SACRAMENTO CITY COLLEGE

Working Together. Pursuing Excellence. Inspiring Achievement.

EST. 1916

ACCREDITATION INFORMATION

OCTOBER 5 - 8, 2015

What You Need to Know

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Welcome to the fall 2015 semester at Sacramento City College! We hope you had a restful and enjoyable summer. This fall brings the usual excitement of a new academic year plus the opportunity to welcome an Accreditation visiting team to the College.

Accreditation is an important process that assures the public that the College meets standards of quality. Moreover, it allows the College to qualify for, and distribute, federal funds to our students. As part of the self-evaluation process, the College prepared a report detailing how it meets key standards of practice. The Self-Evaluation Report can be found at _http://www.scc.losrios.edu/prie/institutional-effectiveness/accreditation/2015-accreditation-page/_ and, if you have not already done so, I encourage you to review it. It was produced by 126 people working collaboratively on 10 writing teams over two years. The report provides evidence that the College not only meets Accreditation Standards, but as a College we plan, implement, and evaluate what we do so that we can continuously improve our process and our student outcomes.

The site visit will be October 5-8, 2015, and this booklet is intended to serve as your guide. Please read it carefully as a reminder of those things that we will be sharing with the visiting team members.

Remember these three tips:

1) Greet visiting team members and provide assistance as needed. Be open and respond accurately to questions.

2) If you are unable to answer a question posed by a team member, guide that person to your dean or supervisor who might be able to provide that information.

3) For questions about SCC's Self Evaluation Report or the process, please contact Accreditation Liaison Officer Dr. Marybeth Buechner at (916) 558-2512 or email at _BuechnM@scc.losrios.edu_.

Kathryn E. Jeffery

What is Accreditation?

Institutional Accreditation is public certification of the quality of an institution. Sacramento City College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC). Accreditation is essential for the College; for example, it allows SCC to offer financial aid to students. Every six years, an accreditation team visits the College to ensure that the College meets standards of quality and responsibility. Being accredited tells the public and students that the College meets the standards needed for graduates to gain admission to other reputable institutions of higher learning or to achieve credentials for professional practice.

What is the Process of Accreditation?

Before the accreditation team visit, SCC developed over two years an extensive Self-Evaluation document. This self-reflective document provided the opportunity to assess college processes and evaluate our work at SCC. The effort was guided by a steering committee and overseen by a larger coordinating committee. Writing was done by teams from across the College, which gathered thorough information from documents, analysis of student success data, surveys, interviews with College personnel, review of College processes, etc. The writing was finished in May 2015 and, after it was approved by the Board of Trustees, the finished document was submitted to ACCJC. The College will welcome the visiting team in October 2015 as it conducts an in-person review of the institution. The team will work to ensure that the Self-Evaluation was accurate and that SCC meets accreditation quality standards.

What is an Accreditation visit?

A team of eight to 13 peer evaluators will visit the college for approximately four days to confirm that the College meets the Eligibility Requirements (ERs), Standards and Commission Policies. The visit occurs after the team has read the College's Self-Evaluation Report.

Sacramento City College History

Founded in 1916 as a department of Sacramento High School, Sacramento City College is the seventh oldest public community college in California and the oldest institution of higher learning in Sacramento.

Sacramento City College has a proud history as a pioneer in the region for diversity, quality education, and community partnership. Rare for its time, SCC was founded by a woman, Belle Cooledge, and with an all female class as its first graduates, the college began with the spirit of inclusion at its very heart. First known as Sacramento Junior College, Cooledge founded the college to provide a safe, welcoming place for students to learn the basics for a college education and to be a gathering spot for extra-curricular activities that would bring the community together. With this founding principle, Sacramento Junior College opened in 1916 on the top floor of Sacramento High School with 46 students and 16 part-time instructors.

The college eventually moved to its own campus at the corner of Sutterville and Freeport where it opened its doors to students in 1926. The campus consisted of just two buildings. Thirty-eight years later, as a result of a March 17, 1964 election, Sacramento City College separated from the Sacramento City Unified School District to join the newly organized Los Rios Junior College District, which assumed the operation of American River College and Sacramento City College. In 1970 the newly renamed Los Rios Community College District opened a third campus, Cosumnes River College. Folsom Lake College became the fourth fully-accredited college in the District in 2003.

SCC has grown by leaps and bounds in many ways. Now, nearly 100 years later, SCC has evolved with the times, but at its heart, the college vision remains the same: to create a learning community that celebrates diversity, nurtures personal growth, and inspires academic and economic leadership.

Mission, Vision and Values

Our Mission

Sacramento City College is an open-access, comprehensive community college serving a diverse student population. We provide a wide range of educational opportunities and support services leading to transfer, career advancement, basic skills development, degree and certificate attainment, and personal enrichment. Our commitment to continuous improvement through outcome-guided assessment, planning, and evaluation promotes student learning. Through these efforts, we contribute to the intellectual, cultural, and economic vitality of the community.

Our Vision

Sacramento City College seeks to create a learning community that celebrates diversity, nurtures personal growth, and inspires academic and economic leadership.

Our Values

- Working Together
- Pursuing Excellence
- Inspiring Achievement

SCC Goals

Goal A: Deliver student-centered programs and services that demonstrate a commitment to **teaching and learning effectiveness** and support student success in the achievement of basic skills, certificates, degrees, transfer, jobs, and other student educational goals.

Goal B: Align enrollment management processes to assist all students in moving through programs from first enrollment to **completion of educational goals**.

Goal C: Improve **organizational effectiveness** through increased employee engagement with the College community and continuous process improvement.

College-Set Standards and Institutional Effectiveness Goals

College-Set Standards: Accrediting Commission for Community and Junior Colleges (ACCJC)

These standards are the baseline expectations for the College; though it aspires to higher values. If the College falls below these standards, it will work to find out why and what changes, if any, are needed.

- Overall course success: 63%
- Fall to fall persistence at SCC: 37%
- Number of students who transfer to University of California (UC) & California State University (CSU) systems annually: 700
- Degrees awarded annually: 1,000
- Certificates awarded annually: 350
- CTE Perkins employment rates: 60–75%
- CTE Licensure exam pass rates: 80–85%
- Degrees/Certificates awarded (set by Department)

Institutional Effectiveness Goals: California Community College Chancellor's Office (CCCCO)

Each college is required to adopt the framework of indicators approved by the Board of Governors (BOG) and colleges/districts adopt goals for four indicators:
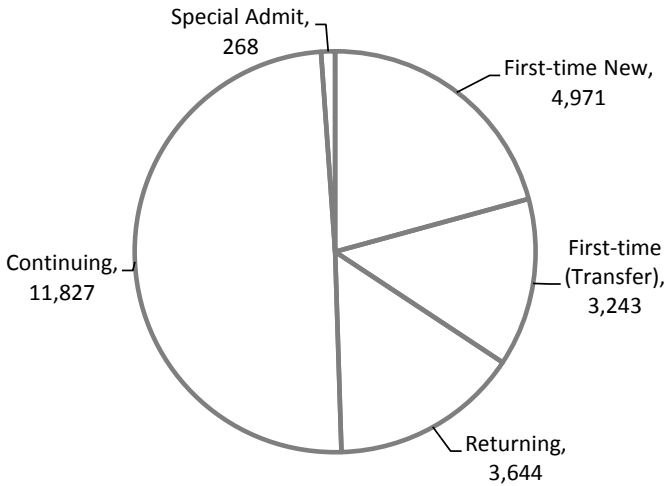
- Annual Successful Course Completion: 67.6% (CCCCO Data)
- Accreditation Status: Fully Accredited—No Action (FA-N)
    - Next visit: 10/05/2015
- District Fund Balance: 11%
- District Audit Findings: Unmodified (Unmodified auditor's report without internal control issues)

SCC developed these goals using Participatory Decision Making (PDM) processes beginning with the College Strategic Planning Committee (CSPC) and including all College constituencies.
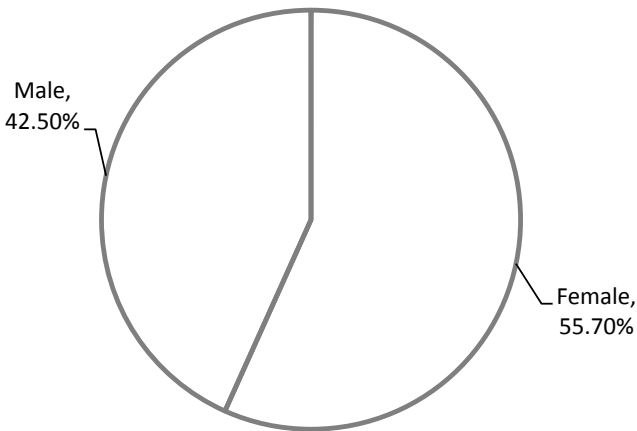
Sacramento City College Fast Facts: Student Demographics (Fall 2014)

Number of students: 23,966
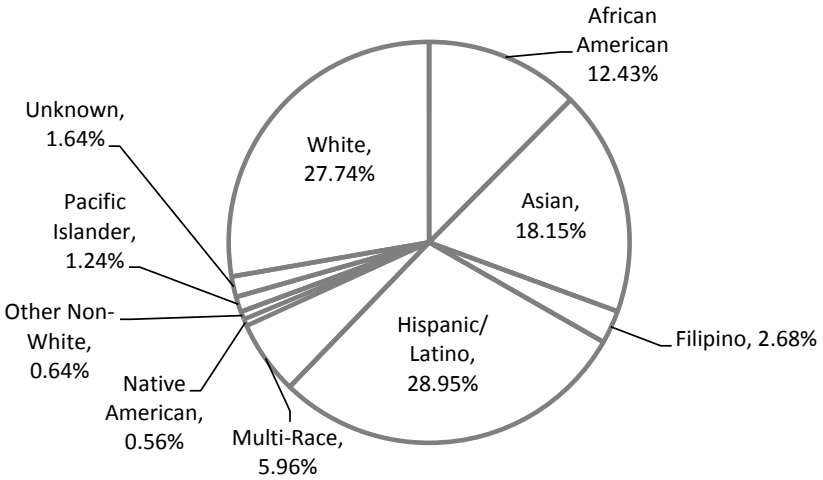
SCC Students by Enrollment Status

Special Admit, 268

First-time New, 4,971

First-time (Transfer), 3,243

Continuing, 11,827

Returning, 3,644

SCC Gender Distribution

Male, 42.50%

Female, 55.70%

Sacramento City College Fast Facts: Student Demographics (Fall 2014)

SCC Student Ethnicity Profile

- African American 12.43%
- Asian, 18.15%
- Filipino, 2.68%
- Hispanic/Latino, 28.95%
- Multi-Race, 5.96%
- Native American, 0.56%
- Other Non-White, 0.64%
- Pacific Islander, 1.24%
- Unknown, 1.64%
- White, 27.74%

SCC Age Group Distribution

- Under 18 Years, 1.30%
- 18-20 Years, 35.70%
- 21-24 Years, 24.90%
- 25-29 Years, 14.80%
- 30-39 Years, 12.10%
- 40+ Years, 11.30%
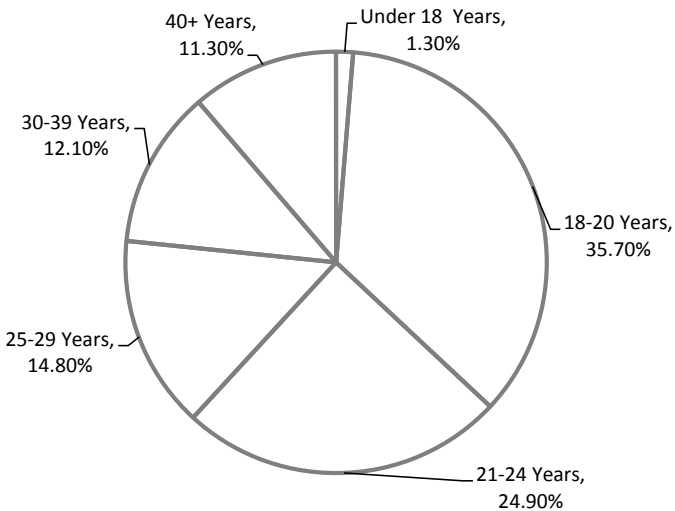
Sacramento City College Fast Facts: Student Demographics (Fall 2014)

SCC Student Household Income Level

Unable to Determine, 16.20%

Below Poverty, 39.80%

Middle & Above, 21.80%

Low, 22.20%
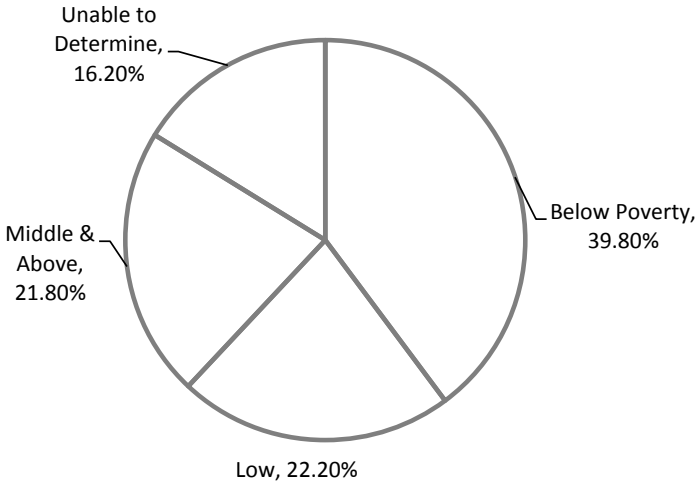
SCC College Students, First Generation Status

Yes, 34.80%

No, 65.20%
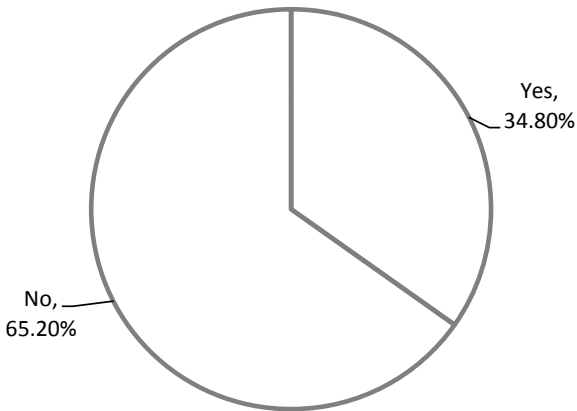
Sacramento City College Fast Facts: Employee Demographics (Fall 2014)

Faculty	759
Classified Staff (256) & Administrators (22)	278

Faculty
(by Race/Ethnicity)

African-American, 6%
American Indian/Alaskan Native, 1%
Asian, 10%
White Non-Hispanic , 62%
Hispanic, 10%
Multi-Ethnicity, 3%
Pacific Islander, 1%
Unknown, 7%
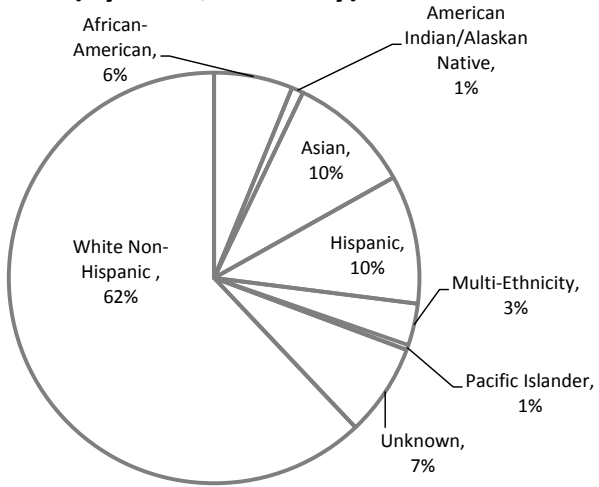
Administrators & Classifieds
(by Race/Ethnicity)

American Indian/Alaskan Native, 1%
African-American, 11%
White Non-Hispanic, 48%
Asian, 16%
Hispanic, 18%
Unknown, 3%
Pacific Islander, 0%
Multi-Ethnicity, 3%

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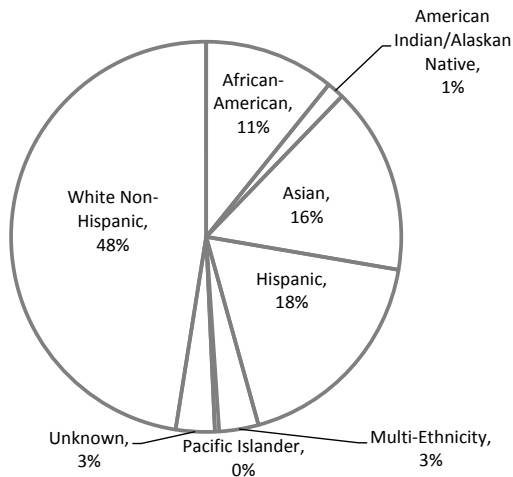
How is Sacramento City College Organized?

Sacramento City College is part of the Los Rios Community College District. The Board of Trustees, composed of seven elected members, oversee four colleges: American River College, Cosumnes River College, Folsom Lake College, and Sacramento City College. The Chancellor oversees the four colleges, each of which has its own President. SCC has four College Service Areas (CSAs) listed below:

President

- Vice Presidents (Instructional Services, Student Services, and Administrative Services)
- Public Information
- Planning, Research, & Institutional Effectiveness
- College Advancement
- Information Technology

Administrative Services

- Business Services
- City Café
- College Store
- Operations

Instructional Services

Academic Divisions

- Advanced Technology
- Behavioral and Social Science
- Business and Computer Information Science
- Humanities and Fine Arts
- Kinesiology, Health and Athletics
- Language and Literature
- Learning Resources
- Mathematics, Statistics and Engineering
- Science and Allied Health

Instructional Services (continued)

Educational Centers

- Davis Center
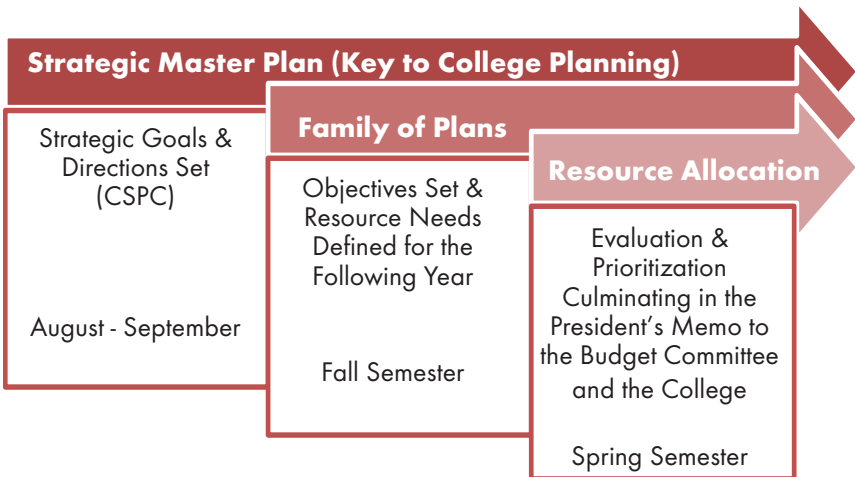- West Sacramento Center

Student Services

- Admissions and Records
- Assessment Center
- Student Associated Council
- CalWORKs
- Career Center
- Counseling Center
- Cultural Awareness Center
- Disability Resource Center
- Extended Opportunities Programs and Services (EOP&S)
- Financial Aid
- Health Services
- High School Outreach and Recruitment
- International Student Center
- Job Services
- Learning (dis)Abilities Program
- Orientation
- RISE Program
- Puente Project
- Student Leadership and Development
- Transfer Center
- Veterans Affairs
- Workability III
- Work Experience and Internships

Planning, Research and Institutional Effectiveness

Working together to accomplish its mission and improve effectiveness is central to what the College does each and every day. The complex and diverse college community works in many different areas, with multiple objectives and outcomes, as it supports student access, learning, and achievement. A rich array of data is available to help plan and implement changes to improve programs and services. That data includes student learning assessments, student achievement data, institutional effectiveness reports, and more.

The College's planning process is a key part of an ongoing, collegial, and self-reflective dialogue about institutional effectiveness. Sacramento City College continuously engages in systematic and integrated educational, financial, physical, and human resources planning. The College has multiple planning and evaluation tools. The SCC Strategic Planning System is designed to provide the framework within which the entire College community can work as a coordinated team. The diagram that follows demonstrates the timeline of the College's Strategic Planning Process.

The College Strategic Planning Committee (CSPC) is specifically charged with initiating the annual planning cycle by assessing and interpreting data as it reviews the College Mission, Vision, Values and Goals, and planning processes. As the year progresses, the College follows a cycle of data review, planning, and evaluation.

Strategic Master Plan (Key to College Planning)

Strategic Goals & Directions Set (CSPC)	Family of Plans	Resource Allocation
	Objectives Set & Resource Needs Defined for the Following Year	Evaluation & Prioritization Culminating in the President's Memo to the Budget Committee and the College
August - September	Fall Semester	Spring Semester

Once the College goals are established, College plans are developed, reviewed, and updated as appropriate. The College develops a family of plans designed to address College needs at the institutional, program, and unit levels and outlines resource allocation processes as follows:

The _Strategic Master Plan_ provides the College framework for data evaluation, planning, development, resource allocation, implementation and evaluation.

Institutional Plans: College-wide "master plans" cover the range of activities of the major areas of the College.
- Educational Master Plan
- Resource Management & Capital Outlay Plan
- Student Services Master Plan
- Student Equity Plan
- Student Support Services Program Plan

Program Plans: Annual operational plans and reviews for programs have a focus that crosses College divisions (e.g., Distance Education, Tutoring, Staff Development, Marketing, Basic Skills, IT, Media Services, etc.).

Unit Plans: Annual operational plans from departments and units link directly to resource allocation through unit-based budgets and budget committee funding. Annual _Unit Plan Accomplishment Reports_ (reviews) are completed.

Resource Plans: These describe the annual resource allocation processes for the five resource areas:
- Financial
- Facilities
- Faculty
- Classified Staff
- Information Technology

Program Review: Multi-annual reviews that incorporate and synthesize several years of annual planning and review work.

Student Learning Outcomes (SLOs)

<u>Overview</u>

Sacramento City College is committed to implementing a college-wide assessment plan that produces strong and clear evidence of learning and assesses institutional level goals and objectives. Below is an overview of Sacramento City College's SLO process:
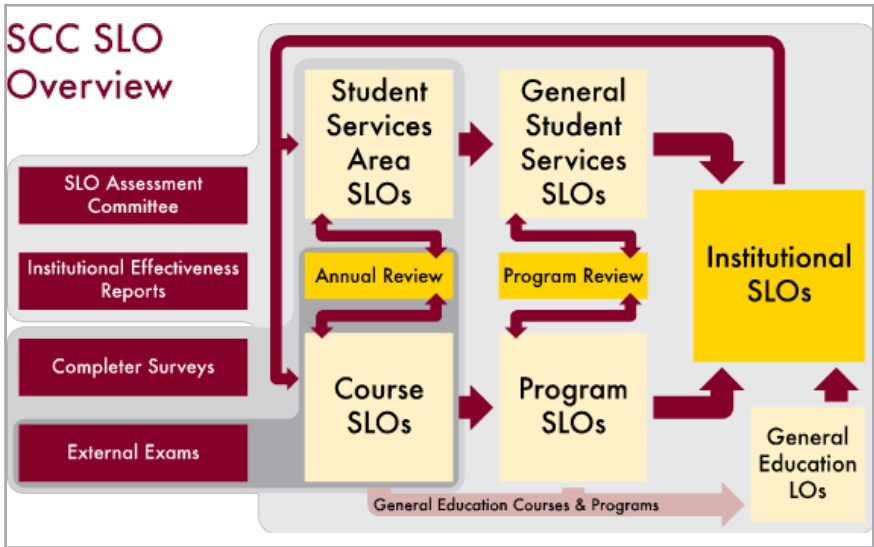
SLOs are developed, implemented, and evaluated on a number of levels, from the course level to the institutional level. The broadest SLOs are the Institutional SLOs (ISLOs), which state the skills and abilities that all SCC students will attain during the completion of their programs of study. General Education Learning Outcomes (GELOs) describe the learning outcomes achieved through the General Education patterns taken by students completing degrees.

The Institutional Student Learning Outcomes (ISLOs) were recently modified by the Student Learning Outcome Assessment Committee (SLOAC) to allow them to apply to both students completing degrees and students completing certificates. Students completing certificates do not take the General Education (GE) courses, as do students completing degrees. General Education Student Learning Outcomes (GELOs) remained as expected learning outcomes for students completing the GE patterns.

Institutional Student Learning Outcomes (ISLOs)

Upon completion of a course of study (degree, certificate, or substantial coursework), a student will be able to:

- use effective reading and writing skills. (Written Communication)

- demonstrate growth and lifelong learning skills, including healthful living, effective speaking, cross-cultural sensitivity, and/or technological proficiency. (Life Competencies)

- use information resources effectively and analyze information using critical thinking, including problem solving, the examination of how personal ways of thinking influence reasoning and/or the use of quantitative reasoning methods. (Critical Thinking and Problem Solving)

- apply content knowledge, demonstrate fluency, and evaluate information within his or her course of study. (Depth of Knowledge)

Students completing degrees will have completed the ISLOs as part of their general education coursework. Students completing certificates will have completed the ISLOs as part of their required courses for the certificate.

Instructional Program SLOs (ProLOs) define the skills and abilities gained by successful completion of specific degrees and certificates offered by the college. Similarly, course SLOs are statements of the skills and abilities attained through success in specific courses. The skills gained in courses within a program of study combine to produce achievement of the ProLOs.

Student Services Area SLOs are developed and evaluated by student services members interacting with students in various student services areas. These Student Services Area SLOs are included in a cyclical review process and serve as a source for the development of General Student Services SLOs that, in turn, inform the development of Institutional SLOs.

Assessment of SLOs is ongoing; reporting of SLO assessment results is periodic. Assessment and feedback regarding SLOs occur in a variety of ways, including annual reviews and reporting by individual faculty, and cyclical Program Review by departments. Additionally, the SLO Assessment Committee (on a continuous basis) and Institutional Effectiveness Reports (on an annual basis) provide feedback and guidance on the overall SLO process at SCC. In some cases, results from completer surveys administered to students and/or external exams (e.g. vocational license exams) help evaluate particular course and student services area SLOs.

Highlights of Self-Evaluation Report
The College continously complies with ACCJC Regulations and Standards.

Standard I: Institutional Mission and Effectiveness
* The mission statement is regularly reviewed and revised as needed.
* Planning follows clear, regular cycles that are broadly supported.
* The College uses a wide range of data for evaluation and revision.

Standard II: Student Learning Programs and Services
* SLO assessment is ongoing at every level, site, and modality. Formal SLO assessment reporting is completed on a planned cycle.
* Instruction and Student Service areas routinely review data for continous quality improvement.
* Equivalent services and learning resources for every site and modality.

Standard III: Resources
* LRCCD and SCC have an excellent record of hiring and managing employees through fair and equitable processes. Professional development is a regular part of the College and District culture.
* The College facilities provide a quality learning environment; employees are involved in planning new and renovated facilities.
* Technology services, training, hardware, and software support the mission and effectiveness of the College.
* Financial planning is integrated into the College's planning process with participation from all constituency groups. The College's financial planning is a part of the Los Rios CCD budgeting process.

Standard IV: Leadership and Governance
* The practice of tri-chairs for all standing committees supports a culture of participatory decision-making.
* The College is reviewing and revising its "Blue Book" guide to participatory decision-making to ensure accuracy of the information and support for enhanced participation by all constituencies.
* Processes and practices of the Board of Trustees are open and regularly reviewed. The Board is a model for communciation, leadership, and governance.

The following page lists SCC's Actionable Improvement Plans (AIPs). The College is focusing on continuous improvement in these areas.

Actionable Improvement Plans (AIPs)

The self-evaluation includes AIPs that demonstrate how SCC works to continually improve.

Actionable Improvement Plan (I.B.3, I.B.4)

The College Leadership will develop "best practices" for engagement of departments and units in the planning process to:

- Include strategies for effective communication, timely completion, and deeper understanding of the planning process and models that would be effective for groups of various sizes and responsibilities.
- Support ongoing continuous process improvement with respect to the engagement of departments with the planning process.

Actionable Improvement Plan (II.A.1, II.A.1.c, II.A.2.a, II.A.3.c)

Through the Student Learning Outcomes Assessment Committee (SLOAC), the College will institutionalize its updated and enhanced processes and accountability tools to ensure that all student learning outcomes, at all levels, are assessed on a systematic and cyclical basis and ensure that the results are used for continuous improvement.

Actionable Improvement Plan (IV.A.1, IV.A.2.a)

As part of the ongoing cycle of continuous improvement, the College President, President's Cabinet, and all constituency leadership will facilitate and futher develop dialogue, activities, and initiatives designed to improve College engagement in, understanding of, and respect for participatory decision-making. The Blue Book Task Force was convened in April 2015, an important first step to address these issues.

Actionable Improvement Plan (IV.A.3, IV.A.5)

To improve effective and satisfactory cross-constituency participation in the governance of the College, the College Leadership will:

- Develop a more robust Campus Issues process to facilitate a timely response and thorough explanation for how and why decisions are made.
- Create a clear and transparent process for utilizing survey data to make process improvements in communication and participatory decision-making.
- Provide both formal and informal venues for College-wide information sharing.

Visiting Team Members

Dr. Norma Ambriz-Galaviz (Chair), President
Merritt College

Dr. Norma Ambriz-Galaviz has served as President of Merritt since January 2013. Prior to this appointment, she served as Vice President of Instruction for Mission College in Santa Clara.

Dr. Ambriz-Galaviz's professional career spans over 30 years working with the recruitment, retention and instruction of youth in their post-secondary educational journey. She has served various positions from counselor, instructor, and program coordinator/director to other executive positions. The ability to have served in Student Services and Instructional positions has allowed her to gain greater insight to importance of support services and quality instructional programs. Participatory governance is another major endeavor that she evaluates for organizational effectiveness.

Dr. Ambriz-Galaviz has been active in serving on numerous accreditation teams for the Accrediting Commission for Community and Junior Colleges. She is a member of the National Hispana Leadership Institute, Association of California Community College Administrators, Community College League of California and the other Alameda County organizations.

Ms. Stephanie Harding (Assistant), Interim Executive
Assistant, President's Office – Merritt College

Stefanie Harding is currently serving as the Interim Executive Assistant to the President at Merritt College in Oakland, California. She has worked for Merritt for seven years serving as the Staff Assistant to the President, and as Classified Senate President for the last two terms. She is actively involved in participatory governance as a member of the College's Educational Master Planning Committee, the College Council and the District's Planning and Budgeting Council. She had a primary role in the development of the 2015 Merritt College Institutional Self-Evaluation Report in Support of Reaffirmation of Accreditation. Stefanie graduated from Merritt College with an AA in Social Science and Liberal Arts. She went on to receive her BA in Graphic Design with a minor in Business Administration from the California State University, Hayward.

Dr. Diane Dieckmeyer, VP, Academic Affairs
Norco College

Dr. Diane Dieckmeyer has more than 28 years of teaching and educational leadership experience. She started her career in the K-12 system before moving to the community college. Prior to becoming an administrator, Dr. Dieckmeyer was a tenured reading faculty member at Norco College and served on the academic senate, as a department chair, and as the Faculty Development Coordinator. For several years she served as the Dean of Instruction before becoming the Vice President, Academic Affairs in 2010. She has been at Norco College as a faculty and administrator for fifteen years.

Ms. Virginia Guleff, VP, Education and Student Services
Mendocino College

Virginia Guleff is Vice-President of Education and Student Services and the Accreditation Liaison Officer for Mendocino College. Virginia has worked at the community college for 29 years, beginning as a tutor in 1986 at De Anza College and holding a variety of positions in the system, including a full-time tenured position as ESL / English instructor from 1996 – 2007 in the San Diego Community College District. Virginia came to Mendocino College in 2007 as Dean of Instruction and held that position for five years until becoming Vice-President in 2012. Virginia earned both a B.A. and an M.A. in Linguistics and is the co-author of two ESL textbooks. Virginia has served on a number of visiting accreditation teams; most recently, she coordinated the self-evaluation process at her own campus in March 2014, during which the college received full accreditation.

Dr. Tim Harrison, Dean of Athletics, Health, Kinesiology and Off-Campus Programs — Ventura College

Dr. Harrison has been a California Community College administrator since 2008. He is a current member of ACCCA and participant of the ACCCA 2015-2016 Mentor Program. Dr. Harrison received his Ed.D. in Higher Education Leadership from California Lutheran University, a MA in Health Physical Education and Recreation from Saint Mary's College, a BA from UC Santa Barbara in Psychology, and general education courses from Diablo Valley College. A fun fact about Dr. Harrison is that he was a Men's and Women's Basketball Coach for 16 years at the Professional, NCAA, NAIA, California Community College, and High School levels.

Ms. Deborah Ikeda, President
Clovis Community College

Ms. Ikeda started work as a counselor for Loop City College, one of the Chicago City Colleges, in 1977 and eventually became an Assistant Dean of Academic Support Services there before becoming the Associate Dean of Students, Counseling and Guidance at Fresno City College in 1981. She served as the Interim VP of Instruction for Fresno City College for one year (2003-2004) before becoming the VP of Instruction and Student Services for the State Center Community College District North Centers in 2005, where she led the accreditation effort to start a new college, Clovis Community College. Ms. Ikeda served on the California Community College Board of Chief Instructional Officers. She has served on the California Community College Chancellor's Office Advisory Committee for Matriculation and served in a similar capacity for the Counseling Advisory Committee. She has been on numerous ACCJC team visits and led a team to Golden West Community College. She and her husband were inducted into the City of Clovis Hall of Fame in June 2013 and named a Portrait of Success by KSEE.

Ms. Evelyn Lord, Head Librarian
Laney College

Evelyn Lord is currently the Head Librarian at Laney College in Oakland, California, where she has served on the faculty since 1995. Beyond the library, Evelyn has taken on numerous leadership roles, including three terms as academic senate president as well as stints as curriculum chair and tenure review facilitator. Evelyn is the system administrator for the Peralta District library system and has been active on the college and district technology committees. Evelyn recently joined the executive committee of the Council of Chief Librarians as representative of the San Francisco / East Bay region.

Dr. Mallory Newell, Supervisor, Institutional Research and Planning – De Anza College

Dr. Newell has served as the Supervisor of Institutional Research and Planning at De Anza College in Cupertino since 2010. She is currently the college's Accreditation Liaison Officer. Prior to coming to De Anza, Dr. Newell worked on higher education policies and legislation for the California Postsecondary Education Commission in Sacramento. She has a bachelor's degree in Communication Studies and a master's degree in Political Science from California State University, Chico, as well as a doctorate in Educational Leadership and Policy Studies from California State University, Sacramento.

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Mr. Richard Pagel, VP, Administrative Services
Orange Coast College

Dr. Pagel is the Vice President of Administrative Services at Orange Coast College in Costa Mesa, California. His responsibilities include leadership of the Administrative Service Wing: General Fund Accounting, Bursar's Office, Human Resources, Maintenance and Operations, New Construction, Public Safety and Social Enterprises. Dr. Pagel has served as Vice President since 2004 and prior he was the Director of Internal Audit for the Coast Community College District and also served as an Internal Auditor in the California State University Chancellor's office. Dr. Pagel a part time instructor in the Doctoral Program – Higher Education Leadership at California State University, Long Beach. Dr. Pagel and his family live in Huntington Beach, California.

Dr. Tanya Renner, Professor of Psychology
Kapi'olani Community College

Tanya Renner is a professor of psychology at Kapi'olani Community College. She has a PhD in developmental psychology from the University of California, Berkeley. Her research emphasizes quantitative and qualitative analysis and program evaluation, especially with regard to assessment of student learning outcomes (SLOs) and alignment of assessment of learning with accreditation standards. Her SLOs activities typically employ authentic and holistic strategies for assessment. She was a member of the AAC&U faculty team that wrote the VALUE metarubric for critical thinking and has been a mentor for college teams attending WASC assessment retreats.

Ms. Jonna Schengel, Physical Therapist Assistant
Program Director — College of the Sequoias

Dr. Schengel has been a Physical Therapist for over 30 years and transitioned into higher education for the last 6 years. She developed the PTA program at COS, which required a very intense accreditation application and process by the Commission on Physical Therapy Education (CAPTE). She is dedicated to workforce development through education and her goal is to help students succeed in programs that lead to employment. She completed her Ed.D. in 2014 with a research focus on impacted program selection criteria that maintain the open access mandate of community colleges as well ensure student success and high pass rates on state and national board exams. Areas of interest in higher education include exploring the connection between the accreditation process and student success; ongoing program assessment for improved student outcomes; embedding basic skill instruction in content based courses that lead to employment. She has served on District Governance Council; Institutional Planning and Effectiveness Committee, Instructional Council as well as the Accreditation Response Task Force at the College of the Sequoias.

Contributors to the 2015 Accreditation Self-Evaluation Report

Accreditation Steering Committee
(Working group managing the writing of the Self-Evaluation Report)

Virginia "Ginni" May—Faculty Tri-Chair, Self-Evaluation Report
Kelly Irwin—Classified Tri-Chair, Self-Evaluation Report
Don Palm—Management Tri-Chair, Self-Evaluation Report
Daniel O'Neil—Student Government Representative
Cathy Chenu-Campbell—Evidence Coordinator
Marybeth Buechner—Accreditation Liaison Officer (ALO)

Accreditation Coordinating Committee
(Policy group to oversee the Accreditation cycle including the preparation of the Self-Evaluation Report and the external team site visit)

Dr. Kathryn Jeffery—President
Laduan Smedley—Vice President of Administration
Dr. Mary Turner—Vice President of Instruction
Michael Poindexter—Vice President of Student Services
Monica Souza/Sandra Belmares—President, Classified Senate
Frank Malaret/Christine Hernandez—Chair, Senior Leadership Team
Sandeep Singh—President, Student Government
Rick Brewer—Public Information Officer
Janis Haag—Self-Evaluation Report Editor
Dr. Norman Lorenz—Coordinator, Staff Resource Center
Kelly Irwin—Classified Tri-Chair, Self-Evaluation Report
Virginia "Ginni" May—President, Academic Senate and Faculty Tri-Chair, Self-Evaluation Report
Donald Palm—Management Tri-Chair, Self-Evaluation Report
Dr. Marybeth Buechner—Accreditation Liaison Officer (ALO)
Dr. Elaine Ader—Dean, Information Technology
Cathy Chenu-Campbell—Evidence Coordinator
Dr. Maria Regalado—SLO Coordinator
Daniel O'Neil—Student Government Representative

Standard Section Tri-Chairs**

Standard I:
Mission
Norman Lorenz
Kimberly Goff
Anne Licciardi

Standard IIA:
Instructional Programs
Lonnie Larson
Marilyn Perry
Albert Garcia

Standard IIB:
Student Support Services
Irma Rodriguez
Elaine Ader

Standard IIC:
Library and Learning Support Services
Carl Sjovold
Chris Iwata
Sarah Eyanson

Standard IIIA:
Human Resources
Patti Redmond
Christine Hernandez
Janice Hans

Standard IIIB:
Physical Resources
Kris Janssen
Mitchell Campbell
Sandra Belmares

Standard IIIC:
Technology Resources
Joshua Roberts
Deborah Saks
Shawn Ledet

Standard IIID:
Financial Resources
Gregory Rose
James Collins
Reginald Jean-Giles

Standard IV:
Leadership and Governance
Connie Zuercher
Frank Malaret
Monica Souza

All Other Parts:
Virginia May
Kelly Irwin
Donald Palm
Marybeth Buechner
Anne Danenberg

Editor
Janis Haag

Evidence Coordinator
Catherine Chenu-Campbell

Evidence Assistants
Emily Layton
Daniel O'Neil

**In addition to the tri-chairs, over 100 faculty, staff, and managers participated in writing the drafts of the self-evaluation report.

What to Expect During the Site Visit

The visiting team will spend a few long days on campus. They will be here from Monday, October 5, through Thursday, October 8. They will have already spent a great deal of time studying the materials the College sent them and the information on the website. They will have tentatively identified strengths and challenges for SCC and will follow up to see if those are correct.

The team will focus on evidence. They will review all of the information the College can provide. They will thoroughly examine the evidence provided in the Self-Evaluation Report and will review many documents. They may ask for items that have not been provided. They will not take statements at face value, but will look for evidence to back up what is said. The team will look at the information the College provides to the public to ensure that it is accurate.

Visiting team members talk with College staff and students. Many of these interviews will be scheduled prior to the visit. College staff and students who are scheduled for interviews will be given advance notice. Additional interviews may be requested during the visit. The team members will attend open forums where College staff and students may provide them with input. They may visit classrooms and attend committee meetings.

The team will emphasize the "gather information...identify actions to improve...take action...gather information" cycle. They will look for examples of ways in which the College has used qualitative and quantitative information to improve student learning and College processes. Based on that information, they will look to see how SCC has changed courses, student services, etc. For example, they will examine the assessment of Student Learning Outcomes to ensure that the College uses that assessment to make needed changes. The team will examine the College's use of data in integrated planning (Unit Plans, Program Plans, Program Review, etc.). The team will expect the College to know and fulfill its Mission.

<u>The team will look for evidence that students have equivalent experiences in all instructional modalities and at all College locations</u>. They will check that distance education classes show evidence of regular and effective instructor-initiated contact. They will look for evidence that student services are available at the Centers and outreach sites. They will look at course success rates and other measures for all locations and modalities.

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Sacramento City College seeks to create a learning community that celebrates diversity, nurtures personal growth, and inspires academic and economic leadership.