible suggestions for change to the functional alignment in order to assure that the accreditation standards are met as effectively as possible.

It will be important to communicate the role of the mapping document and the delineation of responsibilities between the District and colleges on an ongoing basis; new employees need to be made aware of such materials, for example. The District should continue to show flexibility so that the delineation of responsibilities can change over time as circumstances and needs change.
Planning agenda
None

Standard IV.B.3.b. The district/system provides effective services that support the colleges in their missions and functions.

Descriptive Summary
The District provides or partners with the colleges in providing a number of vital services that assist the colleges in the performances of their missions and functions in the areas of fiscal services, human resources, information technology, facilities development and maintenance, research, public information and other areas. To ensure their quality, the District services undergo their own program review processes which involve a review of data from existing measures or indicators of performance (such as surveys, when those exist relative to the performance of the unit) by the members of the affected unit and dialogue based on that data inside the unit about strengths and possible areas of improvement.

Self-Evaluation
The District provides effective services to support SCC’s missions and functions. As shown through the mapping document, the District partners with the colleges in good faith to provide the vital services as needed. The LRCCD is a multi-college district and prioritizes well the ways to best support the mission and functions of all of the colleges. Program review is fundamental in the viability of the District, especially in terms of providing quality assurances in fiscal services, human resources, information technology, facilities development and maintenance, research, public information and other areas. In the Fall 2008 Faculty-Staff Survey, faculty and staff were asked to respond to the statement “The Los Rios District Office staff provides services that support the mission and functions of the college.” Among respondents, 66.3% agreed with the statement, 7.7% disagreed, and 26.1% of respondents answered that they did not know.

Planning agenda
None

Standard IV.B.3.c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.

Standard IV.B.3.d. The district/system effectively controls its expenditures.

Descriptive Summary for Standard IV.3.c.d.
The District has a long history of conservative financial management that contributes to stability and consistency in district operations. A districtwide budget committee ensures broad-based constituency input into district fiscal policies. The District has a process to ensure the even and fair distribution of financial resources as described in the current LRCCD budget book (pages 128 to 131). The District’s “bucket” formula assists in ensuring a fair distribution of resources. The allocation of funds in many areas is determined through the consideration of several factors, such as enrollment, weekly student contact hours, and assignable square footage at the colleges. Faculty staffing decisions consider criteria that are described in the current, revised “Guide to the Replacement of Faculty” document used by the colleges in determining their local priorities and by the participants in the District faculty position allocation process. While the ratio is not an accreditation standard-related measurement or metric, the District’s interest in achieving a
reasonably equitable ratio of 75/25 (full-time to adjunct faculty) is important to the faculty position allocation process across the District, since the District wants to achieve as even a distribution relative to this measure as possible in all the colleges in the District. Productivity/access goals are also a consideration. The budget process guidelines, District budget committee membership, and the District budget calendar are clearly described in District Policy 8122.

**Self-Evaluation for Standard IV.B.3.c.d.**

Due to its consistency and fairness to all units, the District’s “bucket” formula has proven to be successful. In fact, colleges throughout the state have sought advice from the District and LRCFT staff to assist in the implementation of a similar process in their districts.

The District’s “long history of conservative financial management” and the District Budget Committee have ensured stability and consistency in District operations. Even during tough financial circumstances, reduction of the number of faculty and staff in the District and in the operations of the college and District facilities has been minimal.

The District’s budget book and “Guide to the Replacement of Faculty” documents are not well-known on the SCC campus. In determining the allocation of positions, the District takes into consideration the full-time/part-time ratios of each campus. The College strives to achieve the 75/25 full-time/part-time ratio when assigning faculty positions. Due to the increase in the number of courses offered each year and faculty retirements, the College has not yet achieved this goal. To help reach this goal, SCC received 31 positions for Fall 2008. Since Fall 2005, the College productivity (measure of WSCH divided by FTEF) has increased from 438 to 531. During this time, the College has converted to a compressed calendar (16.4 weeks) with primarily block scheduling (MW/TTH) and increased the lab calculation from 67 percent to 75 percent. Through all this change, the District’s financial stability has maintained stable operations at SCC.

**Planning agenda**

None

**Standard IV.B.3.e. The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.**

**Descriptive Summary**

The Chancellor meets regularly with the four college presidents to review operational issues, Board policies, District and College goals and objectives, and other concerns related to ensuring the capacity of the District to fulfill its educational mission through the efficient and effective implementation of District and College programs and services. The Chancellor meets with the four college presidents at weekly Chancellor’s Executive Staff meetings, monthly Chancellor’s Cabinet meetings, bi-annual meetings, periodic executive staff retreats, and at other times as needed in the course of an academic year. The Chancellor delegates responsibility for administering the colleges to the presidents and holds them accountable for the operation of their respective college and for meeting college goals related to the five goal areas of the District strategic plan. Accountability is assessed via annual comprehensive evaluations which review the achievement of strategic goals and objectives. The delegated district policies are determined by the District Board of Trustees and the Chancellor. The college presidents set goals for their
respective colleges through a participatory decision-making process that engages all constituency groups to build consensus on college strategic directions; however, the President is the delegated authority and has accountability for the decisions made.

**Self-Evaluation**
The College’s chief executive officer is the College President, who holds full responsibility and authority for administering District and system policies. The President’s role is to effectively manage resources, provide leadership in establishing both long and short term goals, plans, initiatives, and priorities. Where appropriate, the College goals reflect and support the goals put forth by the Chancellor in the District Strategic plan. The Education Initiative is an example of a District Goal championed by the Board of Trustees and Chancellor that, once given to the individual colleges, allowed for program development appropriate to that campus culture.

The College President has direct responsibility for the three major administrative areas: Instruction, Student Services, and Administration. The three Vice Presidents of these areas report directly to the President. The three Vice Presidents and College President are the four primary persons who comprise the President’s Cabinet. The President works with the Vice Presidents to move the College forward through their leadership, innovation, and adherence to both District policies and College goals.

The College President, while adhering to the District Policies and Regulations, may develop local policy or sustain local policy via the participatory decision-making process. The Executive Council is the primary participatory decision-making body for the College. The Council is comprised of the President and one representative from each of the following constituency groups: Academic Senate, Classified Senate, Associated Student Government, and the Senior Leadership Team. The three Vice Presidents, the Dean of Planning, Research and Institutional Effectiveness, and Public Information Officer, all serve as ex-officio resource people. Recommendations from standing committees, constituency groups, or Campus Issues submissions are given to the Executive Council for review. The Executive Council members receive input from their respective groups or pertinent groups and/or individuals. Based on recommendations from these sources, Executive Council provides viewpoints and perspectives to the President who makes the final decision. Communication to the campus community about the President’s and/or Executive Council’s decisions are made available through eNews. Although there was a brief period during which eNews was discontinued, it has now been combined with Staff News to create City Chronicles, an online newsletter that covers all news and events.

**Planning agenda**
None

**Standard IV.B.3.f.** The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.

**Descriptive Summary**
The Chancellor and District Office staff act as liaisons between the colleges and the Board of Trustees and use many forms of communication to ensure the flow of information from the colleges to the Board and from the Board back to all college employees. Communications vehicles include the “Chancellor’s Updates,” which are sent as hard copy or email to all
employees; emails to employees regarding important issues or changes relating to information technology, human resources, financial aid and other issues; Venture, a districtwide publication produced each semester and sent to all employees; and the Annual Report, which is published each year in March. In addition, the Chancellor speaks directly to college staff on issues of importance to the District at each of the four college convocations twice a year.

Another important form of cross-District communication occurs in the many meetings of the District-level shared governance committees (e.g., the District Curriculum Coordinating Committee, the District Matriculation Coordinating Committee, the District International Education Committee, the District Budget Committee, the District Academic Calendar Committee, the District Educational Technology Committee, the District Student and Academic Services Committee, and the District Administrative Technology Committee) and other work groups, such as the Vice Presidents of Instruction and Student Services group, Vice Presidents of Administration group, Career and Technical Education Leadership group (formerly known as the Occupational Education Deans group), the District Research Council, the Public Information Officers group, the Information Technology Deans group, and the Learning Resources Deans group. The District publishes the agendas and minutes of many of its committees, the Academic Senate, vice president groups and other groups on its website. In addition to what is currently available, the District is responding to the request that agendas and minutes from additional groups be made more easily accessible through the District website.

Self-Evaluation
The Chancellor acts as a liaison between the colleges and the Board of Trustees. Updates from the Chancellor and the college presidents are distributed widely via email, web posting, and hard copy. The Chancellor, members of the Board, and college presidents regularly present information in person at the convocations that begin each semester. District committee agendas and minutes and District Academic Senate agendas and minutes are important in ensuring effective communication within the District. In the past, these materials have not been made easily accessible to those who do not serve on these committees but have become increasingly available on the District Office website.

In SCC’s Fall 2008 Faculty-Staff Survey, faculty, managers, and staff were asked for a response to the statement “The District and the college utilize effective methods of communication and exchange information in a timely and efficient manner.” Of the respondents, 52.4 percent agreed or agreed strongly; 26.8 percent said they did not know; and 20.7 percent disagreed or disagreed strongly. These survey results suggest that, while there are many communication modes being utilized to share information between the District and the College, there is still room for improvement in this area.

Planning agenda
See Planning Agenda for I.A.3

Standard IV.B.3.g. The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary
At the District level, review of the institution’s governance and decision-making structure involves discussions of information gathered from student and employee satisfaction surveys, from the District’s governance and decision-making processes in the Chancellor’s Executive Staff group and other District groups like the vice presidents’ group and the Academic Senate, and from the review of related regulation and policy changes that occur in the Chancellor’s Cabinet. In addition, in May 2007, the District Academic Senate (DAS) reviewed all District shared governance committees and focused on the following:

- mission of the committee,
- membership and terms of office,
- decision making processes,
- reporting structure,
- status of the shared governance group,
- meeting schedule, and
- subcommittees.

Chairs of the following district governance committees—Budget Committee, District Curriculum Coordinating Committee (DCCC), Math Competency Committee, District Matriculation Committee (DMC), Assessment Coordination Committee, Faculty Diversity Internship Program, Student Academic Services, and the Transfer Coordinating Council—responded. Their responses were compiled and sent back to the committee chairs for further feedback. Based on the feedback received, findings were finalized as recommendations and presented to the Chancellor for comment. In Fall 2008, the Vice Chancellor of Education and Technology and the DAS Executive team formed a task group to work on instituting the most pressing recommendations. Notably, this task group is in the process of developing a web page for all shared governance groups so that DAS committee information regarding mission, membership, meeting schedule and minutes can be stored and accessed more effectively. During the Fall 2008 semester, District committee chairs were contacted and asked for updates regarding implementation of recommendations.

**Self-Evaluation**

The DAS formed a task group that conducted a study of District shared governance committees in 2007. Responses of chairpersons of eight committees were reviewed, and twenty recommendations, compiled in a document entitled “Pertaining to All Shared Governance Groups and their Subcommittees: Recommendations for Strengthening Shared Governance Communication with the District,” were presented to the Chancellor. One of those recommendations led to a substantial revision of the District mathematics, reading, and writing competency skills committees and District Regulation R-3412: 1.2.8.1 and 1.2.8.2.

A second recommendation of the DAS task group, to develop a Web page to provide information regarding the mission, membership, meeting schedule and minutes for all shared governance committees and subcommittees, resulted in a working draft, current as of October 7, 2008, titled “District-Wide Committee Membership.” It is currently available through the [InsideSCC website](http://inside.scc.edu) in the “Governance” folder and provides information about committee and subcommittee membership, reporting structure, terms of office, and charge.

The Los Rios District administered the “How Are We Doing?” Employee Survey to classified staff, faculty, managers, and contract employees in 2001, 2006, and 2008. There were no survey questions that directly asked about the District’s “role delineation” or “governance and decision-
making structures and processes.” A question might be added to future survey instruments to investigate employees’ satisfaction with the District with regard to these issues.

**Planning agenda**

During 2009-2010, College constituency leaders will work through the district governance processes to create a formal process by which the district governance committees are regularly evaluated and the results are communicated to the college community.