Title: Educational Plan  
Plan Type: Institutional  
OPR: VPI  
OCR: VPSS  
Collaborative Groups: Academic Senate  
Curriculum Committee  
Department Chairs’ Council  
Deans’ Council  
Joint Deans’ Council  
Enrollment Management Committee  

References:  
- Title 5 and California Ed Code regarding Academic Programs  
- Program Plans for Davis, West Sacramento, and Downtown outreach centers  
- LRCCD Policies and Regulations  
- AB 1725  
- Local Senates Handbook, Academic Senate for California Community Colleges  
- Sacramento City College’s Statement of Philosophy of Student Learning  
  Outcome Assessment  
- LRCFT Contract  

PURPOSE: The Educational Plan is a part of the SCC Strategic Planning system, a data-driven planning cycle that begins with the assessment and evaluation of outcomes, measures of merit, and other supporting information that enable the College Strategic Planning Committee (CSPC) to establish/refine the mission and strategic direction of the institution and establish strategic goals and priorities for accomplishment. The Educational Plan is one of three institutional
plans (the Educational Plan, the Resource Management and Capital Outlay Plan, and the Student Support Services Plan) that articulate the context and scope of planning in each college service area. This plan describes the instructional functions of the college and how they are coordinated within the strategic planning system, the academic programs of the college and their functions within the college structure, and the processes by which planning is done in the academic areas. It also describes resource needs for instructional programs at the college.

The Educational Plan is reviewed on a yearly basis. Any proposed revisions receive input from the collaborative groups listed at the beginning of the plan before being sent to Executive Council for discussion and approval.

**Instructional Programs and College Planning**

The instructional programs at SCC intersect the overall planning system of the college at every level. Below is a summary of the Strategic Planning System at the college:

**Planning Cycle**

*Overview, Timelines and Key Components*

![Planning Cycle Diagram](image)

Illustrated from left to right in the above chart, planning for the instructional divisions and departments at the college will begin with evaluation of data in conjunction with the college's strategic goals and directions to form objectives that will enable the college to accomplish its goals. These objectives are first
articulated in the department’s or division’s unit plan, and required resources—financial, facilities, faculty, classified staff, and or information technology—are requested through the appropriate resource plan. The overall “family of plans” mentioned in the chart above is illustrated below.

**SCC Family of Plans**

Some resources for instructional needs will go beyond the scope of one department or unit, the need being college wide, Distance Education, for example. These needs are planned for in program plans (see above) and resources are requested through those plans as well.

Once resources are allocated, outcomes of the objectives are evaluated based on measures of merit established when the objectives were first proposed. These measures indicate relative success of the projects and also become part of the feedback that the unit can evaluate for planning in the next cycle.

**Curriculum (Program) Review**
Every six years, on a rotating basis, academic departments undergo Curriculum Review. In this process, they review all courses in their current curriculum, update those courses as necessary, and write any new curriculum to augment their offerings and better serve the SCC student population.
Annual Data Review and Unit Plan
Academic departments review their programs on a yearly basis. As described above, departments plan on a yearly basis with the unit-plan and resource request process. That process is part of the Annual Data Review and Unit Plan, which includes the following main components:

- a report on and analysis of statistical measures concerning student achievement, student demographics, enrollment, and other data.
- a plan to address the findings of the above analysis
- a unit plan with objectives written to address college goals

Long-term evaluation and planning in Curriculum Review and short-term planning in the Annual Data Review and Unit Plan process are related in that the long-term review of classes and programs in Curriculum Review will lead to one-year objectives in the department’s unit plan. The scope in Curriculum Review is overarching; the objectives in the unit plans are concrete and attainable. The Annual Data Review reports and unit plans can be found as addenda to this plan and reveal the yearly planning the departments undergo.

Unit Plan Prioritization Process and Criteria
Most unit plan objectives in Instructional Services start at the department level; however, division offices and the Office of Instruction also complete unit plans with objectives. When a department completes its objectives, it prioritizes them within the unit plan. The objectives for every department within a division and for the division itself are then prioritized at the division level. Finally, all of those objectives (already prioritized by department and division) receive one more prioritization—at the college-service level. This level of prioritization also includes objectives written in the Instruction Office unit plan. Because prioritization at the college service level in Instructional Services has the potential for many objectives—too many to easily rank—the managers in Instruction use a rubric to score the objectives and then tally the scores to create their prioritization. Here is the rubric:

**Unit Plan Objectives at the College Service Area Level (Instruction):**

After department chairs and instructional deans have worked together to prioritize objectives at the division level, a consolidated list will be constructed for VPI discussion with division deans and AVPs. The following rubric will be used to score the objectives:

1: This objective clearly supports a college goal and will move the college forward in achieving that goal, the strategic directions of the college, and the college mission. The objective is tied to an important campus initiative, or it articulates a critical need (either new or maintenance of effort) of the unit. It is clear how the
objective will be evaluated for completion and for program improvement.

2: This objective supports a college goal and will move the college forward in achieving that goal, the strategic directions of the college, and the college mission—though perhaps less clearly than in a #1 objective. The objective may be new or related to maintenance of effort in the unit. It is clear how the objective will be evaluated for completion and for program improvement.

3: The objective has merit and mentions a college goal but does not clearly suggest how it would help to accomplish the goal. The method of evaluating the objective is less clear than in 1 or 2.

4: The objective may have merit but does not appear related to one of the college goals or to the strategic directions of the college.

Discussion Process:

Prior to the meeting at which instructional deans, AVPs, and VP discuss the list of objectives, each dean will have 15 minutes at a Deans Council meeting to present and/or highlight objectives in his or her division. After that, each person will score the objectives and turn them in to the Research Office. These scores will be totaled and will be used to create a prioritized list. At the meeting, the prioritized list will be discussed and adjustments may be made. After it has been finalized, the entire list of prioritized objectives will be sent to the divisions and the departments to be used as part of the information in the resource request processes.

New Programs

Any plans for new programs for the college or the district are facilitated through a district-wide program planning process to ensure thorough awareness and discussion of the potential new programs and to determine which campus or center should house the program if it is determined that the program should be limited to one or more site. This process is facilitated by the Los Rios Program Placement Council, composed of Vice Presidents of Instruction and Student Services from each Los Rios college as well as the district Academic Senate President and the Chair of the District Curriculum Coordinating Committee.

Student Learning Outcomes in Curriculum and Academic Planning

A primary focus of the college’s academic programs is to state clearly learning outcomes for all courses and programs, to assess for those outcomes, and to
plan based on those assessments. This is at the heart of what the institution is about: determining the measures for what students should know or be able to do at completion of a course or program and assessing to see if the students actually have achieved those outcomes. Learning outcomes are a fundamental part of the curriculum and program outlines that departments develop and revise, and the assessment of these outcomes is an important source of data for planning within the department. The outlines including learning outcomes are housed in the district-wide electronic system for curriculum, SOCRATES Curriculum Services. Planning based on the assessment of learning outcomes can be long-term through the Curriculum Review process or short term through the Annual Data Review and Unit Plan process. In either case, the focus is on student achievement.

**Using Data for Planning**

Student learning outcome assessment data is but one source of information used in instructional planning. Departments and divisions use college-wide student achievement data (course completion, persistence, graduation, transfer, and other data) accountability data (ARCC report, ACCJC report, and others), as well as data sets that are determined at the division or department level to plan objectives for improvement in their particular areas. The data, in conjunction with college goals, start the planning process and are the focus of discussion in department and division meetings. Based on that discussion, units write focused objectives for their areas (unit planning). Every six years, they consider that data when evaluating their classes and academic programs (Curriculum Review). This data, a common core of key effectiveness indicators, includes the following:

- **Demographics**: Enrollments by gender, ethnicity, and age group for department, division, and college—five-year trend data (fall semesters)
- **Student Success**: Successful course completion rates (number of A,B,C, and Credit grades divided by all grades) for department, division, and college—five-year trend data (fall semesters)
- **Productivity**: Weekly student contact hours (WSCH) divided by FTE for department, division, and college—five-year trend data (fall semesters)
- **Enrollment**: Weekly student contact hours for department, division, and college—five-year trend data (fall semesters)

**Additional Planning Processes and Constraints within Instruction**

**Curriculum Process**

Given that curriculum is the primary responsibility of faculty, the process for developing new curriculum or revising existing curriculum starts at the department level. This could be part of Curriculum Review, or it could be a proposal by an individual department member. Either way, the curriculum proposal is input in Socrates Curriculum Services. The first level of approval is with the department, a vote being recorded on the outline in Socrates. Next, the division dean and colleagues at the other
Los Rios campuses have the opportunity to indicate their approval or concern as the outline is electronically forwarded to their email. After that, the outline will come up for technical review with the campus Curriculum Committee, where most corrections and revisions are arranged. It will also be viewed by appropriate subcommittees of the Curriculum Committee: Prerequisite/Corequisite/Advisory, Distance Education, General Education, Multicultural Graduation Requirement, and Honors. Then the curriculum originator or department chair and the division dean present the outline at a first reading of the Curriculum Committee, where additional suggestions may be made. If all goes well, the outline may be voted for approval after the second reading, after which it is forwarded to the District Curriculum Coordinating Committee, which presents the curriculum to the Board of Trustees for approval. Some curriculum will also be presented to the State Chancellor’s Office and/or the Regional Consortia for approval.

**Course Scheduling Process and Allocating FTEF**

The class schedule is the responsibility of the Office of Instruction. Division deans have the responsibility of submitting a schedule of classes based on student demand, student need, and programmatic requirements. Separate schedules are developed for fall and spring semesters and another for summer. Division deans begin developing the schedule by working with department chairs, using an FTEF allocation approved by the Vice President of Instruction. This allocation is based on an amount of FTEF authorized by Fiscal Services at the District Office, that amount taking into consideration any number of statewide budgetary influences. The deans and chairs consider number of sections, times of offerings, and locations for classes. There is also consultation with the appropriate outreach dean for classes scheduled at the centers. To staff the classes, the deans follow staffing and workload agreements as stated in the LRCFT Contract.

Once an initial draft schedule has been developed, the dean submits it to his or her Associate Vice President of Instruction for review, after which it goes to one of the scheduling technicians for input into PeopleSoft course management system. After input, the scheduling technician sends the division dean a schedule link (which is the online schedule not yet made available for public viewing), and the dean makes any changes to classes, staffing, or rooms. After resubmitting the schedule link and subsequent input of changes into PeopleSoft, the dean makes any further changes to the schedule by submitting change forms to the Office of Instruction. Changes to the schedule are made right up to the first day of instruction and even after that for class cancellations and additions.
Criteria for Canceling Classes
Classes sometimes are cancelled because of low enrollment. The criteria for deciding if a class should be cancelled include the number of students on the class roster, the likelihood of enrolling a sufficient number of students for the course by the first week of the term, options for students if the course is cancelled, and any impact the cancellation will have on the program. Class cancellation decisions are made by the division dean in consultation with the department chair. Whenever a class is removed from the schedule, an attempt is made to find alternative classes for any students on the roster.

Process for Allocating Number of New Faculty Hires
New full-time, tenure-track faculty positions are requested by interested departments on an annual basis. These requests may be the result of a retirement or resignation, or they may be growth positions. Either way, the requests are submitted to the Instruction Office on a form that offers a profile of department information (trends within the department, productivity, and so on) as well as a rationale for why the position is needed. These forms from departments campus-wide are gathered in one packet and are distributed to members of the Academic Senate. They are used as a platform of information for Senators to consider at meetings during which they hear presentations by department chairs who advocate for proposed positions to be forwarded to the district for approval and funding. Based on these presentations, Senators vote to rank the submitted positions. That Senate ranking then goes to the Vice President of Instruction and Vice President of Student Services, who may adjust the list to create a final hiring list for SCC.

Once SCC’s final hiring list has been presented to the Academic Senate and approved by the College President, the Vice Presidents of Instruction and Student Services take it to the district where it is considered along with the lists from the other Los Rios colleges. There the Vice Presidents consider several factors—the total number of positions available/allocated in the district, the relative proportion of total WSCH at each college, and each school’s relative success in achieving a state-mandated ratio 75/25 of full-time to adjunct instruction—in order to determine a final number of positions for each campus. These are the positions that will be hired for the following fall semester although occasionally a position may be determined “critical,” in which case that position may be hired early for the spring semester, borrowing against the number of positions approved for fall start dates.

Department Chairs
Department Chairs are integral participants in the college’s planning processes. Overall, they assist their division deans while facilitating involvement of their
faculty colleagues in campus decision making. Among their many roles, the department chairs work with deans in creating the class schedule; guide department members in developing unit plans; work with deans to create hiring and evaluation committees; submit requests for new full-time faculty; guide department faculty through the Annual Data Review, Unit Plan, and Curriculum Review processes; and form a conduit of communication between department members, the dean, and the rest of the college.

Members of a department elect their department chairs to their positions. Chairs hold a two-year term.

Centers and Educational Planning

Sacramento City College’s centers in Davis, West Sacramento, and Downtown are the focus of educational planning as well as active participants in the planning process. The deans for these centers develop their own unit plans that contain educational objectives (in addition to their objectives for all other aspects of a functioning college). They also accomplish long-term planning at the Program Plan level for their respective centers. The centers offer classes from every division at the college, so planning their schedules, their various services, their facility needs, and student services needs—and for their growth and expansion to permanent locations—is a coordinated effort from the center deans with all constituencies on the main campus and at the District Office.

Organization of the Instructional Programs

Instructional programs at Sacramento City College are provided by nine academic divisions: Science and Allied Health; Business; Behavioral and Social Sciences; Advanced Technology; Learning Resources; Math, Statistics, and Engineering; Humanities and Fine Arts; Language and Literature; and Physical Education, Health and Athletics. Each of these divisions offers classes not only on the main campus but also in the principal outreach centers—Downtown, West Sacramento, and Davis—and in other outreach locations in the SCC service area.

In addition, each academic division has one or more instructional departments composed of faculty who teach classes in their given disciplines. The following chart illustrates the reporting responsibility of the dean for each academic division. In short, each division dean reports to one of the two associate vice presidents in the Instruction Office, who report to the Vice President of Instruction. SCC’s two outreach deans report directly to the Vice President of Instruction.
Academic Organization by Division

Vice President
Instruction

Associate Vice President
Instruction, Economic and
Workforce Development

Director III Health Career
Grants

Associate Vice President
of Instruction, General
Education and Outreach

Dean Downtown/West
Sacramento Centers

Dean Davis Center

Dean Science/Allied
Health

Dean Business

Dean Advanced Technology

Dean Learning Resources

Dean Math/
Statistics/Engineering

Dean Humanities
and Fine Arts

Dean Language/Literature

Dean Athletic Director
PE, Health, Athletics

Instructional Areas

**Advanced Technology**
Dean: Donnetta Webb
Technology 106, (916) 558-2491
Aeronautics
Cosmetology
Electric Vehicle Technology
Electronics Technology
Engineering Design Technology
Flight Technology (See Aeronautics)
Graphic Communication
Mechanical-Electrical Technology
Motorcycle Maintenance
Photography
Railroad Operations
Surveying (Geomatics) (See Engineering Design Technology)
**Behavioral and Social Sciences Division**
Dean: Jesus (Frank) Malaret
Rorda North 226, (916) 558-2401
- Administration of Justice
- Anthropology
- Early Childhood Education
- Family and Consumer Science
- Fashion and Interior Design
- Geography
- Gerontology
- History
- International Studies
- Instructional Assisting
- Liberal Studies for Elementary Teachers
- Political Science
- Psychology
- Social Sciences
- Sociology
- Women's Studies

**Business Division**
Dean: Shirley Short
Business Building 213, (916) 558-2581
- Accounting
- Bookkeeping and Office Management (See Business)
- Business
- Computer Information Science
- Economics
- Management (See Business)
- Marketing (See Business)
- Office Administration (See Business)
- Real Estate (See Business)

**Counseling and Student Success**
Dean: Delecia Nunnally-Robertson
Rorda North 111, (916) 558-2204
- Human Career Development
- Work Experience and Internships
Humanities and Fine Arts Division
Dean: Chris R. Iwata
Auditorium 19a, (916) 558-2551
   Art
   Communication
   Foreign Languages
   Humanities
   Music
   Philosophy
   Sign Language Studies
   Theatre Arts and Film

Language and Literature Division
Dean: Albert Garcia
Rodda South 226, (916) 558-2325
   English
   English as a Second Language
   Reading
   Journalism

Learning Resources Division
Dean: Rhonda Rios Kravitz
Learning Resource Center 236, (916) 558-2253
   Library
   Library and Information Technology
   Learning Skills & Tutorial Program

Mathematics/Statistics & Engineering Division
Dean: Anne E. Licciardi
South Gym 220, (916) 558-2201
   Engineering
   Mathematics
   Statistics

Physical Education, Health and Athletics Division
Dean: Mitch Campbell
Hughes Stadium, Section 1 & 3, (916) 558-2425
   Adaptive Physical Education
   Athletic Training
   Athletics
   Health Education
   Physical Education
   Recreation
Science and Allied Health Division
Dean: Mary K. Turner
Mohr Hall 18, (916) 558-2271
Allied Health
Astronomy
Biology
Chemistry
Dental Assisting
Dental Hygiene
Geology
Nursing, Registered
Nursing, Vocational
Occupational Therapy Assistant
Physics
Physical Therapist Assistant
The following sections of the Educational Plan include the Annual Data Review and Unit Plan for each instructional unit. These include an analysis of demographic, student success, productivity, enrollment, and other data for the department. The Unit Plans include objectives for the following fiscal year; these objectives respond to data and address the college goals.
Addenda