

Sacramento City College Strategic Planning System

Title: Educational Master Plan

Plan Type: Institutional

OPR: VPI

OCR: VPSS

Collaborative Groups:

Academic Senate
Curriculum Committee
Department Chairs' Council
Enrollment Management Committee
Faculty Workload Committee
Instructional Deans' Council
Joint Deans' Council

Revision Date: August 31, 2013 (Updated July, 2015)

Developed 2006; Revised 8/31/09; Reviewed 8/31/10, 8/31/11, 8/31/12

References:

- AB 1725
- Academic Senate Handbook (Local and ASCC)
- Los Rios Community College District Guidelines for Authorizing New and Replacement Faculty Positions
- Los Rios Community College District Policies and Regulations
- Los Rios Community College Program Planning Council Operating Guidelines
- Los Rios Community College District Strategic Plan
- LRCFT Contract
- Sacramento City College Class Cancellation Guidelines
- Sacramento City College Schedule Building Guidelines
- Sacramento City College's Statement of Philosophy of Student Learning Outcome Assessment
- Title 5 and California Ed Code regarding Academic Programs

EDUCATIONAL MASTER PLAN

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PURPOSE

The Educational Master Plan is a part of the Sacramento City College (SCC) Strategic Planning system, a data-drive planning cycle that begins with the assessment and valuation of outcomes, measures of merits, 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 Master Plan (EMP) is one of three institutional plans (the Education Master 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.

INSTITUTIONAL OVERVIEW

Background

Sacramento City College (SCC) is one of four colleges within the Los Rios Community College District (LRCCD) serving the greater Sacramento region which has a population of nearly 2.5 million. The region is the fourth largest metropolitan area in California. Sacramento City College is located in Sacramento, the capital of the State of California. The city, with an estimated population of nearly 500,000, is the largest city in a six county region and the sixth-largest city in the state. In 2002, the Civil Rights Project at Harvard University names Sacramento as America's Most Diverse City and Sacramento County continues to be one of the most diverse counties in the country. The non-Hispanic white population of Sacramento has been in decline since the 1940's. Although in 1940, 94% of the population was white, it currently has declined to 34.5%. In contract, both the Asian and Hispanic populations are experiencing significant growth. In addition, Sacramento has one of the highest LGBT populations per capita, ranking 7th among major U.S. cities and third in California.

Located near downtown Sacramento, SCC serves a diverse population in the cities of Sacramento, West Sacramento, and Davis. Founded in 1916, Sacramento City College will be celebrating its 100th anniversary in 2016. It is the seventh oldest public community college in California and the oldest institution of higher learning in Sacramento. The College operates two outreach centers, one in West Sacramento located adjacent to the City of West Sacramento Civic Center and one in Davis in the University of California, Davis West Village. The Davis Center is the only community college center operating on a University of California campus.

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.

Vision

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

Values

Working Together – Pursuing Excellence – Inspiring Achievement

Goals/Strategies

SCC 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.

Strategies:

- A1. Promote the engagement and success of all students, with a special emphasis on first-year students who are new to college.
- A2. Review courses, programs and services and modify as needed to enhance student achievement.
- A3. Provide students with the tools and resources that they need to plan and carry out their education, complete degrees and certificates, and/or transfer.
- A4. Improve basic skills competencies in reading, writing, math, and information and technological competency across the curriculum in order to improve student preparedness for degree and certificate courses and for employment.
- A5. Deliver services, curriculum, and instruction that result in equivalent student outcomes for all modalities and locations.
- A6. Identify and disseminate information about teaching practices and curriculum that are effective for a diverse student body.
- A7. Implement practices and activities that reduce achievement gaps in student success.
- A8. Assess student learning at the course, program, and institutional levels and use those assessments to make appropriate changes that support student achievement.
- A9. Implement a formal college-wide plan to increase the completion of degrees and certificates across the college.
- A10. Ensure that students have opportunities to be involved in a range of co-curricular activities.

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

Strategies:

- B1. Revise or develop courses, programs, schedules and services based on assessment of emerging community needs and available college resources.
- B2. Use quantitative and qualitative data to identify strategies which improve enrollment management processes.
- B3. Explore and create multiple ways to disseminate information to students in order to engage them with learning in the college community.

- B4. Support “front door” policies and practices that assist students with the transition to college.
- B5. Maintain the quality and effectiveness of the physical plant in order to support access and success for students (i.e. modernization, TAP improvements, equipment purchases, etc.).
- B6. Expand interactions with community and industry partners in order to increase student opportunities for experiences that help them transition to careers (career exploration, completion of licenses, internships, etc.)
- B7. Provide students with clear pathways to goal completion.
- B8. Provide programs and services that help students overcome barriers to goal completion.

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

Strategies:

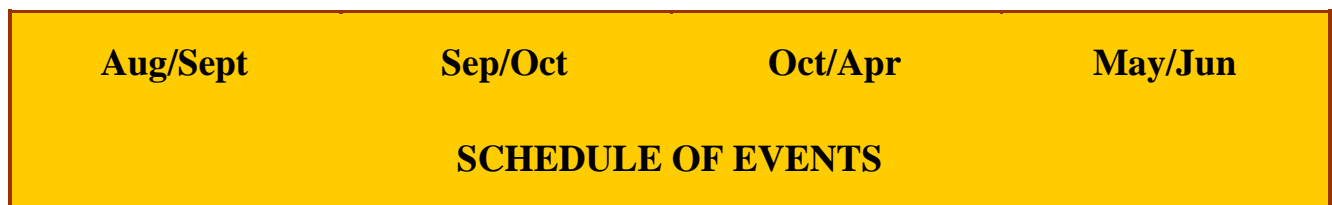
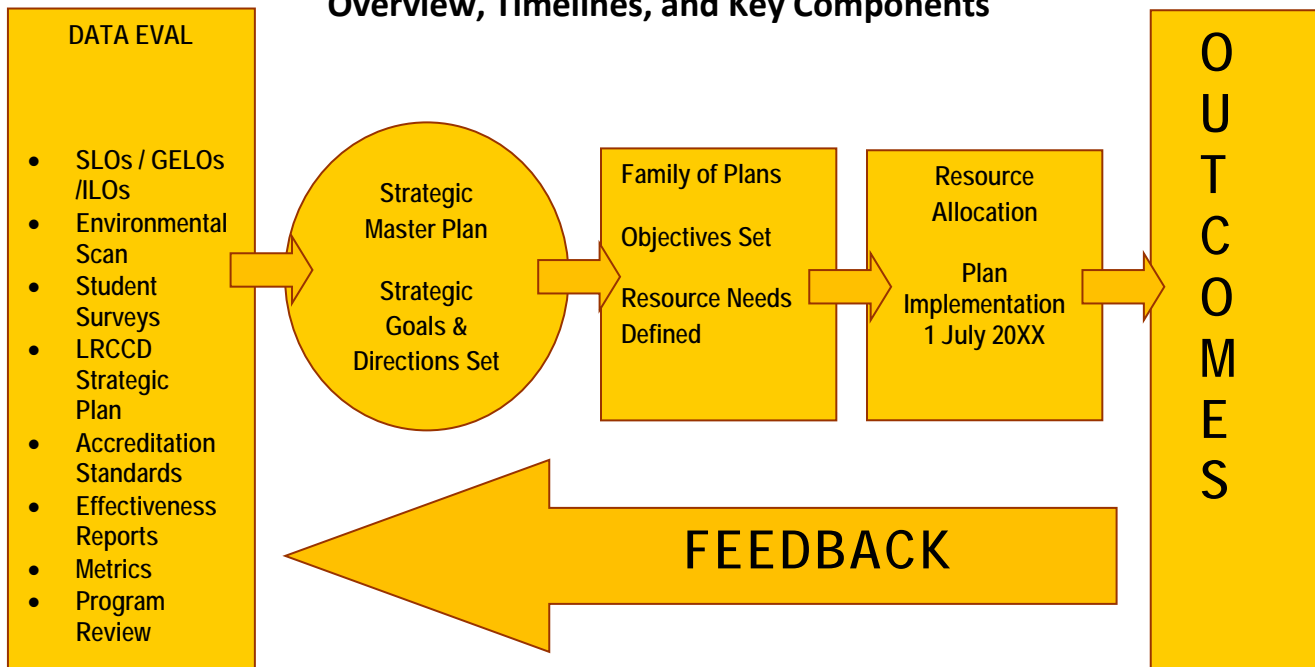
- C1. Review staff processes, including those for hiring, orientation, training, customer service, evaluation and professional development and modify as needed in order to make them more effective and inclusive.
- C2. Build and maintain an effective staff that reflects the diversity of our students and community.
- C3. Promote health, wellness and safety throughout the institution.
- C4. Utilize quantitative and qualitative data to help guide decision-making throughout the institution.
- C5. Increase the effectiveness of communication both within the college and between the college and the external community.
- C6. Continue to exercise transparent and fiscally sound financial management.
- C7. Encourage collegiality, connection, and participatory decision-making at the college.

OVERVIEW OF INTEGRATED PLANNING PROCESS
INSTRUCTIONAL PROGRAMS AND COLLEGE PLANNING

SCC’s strategic planning process occurs through an annual cycle of evaluating data, setting goals, identifying objectives, allocating resources, implementing the plan, and evaluating results. This cycle begins early in the fall semester and is completed by the end of the spring semester. 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

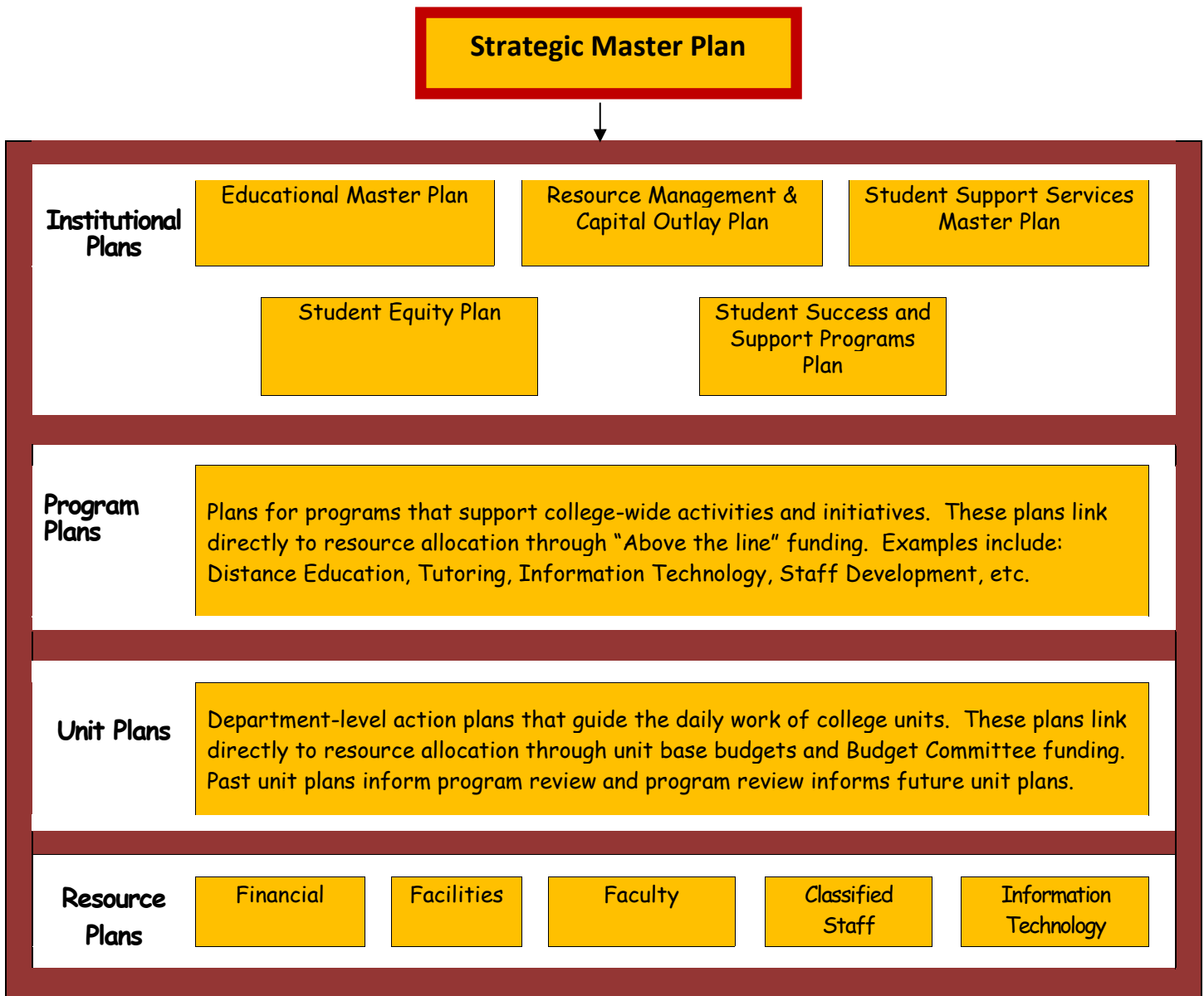


Illustrated from left to right in the above chart, planning for the instructional divisions and departments at the college will begin with evaluation of data in conjunction with the college’s strategic goals and directions to form objectives that will enable the college to accomplish its goals. These 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 “family of plans” referenced in the previous chart is illustrated by the following graphic.

SCC FAMILY OF PLANS

This strategic planning process includes both broad directions and specific college goals and objectives encompassing both strategic and operational planning. There are four different types of plans included within this comprehensive master plan framework: institutional, program, operational unit, and resource allocation. These four types of plans are described as the “family of plans.”



The institutional plans define the context and the scope of planning in each of the three functional areas – student services, instruction, and administration – as well as student equity and student success. The program plans identify the college objectives and initiatives, the outcome measures, and the resource requirement for achieving these outcomes. The operational unit plans address both new initiatives and maintenance of effort and define the objectives, outcome measures, and resources needed to accomplish objectives at the unit level that support the college strategic direction and goals. The resource plans define the process for obtaining input, criteria for prioritizing, and the recommendations for resource allocation.

Each step in the plan process relies on data. For example, the District Strategic Plan relies on district trend analysis; SCC Strategic Plan on institutional effectiveness data; Institutional Plans and Resource Plans on institutional and resource metrics; Program Plans on program metrics; Program Review on program data and student learning outcomes; and, Unit Plans on unit objectives and student learning outcomes. Data utilized for planning will be described in further detail in a following section.

Some resources for instructional needs will go beyond the scope of one department or unit due to the need being college-wide. For example, Distance Education crosses all divisions and departments. Although departments may address distance education needs in their individual unit plans, the primary planning for college-wide needs occurs through the program plans (ex., Distance Education, Information Technology, etc.) 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 the next planning cycle.

Data for Planning

Student Learning Outcomes 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) and 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 the department and division meetings. Based on that discussion, units write focused objectives for their areas (unit planning). Every six years, they consider the data when evaluating their classes and academic programs (Program 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)

Unit Plans and Resource Requests

Academic departments review their programs on a yearly basis and plan for the coming year through the Unit Plan and Resource Request process. The department yearly review includes, but is not limited to, an analysis of:

- Student Profile Data (ex., student achievement, student demographics, enrollment, etc.)
- Student Learning Outcomes Assessment
- Community and Industry Needs (includes transfer information and job placement)

Following review of appropriate data, the department develops a plan to address their findings and designs their unit plan objectives to strategically address fulfillment of college goals. Unit plan objectives may represent activities/projects conducted in a single year or carried through multiple years.

Unit Planning

Prioritization Process and Criteria

Although most unit plan objectives within Instructional Services start at the department level, division offices and the Office of Instruction also complete unit plans with objectives. When departments complete their objectives, they prioritize them within their unit plan. The objectives for all the departments within an instructional division and the division office are then collaboratively prioritized at the division level. Finally, objectives prioritized by the departments, the divisions, and the Office of Instruction are submitted for ranking by the Instructional College Service Area (CSA). Because of the size of the Instructional CSA, only the top ten objectives from each area are considered for the CSA ranking. All instructional managers review the submitted objectives and score them using the following rubric and process:

Ranking Instructions for Instructional Services (CSA) Unit Plan Objectives

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 criteria will be used to score the objectives to achieve the CSA ranking:

- **Support for College Goals:** The 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.
- **Important Initiative or Unit Need:** The objective is tied to an important campus initiative, or it articulates a critical need (either new or maintenance of effort) of the unit.

- **Clarity for Evaluation:** It is clear how the objective will be evaluated for completion and for program improvement.

The strongest objectives will very clearly meet all three criteria. Weaker objectives may have merit but will not be as clearly tied to college goals, strategic directions, and unit need—and/or may not be clear in how they will be evaluated for completion.

Using the above criteria, individuals will provide each objective with a score from 1 (does not meet the criteria) to 10 (strongly meets the criteria).

1	2	3	4	5	6	7	8	9	10
Does Not Meet Criteria								Strongly Meets Criteria	

Once individuals have scored each unit objectives, the scores will be sent to the Instruction Office. A composite score for each objective will be tallied. The highest possible score would equal 10 x # of individuals scoring and the lowest would be 1 x # of individuals scoring. The highest score will be ranked #1, next highest #2, etc. Prior to conversion of the composite scores to a ranked list (1, 2, 3, 4, etc.), the VPI will determine the priority order for any objectives with the same composite scores (ex., 3 objectives with a score of 112). Scores will then be converted to a ranked numerical listing (1 through 110, or maximum # of objectives ranked) that does not include any ties.

Discussion and Scoring Process:

Each Instructional Division Dean and the Vice President of Instruction are provided ten minutes to present and answer questions on the top ten objectives from their areas. Each instructional manager then scores the objectives according to the above rubric and submits their scoring sheets to the administrative assistant for the Vice President of Instruction. This individual tallies the scores and puts them into numerical order. In cases of tie scores, the VPI assigns the ranking to the objectives. Once this process is completed, the VPI submits a prioritized list of objectives to the Dean of Planning, Research, and Institutional Effectiveness. The results are then distributed to the departments, divisions, and utilized in the Resource Allocation Process by the Budget Committee.

Beginning in Fall 2014, the Instructional Services Area will expand the ranking of items to ensure that the objectives ranked include the top ten objectives with an identified fiscal need that will be sent to the Budget Committee for consideration. This will ensure that the Budget Committee has information from the College Service Area.

Outcome Measurement

Achievement of strategic plan goals, strategies, and objectives is measured through accomplishment of planned activities, as measured by program faculty and staff. Departments, divisions, and CSA’s are given flexibility in determining progress towards identified objective through both quantitative and/or qualitative methods. Assessment and analysis of achievement

and outcome measures reflecting progress towards identified objectives is conducted and reported annually. This information is utilized to measure progress in meeting the college's goals and strategies.

Program Review

Every six years, on a rotating basis, academic departments undergo Program Review. In this process, the departments conduct a comprehensive review looking at strengths, areas needing improvement, follow-up items for the department's unit plan, and anticipated implications and resources for course specific demographics, student success, enrollment, productivity, and student learning outcomes. Program faculty also review all degrees and/or certificate curriculum by answering the following questions:

- How does the degree and/or certificate prepare students for transfer and/or the workforce?
- What changes have been made to the program since the last program review cycle?
- Are any changes planned for the course sequence, pre-requisites, or electives of the program? If so, please describe. What changes are planned to meet the needs of employers or transfer institutions? What changes were suggested during the last update of the curriculum outline? Are any new degrees and/or certificates planned – e.g. AA-T or AS-T degrees?
- What are the latest Curriculum Committee approval date for degrees and certificates
- How many students have declared the program/certificate as their majors and how many degrees/certificates have been awarded during the past six years?
- What are results of the program SLO (ProLO) assessments and what do they mean for the program's strengths, challenges, plans, and future resource needs.
 - Summarize the types of skills and abilities (i.e. Program SLOs) at which students excel and those with which they struggle. What are the strengths and the areas needing improvement?
 - Summarize changes that have been made or are planned, based on Program SLO assessments, including changes to course assignments, class materials, prerequisites, teaching methods, etc. Note any follow up items for the department's Unit Plan and anticipated resource implications (ex., budget, staffing, sabbaticals or reassigned time requests, facilities, or curriculum proposals).
- Career technical education programs also address student placement and success.

In addition, program faculty review all courses, certificates and degrees in their current curriculum; update and revise the curriculum as necessary; and write any new curriculum to augment their offerings and better serve the SCC student population.

In addition to the comprehensive six year program review, all career technical education programs are evaluated every two years as mandated by the California Education Code, Section 78016. Programs evaluate labor market information data regarding annual average employment, employment change, average annual openings, and wages and training. Student technical skill attainment, completions, persistence and transfer, placement, and equity are also evaluated. The academic divisions that have career technical education programs are Advanced Technology,

Business and Computer Information Science, Behavioral and Social Sciences (Family and Consumer Sciences, Early Childhood Education, and Nutrition), Learning Resources (Library and Information Technology), and Science and Allied Health (Dental Assisting, Dental Hygiene, Nursing – Registered and Vocational, Occupational Therapy Assistant, and Physical Therapist Assistant).

PARTICIPATORY GOVERNANCE ROLES AND INSTRUCTIONAL SERVICES PROCESSES

Academic Senate

According to Title 5 §53200 of the California Education Code, the primary function of the Academic Senate is to make recommendations with respect to academic and professional matters. The SCC Academic Senate is the faculty source for college, district, and shared governance information. Each division on campus elects Senate representatives from both full-time and adjunct faculty based on FTE formulas. It is the Senators' responsibility to be an information conduit between their divisions and the Senate and act on behalf of the division faculty they represent. Per Title 5, the faculty are actively engaged in curriculum; degree and certificate requirements, grading policies; educational program development; establishing standards regarding student preparation and success; governance; accreditation; professional development; program review; institutional planning and budget development; and other mutually agreed upon academic and professional matters.

Centers and Educational Planning

Sacramento City College's Centers in Davis and West Sacramento are the focus of educational planning as well as active participants in the planning process. The deans for these Centers develop unit plans that contain educational objectives as well as other objectives to meet the specific needs of the Centers. The Centers offer classes from every division at the college, so planning their schedules, their various services (ex., counseling, financial aid, tutoring, etc.), and their facility needs for growth and expansion is a coordinated effort between the Center deans, the constituencies on the main campus, and the District Office.

Class Cancellation Criteria

Classes are sometimes cancelled because of low enrollments. The criteria for class cancellations have been agreed upon with the Academic Senate and are periodically reviewed by the deans, department chairs, and Faculty Workload Committee. These decisions are made by the division dean in consultation with the department chair. The criteria for deciding if a class should be cancelled include the number of students on the class roster, historical enrollments in the class, likelihood of meeting maximum enrollment by the first week of the term, options for students if the course is cancelled, and impact on the program from the cancellation. Whenever a class is removed from the schedule, an attempt is made to find alternative classes for any enrolled students.

Curriculum Process

Curriculum is the primary responsibility of the faculty, therefore, the process for developing new curriculum or revising existing curriculum starts at the department level. Curriculum development can be part of Program Review or it can be generated by an individual faculty member. Either way, the curriculum proposal is input into SOCRATES Curriculum Services, the intranet curriculum software for LRCCD.

The first level of curriculum approval is the department. 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 transmitted to their e-mail for a response. After department approval, the

curriculum proposal is submitted for Technical Review to a subcommittee of the Curriculum Committee. During the Technical Review process, most corrections and revisions are arranged. Curriculum outlines are also reviewed by other subcommittees of the Curriculum Committee including the Prerequisite/Corequisite/Advisory, Distance Education, General Education, Multicultural Graduation Requirement, and Honors subcommittees when appropriate.

The curriculum originator or department chair and the division dean present the outline for first reading at a meeting of the Curriculum Committee where additional suggestions for revision may be entertained. Once appropriate edits are completed, the outline is placed on the agenda of the Curriculum Committee for a second reading. If approved at that time, it is move forward to the District Curriculum Coordinating Committee (DCCC) for consideration. When appropriate, the DCCC presents approved curriculum to the LRCCD Board of Trustees for final approval. Some curriculum will also be presented to the State Chancellor's Office and the Accrediting Commission for Community and Junior Colleges (ACCJC) for final approval before the course and/or program is offered to students. In addition, career technical education curriculum may also be presented and considered by the North/Far North Regional Consortium.

Department Chairs

The position of department chair is delineated in the LRCFT contract and these individuals are integral participants in the college's planning processes. Department chairs are elected by department members for a two-year term of office and facilitate involvement of their faculty colleagues in campus decision making while assisting the division deans in managing the work of the division. Among their many roles, the department chairs work with deans in creating the class schedule; guide department members in development of the yearly unit plan; work with deans to create hiring and evaluation committees; submit requests for new full-time faculty; guide faculty through the annual data review and Program Review process; and form a conduit of communication between department members, the dean, and the rest of the college.

Faculty Allocation and Hiring Process

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, resignation, or identified growth and should be identified in the department's unit plan except for unanticipated needs. The requests are submitted to the Instruction Office through a process, timeline, and form agreed upon with the Academic Senate. The request form includes a profile of department information (trends within the department, productivity, etc.) as well as rationale for why the position is needed. Once completed and reviewed by the division dean, the forms are compiled by the Instruction Office and distributed to the Academic Senate. Department chairs review their position requests with the Academic Senate and senators rank the submitted positions. The Senate rankings are forwarded to the Vice President of Instruction, Vice President of Student Services, and the College President for review and development of a final faculty hiring list that moves forward to the district for approval and funding. The final allocation of positions is determined by the district.

New Program Development

Any plans for new programs (certificates and/or degrees) for the college are facilitated through a district-wide program planning process to ensure thorough awareness and discussion of the

program. This dialogue is designed to ensure that new programs have the potential for success 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 sites. This district-wide process starts first with an announcement of intent to the SCC Curriculum Committee. The Vice President of Instruction (VPI) then submits the program to the District's Vice Chancellor (VC) of Education and Technology for inclusion on the Program Placement Council (PPC) list. This list of program is reviewed by the Los Rios Program Placement Council which is chaired by the VC and includes the VPI's from each of the four colleges as well as the District Academic Senate President and the Chair of the DCCC. All programs placed on the PPC list are up for review every three years.

Considerations used when assessing program proposals include:

- Cost of the program to implement and maintain.
- Employment demand.
- Likelihood of the program to succeed/achieve sustainability.
- Likelihood of the program to have enough completers to meet federal focus on completion and sustain approval for federal financial aid (e.g. Gainful Employment requirements).
- Existence of a complementary suite of programs at the proposed college site.
- Promotion of comprehensive program offerings at all colleges by ensuring the District's smaller colleges (Folsom Lake and Cosumnes River) can grow to better serve their communities.
- Likelihood of the development of a comprehensive educational program.
- Regional need as evidenced in comments by bodies like the North/Far North Regional Consortium and/or local needs as evidenced by advisory committees or other similar local information-gathering processes related to program development.
- Availability of appropriate resources that have been approved or planned for as evidenced in a five-year plan or similar planning document: facilities, equipment, FTE, grant funding, etc.
- Impact of the development or replication of the program on other colleges.

Proposals for new athletic teams will be sent to the VPIs for discussion of any possible concerns by other colleges. The process to add or delete athletic teams is addressed in P/R 7141. When a team is proposed to be added, DCCC shall be informed.

Schedule Building Guidelines (April 23, 2010)

Background

Per the LRCFT Contract (Article 4.5.3.1), a College Faculty Workload Committee (FWC) may be convened by the Vice President of Instruction or LRCFT to determine the WSCH goals for each of the major subject areas and the workload goals for other service areas in order for the college to obtain the overall assigned workload goals. In Spring 2010, the FWC was convened in order to discuss the impact of disproportionate course reductions made in response to communication from the California Community College Chancellor's Office. The Schedule Building Guidelines were developed through collaborative dialogue between faculty members, Department Chairs, and administrators on the FWC.

Purpose

Sacramento City College is committed to ongoing enrollment management planning that serves the needs of its diverse students, offers comprehensive educational course work in academic disciplines and career/technical programs, and supports the college's enrollment and productivity goals.

Enrollment management is a participatory process among the college constituencies to define enrollment goals and establish procedures to reach these goals, thereby providing Sacramento City College with appropriate mechanisms to control its size, shape, and character. These mechanisms must be flexible and based on dialogue among the Instruction Office, the Academic Senate, the Department Chairs' Council, the Deans' Council, and the college faculty. There is a desire by all involved parties to bring transparency to the scheduling process, especially when disproportionate cuts are being proposed.

Although Sacramento City College is one of four colleges within the Los Rios Community College System and, therefore, governed by district policy and regulations, it is recognized the each college maintains its own identify and values. Workload goals, scheduling practices, philosophies for academic programs, faculty expertise may differ among the colleges even when the colleges offer the same courses, certificates and/or degrees.

One component of the enrollment management process is schedule building. Schedule building decisions must address the mission for community colleges to provide transfer, basic skills, and career technical education. This document identifies enrollment management principles and best practices that should be used by the college for schedule development as well as in times of schedule reductions.

Principles

- The college administration will assume Department Chairs are “responsible schedulers” who have worked with the department members to identify course priorities for their areas and utilize these priorities within the framework of the LRCFT contract to make scheduling recommendations.
- Department Chairs and administrators are committed to open dialogue during the scheduling process.
- Both Department Chairs and administrators acknowledge that the Chairs' role in the scheduling is advisory and administration has final right of assignment.
- When disproportionate FTE reductions are be proposed, information on the proposed reductions will be shared with the FWC prior to initiation of the cuts when possible. When urgent action is necessary, the VPI will inform the committee of the dialogues initiated with the Dean and Department Chair in a timely fashion.

Best Practices

- Departments identify a priority listing of courses for their areas based on how their areas can address core transfer, basic skills and career technical education.
- Depending upon the discipline, the following priorities should be utilized to identify “core” courses offerings and guide schedule development:

- Transfer
 - Part of Transfer Core (CSU/UC)
 - Project ASSIST designated courses
 - Transferable
- Basic Skills
 - Provide college skills
 - Gateway courses, just below college level
 - Align basic skills to CTE
- Career Technical Education
 - Address job market trends
 - Combine CTE and transfer career ladder
 - Have community and industry support
- The college FTE allocation along with division allocations will be provided to the Deans and Department Chairs by the Vice President of Instruction.
- Deans and Department Chairs will all meet together when discussing FTE allocation within the division. Deans and Department Chairs will work in a collaborative process to identify:
 - primary course offerings for the division,
 - a prioritized listing of courses to be added to the schedule if FTE is available, and
 - a prioritized listing of courses that would be cut from the schedule should conditions warrant.
- Schedules should initially be developed utilizing slightly less FTE than allocated by the VPI with a focus on ensuring full-time faculty loads are accommodated. This will allow for more responsive modifications to the schedule should there be needed adjustments to the FTE allocation.
- Course offerings and sequencing should be developed on a yearly cycle for Fall/Spring to allow for completion of degrees, programs, and/or certificates in a timely manner.
- Summer offerings should address core course needs for students. In addition, course offerings should be supported by sound pedagogical principles supporting student success in a compressed scheduling pattern.
- When similar programs exist at other colleges within the district, the departments should consult with their colleagues regarding course scheduling patterns to assist students in certificate, degree or transfer requirement completion.
- When opportunities for adding additional course offering occur, decisions should be based on the following considerations:
 - Departments experiencing the greatest reductions in offerings
 - Courses addressing core transfer, basic skills, and career technical education
 - Workload considerations for faculty (ex., course reductions/additions significantly increasing faculty workload – new preps, increased grading, increased oversight of sports programs or fine arts performances)
 - Influence of external/internal influences
- Final decisions regarding allocation of additional FTE will be the purview of the VPI after collaborative dialogue between faculty members, Department Chairs, and administrators on the FWC and in consultation with the affected division(s) and based on student data.

Periodic Review

It is recognized that schedule building guidelines may require periodic modifications to effectively address college enrollment management practices. The FWC will meet to review this document on a yearly basis. This meeting will precede scheduling deadlines to facilitate timely communication with the college community.

Scheduling Process and Allocation of 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 allocated FTEF, student demand, student need, and programmatic requirements. Separate schedules are developed for fall and spring semesters and for the summer term. 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 the LRCCD Fiscal Services and is influenced by statewide budgetary influences, productivity, and college planning (ex., center development). The deans and chairs consider number of sections, times of offerings, location, and staffing of classes. There is also collaboration with the appropriate outreach deans 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 deans submit it to their Associate Vice President of Instruction for review, after which it goes to an Instruction Services Technician (ISA) for input into the PeopleSoft course management system. After input, the ISA sends the division dean a schedule link (the online schedule not yet available for public viewing) for review and revision. After initial review and revision, the schedule is posted on the web for public viewing according to requirements in Title 5. Further changes to the schedule are made by submitting schedule change forms to the Instruction Office. Changes to the schedule are made up until the first day of instruction and continually throughout the term when needed. Schedule changes, especially course additions, are highlighted so that students receive accurate information when searching for a class.

Student Learning Outcomes in Curriculum and Academic Planning

A primary focus of the college's academic programs is to clearly establish and communicate student learning outcomes for all courses and programs, to routinely assess those outcomes, to analyze the results of the assessments, and to incorporate the results into both short-term and long-term planning. This is the heart of institution: determining the measures for what students should know or be able to do upon completion of a course or program and assessing to see if the students have actually achieved those outcomes. Because of this focus, the college has clearly defined course and program student learning outcomes as well as general and institution student learning outcomes and makes this information know to the community—faculty, staff, and students.

Learning outcomes are a fundamental part of the curriculum and program outlines that departments develop and revise, and the assessment of those outcomes is a critical source of data for planning within the department. Curriculum outlines, including learning outcomes, are housed in the district-wide electronic system for curriculum, SOCRATES Curriculum Services. According to the Student Learning Outcome Report 2013, 99.3% of all active college courses

have defined SLOs with the exceptions being special topics courses. Additionally, 77% of all college courses have on-going assessment of SLOs. For programs, 100% have defined SLOs, however, only 47% have on-going assessment of program learning outcomes—clearly an area for growth for the college. Planning based on the assessment of learning outcomes can be long-term through the Program Review process or short-term through the annual data review and Unit Planning process. In either case, the focus is on student achievement.

The College is in its eleventh year of supporting SLO assessment efforts across campus. The Student Learning Outcomes Assessment Committee (SLOAC) of the Academic Senate, formerly known as the SLO advisory group, is actively engaged in supporting SLO assessment efforts across all areas of the college. Throughout the 2007-08 academic year, the SLO advisory group played a major role in the development of the SLO Assessment Strategy and associated SLO planning tools. These were first adopted by the Academic Senate in 2008 and updated in Spring 2010 to include the SLO Departmental Multi-year Assessment Plan and the SLO Annual Course Assessment Report. The Academic Senate formed a subcommittee to draft the charge and composition of the SLOAC which was adopted by the Senate on November 5, 2013. The committee is continuing to grow as new members are added. The SLOAC is open to any college faculty or staff interested in SLO assessment and is currently composed of instructional and student services faculty, staff members, and administrators representing most of the academic divisions. The aim of the group is to provide support for SLO assessment efforts across the college community.

The SLOAC is currently working in conjunction with Information Technology staff to implement a computer program that will map course SLOs to Program SLOs then to general education SLOs and finally to institutional SLOs as soon as faculty or staff enter data in the electronic course SLO assessment report template. An SLO web page functions as a user-friendly resource to support departments and faculty in the process of SLO assessment. The site also houses the department SLO assessment reports at the course level and multi-year department SLO assessment plans for all SCC instructional departments. The SLOAC facilitates several SLO assessment support workshops every semester for any faculty and staff involved in SLO assessment reporting.

KEY ISSUES FOR PLANNING

Access

Preserving admission to college for individuals from all segments of society has been a key mission of community colleges nationwide. A significant question for all community colleges today is how to balance the important goal of broad and equal access to educational opportunity with student success. The focus on completion has the potential to influence just who is allowed to take advantage of higher educational opportunities. For community colleges, and at Sacramento City College access for everyone matters, and like other community colleges, it has been the primary postsecondary institution for nontraditional, underrepresented, low-income, and first-generation students. In examining access measures, City can ensure that its entering class reflects the socioeconomic and racial/ethnic profile of the feeder higher schools. It can strive to ensure that the focus on completion does not result in a more restricted student body. The examination of open access and success should be tied to a thorough understanding of the innumerable ways in which students use open-access institutions, their pathways and their outcomes and how these patterns interact with institutional policies and practices.

Accountability

There is a growing demand for increased accountability from educational institutions, especially higher education. The Obama administration previously set a 2020 goal to increase the community college graduation rate by 5 million more students. Most recently, President Barack Obama has unveiled his plan aimed at reducing college costs and measuring college performance through a rating system to be in place by 2015. His proposed system would be based on access, affordability, and outcomes and compare colleges with similar missions. Access would measure the percentage of students receiving Pell grants; affordability would assess tuition, scholarships, and loan debt; and outcomes would evaluate graduation and transfer rates, graduate earnings, and advanced degrees of college graduates. College performance would be published via a College Scorecard similar to the system already in place for the California Community College Scorecard and Gainful Employment reporting. The President would eventually seek legislations that would allocate student financial aid based on college ratings.

Basic Skills

Sacramento County 2013 STAR Test results show that 55% of 11th graders test below the proficient level in English Language Arts while 91% test below the proficient level in Algebra 1. Those figures from local high schools are mirrored by statewide assessment figures for California's community colleges. According to the October 2011 Chancellor's Office "Basic Skills Accountability" Report, 73.2% of California's community college students in 2009 assessed at one level or more below transfer level in English Writing. In Mathematics, 85% assessed at one or more level below transfer. In English Reading, 61.8% assessed at one or more level below transfer.

Both statewide and here at Sacramento City College, a majority of community college students require instruction in basic skills—in writing, reading, ESL, and/or mathematics. In scheduling classes and in offering programs and services, we are aware that a significant part of our college population requires developmental work in order to be successful in college-level classes. Thus,

we offer several levels of pre-transfer courses in each basic skills discipline and provide supplementary help in the Math Lab, the ESL Lab, the Reading Lab, and the Writing Center. Additionally, in recognition of the fact that students develop basic skills abilities in the context of their study in other disciplines and that disciplines across campus rely on students with proficient reading, writing, and math skills, an increasing number of cross-disciplinary efforts have arisen—for instance, the Allied Health Learning Community, the PALS learning communities, and workshops the Reading faculty have offered for the History Department.

The campus has developed a number of projects to help basic skills students, and many of these have been under the auspices of the statewide Basic Skills Initiative and SCC's local Basic Skills Initiative Steering Committee. This committee has monthly meetings run by the Basic Skills Coordinator. The committee discusses existing and new projects, the BSI budget, professional development related to basic skills, and campus data about basic skills students. SCC has also been an active participant in Sacramento Pathways to Success, a collaborative effort of Sacramento City Unified School District, California State University, Sacramento, and SCC. Among other aspects of this program, Sacramento Pathways has focused on creating clear curricular pathways for students in math, reading, and English as they matriculate through our respective institutions.

Data Sources:

California Department of Education Assessment and Accountability Division. (2013). 2013 Star Test Results, Sacramento County.

<http://star.cde.ca.gov/star2013/ViewReport.aspx?ps=true&lstCounty=34&lstDistrict=&lstSchool=&lstCntyNam=Sacramento>

California Community Colleges Chancellor's Office. (2011). Basic Skills Accountability: Supplement to the ARCC Report.

<http://extranet.cccco.edu/Portals/1/TRIS/Research/Accountability/Basic%20Skills/BasicSkills2011.pdf>

California Community College System Goals

Based on work completed for the passage of the Student Success Act (SB 1456) in 2012, the California Community College Chancellor's Office has established goals for improving student success, equity, student services, efficiency, and access across all community colleges. The following goals are expected to be incorporated into institutional planning at the local level: 1) Increase the completion rate for the academic year of current cohorts by 1% (of the rates) annually; 2) Increase the number of Degrees for Transfer awarded by 5% annually for five years; 3) Increase underperforming subgroups' equity index each year until all subgroups' indices are 0.8 or above; 4) Increase the percentage of students who have an education plan in each fall term; 5) Decrease the number of FTES (Full Time Equivalent Students) spent per outcome for each of the cohorts being followed by the System Office over a 6-year period; and 6) Increase participation rates (community college enrollment) among 18-24-year old students.

Easing Transfer and Increasing Associate Degrees for Transfer

The Associate Degrees for Transfer (ADT) were authorized by law in September 2010 through SB 1440, the Student Transfer Achievement Reform Act. The 60-unit community college ADT guarantees admission with junior status to the California State University system and allows students to complete their baccalaureate degree with only 60 additional CSU units. The systems have finalized a STEM general education pattern (IGETC for STEM) that is being utilized in several newly released TMC templates to facilitate degree completion in high-unit STEM majors. As of July 2015, Sacramento City College has 22 approved ADTs one degree in development. As new degrees are approved per SB 440, the college will continue to develop appropriate matching degrees to the current inventories.

In addition, the Transfer Center Coordinator has developed a special cohort program for three Associate Degrees for Transfer – Psychology, Sociology, and Communication Studies. These will be implemented in Fall 2015 and are designed to facilitate student completion of the degrees in four semesters and two summer sessions. An additional transfer cohort in Economics has been developed for implementation at the Davis Center for students intending to transfer to the University of California, Davis.

Increasing Completion

Under the statewide community college Basic Skills Initiative (2006-2009), college worked to identify and replicate model basic skills and English as a Second Language programs and their key features (Center for Student Success, 2007). There was the recognition across the state that, despite efforts to improve the preparation of students in the K-12 system, the number of students entering community colleges unprepared continued to increase, and many of their needs remain the same as they move through the systems (Center for Student Success, 2007).

Passage of the Student Success Act (SB 1456) in 2012 allowed colleges to establish mandatory orientation, assessment, and educational planning for students who wished to maintain priority enrollment. The Student Success and Support Programs provided money to colleges to implement additional best practices for student success. In addition to mandatory assessment, orientation, and educational planning (iSEPs in LRCCD), dollars can be utilized to support professional development in culturally responsive teaching; a learning community approach by faculty and staff to supporting students; offering summer “bridge” programs in English or Math; and providing counseling and trained peer tutors to work with students.

Increasing Equity

California Community colleges, by virtue of their design within the state’s Master Plan, have always possessed a strong commitment to achieving equitable outcomes for all students and serving those in the community who could benefit the most from postsecondary education. College student equity planning must focus on increasing access, course completion, ESL and basic skills completion, degrees, certificates and transfer for all students. Title 5 §54220(d) specifies that colleges must review and address the following populations when looking at disproportionate impact: American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks, Hispanics, Whites, men, women, and persons with disabilities.

The Los Rios District has maintained a commitment to the issue of improving access and decreasing achievement gaps for decades, as equity is built into the organizational mission. Efforts to address equity in the district prior to January 10, 2014 are synonymous with most interventions and programs for supporting student success, where the equity focus is an embedded value throughout.

Students who require remedial courses – and even some who do not – may also not have the necessary prior academic preparation and skills to succeed. They may not have developed the “soft skills” necessary for college success, such as time management, study skills, collaborative groupwork or communication skills. Transfer students may be transfer eligible, but for a variety of reasons, not transfer ready. Social/emotional and cultural barriers exist for many underrepresented minority students, particularly those who are first in their family to attend college. Sacramento City Colleges focuses on preparing students for success through its Human Career Development course offerings which address topics such as study strategies, transfer, and life and career planning. Programs and practices designed to assist students include First Year Experience programs, clubs and organizations that connect students to the campus, and leadership development opportunities.

In 2013, Sacramento City College took a more targeted approach, participating in a national student success initiative of the Center for Community College Student Engagement (CCCSE), the National Survey of Student Engagement (NSSE), and Excelencia in Education, in which the college is examining data across systems with California State University, Sacramento to understand the barriers Latino students face with transferring and completing college.

Reducing Time-to-Completion

Prior to January 10, 2014, efforts to improve time-to-degree completion were ongoing through activities such as implementation of mandatory assessment, orientation, and educational planning; development of 22 Associate Degrees for Transfer; SCC’s Summer Success Academy for incoming high school students, the SCC Allied Health Learning Community; and, also within specific CTE initiatives within the district, especially during the era of the American Recovery and Reinvestment Act of 2009.

Career Technical Education

In 2014, SCUSD and Elk Grove Unified School District proposed building a regional infrastructure of high-demand career pathways programs that meets Sacramento’s economic needs and fully prepares young adults for postsecondary education and work. A collaborative was formed between the districts and SCC, CSUS, and additional business and industry partners. The Capital Academies and Pathways (CAP) Program was funded by the California Career Pathways Trust (CPT) through the California Department of Education.

Simultaneously, the Capital Region Academies for the Next Economy (CRANE) Initiative also received CPT funding. This initiative was a partnership between Sacramento NextED, the Sacramento County Office of Education, and 20 other school districts, including LRCCD, within the Sacramento region. The focus of CRANE is to develop career academy and pathway programs to support economic development in the Sacramento Region. A regional infrastructure of employer engagement that transcends individual schools, programs, school

districts, colleges and universities will support intensive professional development for career pathway educators, strong articulation with the Los Rios Colleges and CSUS, and an array of industry-aligned work-based learning opportunities for students. The region's workforce investment board is also a major partner, hiring career specialists who will work directly with academy and pathway students to develop their college and career readiness skills.

Through CAP and CRANE the following career pathway programs will be developed over the next three years and will be articulated with community college programs as well as transfer programs at CSUS: Engineering; Advanced Manufacturing; Agriculture & Food; Energy/Construction & Infrastructure; Health/Biomedical; Integrated Computer Technologies; and Information and Communications Technology and Digital Media. Goals of the CAP and CRANE initiatives include the following for each pathway at the high school level:

- Develop a coherent sequence of measurable, career-themed, real-world learning experiences for students at each grade level;
- Increase the percentage of students who complete work-based learning activities by 5% annually;
- Design a 6-year (9-14) college and career plan for every student;
- Increase the number of students that earn employer-validated badges or certificates that document specific skills, knowledge and/or aptitudes;
- Increase the number of students that complete college credit-bearing courses in each pathway;
- Ensure that students graduate college-ready as measured by 1) the Early Assessment Program or community college entrance exam; 2) accumulation of college credits while in high school; 3) completion of a-g courses; 4) GPA; and 5) the ability to take college-level courses without remediation.\

These career pathway programs will be designed to provide students with pathways from high school to postsecondary, and postsecondary to career. Work based learning opportunities (e.g. internships) will be integrated into students' experience, preparing them for critical careers in the region's Next Economy. Ultimately, these pathways will increase graduation rates at both the high school and postsecondary levels, increase college readiness among the region's students, and reduce time to degree by way of articulation.

Within the CAP and CRANE initiatives, the primary goals of the Los Rios District is to expand articulation with high schools and CSUS across the targeted career pathway programs, support dual enrollment strategies, and provide a clear roadmap to degrees or transfer. Over the next two to three years, the Los Rios Colleges will be assisting in the development of a coherent scaffold of coursework from high school through university through which students can gain mastery in intensive, rigorous industry-aligned content and work-based learning experiences, and also identifying CTE courses through which students can earn dual credit and a credential while in high school, which also align with CSUS degree programs.

Civic Learning/Global Citizenship

There will be an increasing responsibility for institutions of higher education to successfully incorporate the concepts of Global Citizenship and Civic Learning into the fabric of their instructional and student learning models. With the advent of communication technologies that have permanently changed how information is shared and how people of all cultures interact with one another, institutions of higher education will be forced to acknowledge the concept of global interconnection.

As referenced by Inside Higher Education, institutions of higher education will need to define the concept of Global Citizenship, internally, and align that definition with their educational mission and vision. Institutions will need to resolve their commitment to student learning in regards to Global Citizenship concepts such as: 1) Intercultural competence as a workplace skill; 2) The ability of Global Citizenship awareness and responsibility as a means to foster principled decision-making; and 3) Fostering the ability of students to adapt to the inevitable 21st century global change via their awareness of social, cultural and environmental transformations.

Quantifiable activities that promote the value and benefits of Global Citizenship will increase in importance. Examples of these activities include the formation of standing, campus Global Citizenship committees, tangible initiatives/college-wide programs, and Global Citizenship academic certificates of achievement. In addition, institutions will need to balance the challenges of student learning/resource allocation surrounding this issue. Programs geared towards student learning that have the potential to enhance awareness re: Global Citizenship include: 1) Interdisciplinary teaching/learning models that promote connections between students; 2) Cultural Awareness Centers of learning; 3) Extra-curricular programs such as Intercollegiate Athletics, Clubs, and Drama/Art productions.

Declining State Support for Public Higher Education

Higher education has seen a decline in state funding support throughout the nation for the last decade. Although California recently passed Proposition 30 designed to push more dollars towards education, funding for the California Community College System does not even begin to meet previous funding levels due to the significant reductions in recent years.

Colleges within the Los Rios Community College District reduced class sections starting in the 2009-10 academic year. Given enrollment trends, these class reductions have resulted in between 3 to 9,000 students being denied access to classes depending upon the term.

Demographics

The peak of high school graduates occurred in California in 2009. Since that time, the number of graduates has leveled off and is expected to decline steadily over the next few years. The peak for high school graduates is not anticipated again until 2020.

In addition to declining high school graduates, the overall demographics for the greater Sacramento (Capital) region are changing. The area is seeing an increase in the Hispanic population with a decline in the non-Hispanic. In 2011, the per capita income in the Capital Region decreased from a high of almost \$44,000 to just over \$40,000. Households with income below 200 percent of the Federal Poverty Level have risen from below 30% in 2005 to over 36% in 2011.

From 2009 to 2012, the Capital region increased employment in education and health services; professional and business services; trade, transportation and utilities; and manufacturing. The area decreased employment in financial activities; government; leisure and hospitality; mining, logging and construction; and information. These changing employment trends significantly impact educational programming in community colleges.

Distance Education

Distance Education (DE) provides flexible educational opportunities for students by allowing them to access courses and services online. DE courses can be delivered fully online or in a hybrid modality where there is some face-to-face instruction. According to Instructional Technology Council of the American Association of Community Colleges, online course demand has continued to grow even as many institutions are experiencing flat or declining enrollments. In order to increase access to education, certificate and degree completion, transfer and student success, California recently funded the Online Education Initiative (OEI). Through this community college collaborative, 24 pilot colleges will begin offering online courses within a common course management system. The OEI will provide access to online learning readiness modules and tutoring solutions and the common course management system will be available to all colleges for free or at reduced cost by 2016.

Even though distance education has been supplemental to face-to-face programs and instruction, Sacramento City College offers more than 500 DE courses every school year. The college provides campus structures and processes that ensure the quality of DE programs and services are the same as those students receive in the face-to-face environment. According to the 2015-16 Distance Education Program Plan, more than 83 percent of student participants in a Fall 2013 survey indicated they were satisfied or very satisfied with their DE experience at the college. Although students are satisfied with the DE experience, more students withdraw or are dropped from online courses than from face-to-face. SCC online course student success rates are roughly 3-5% lower than in face-to-face courses, however, this percentage is better than the 11-14% reported by the Public Policy Institute of California for all California community colleges.

The objectives of the Distance Education Program Plan focus on increasing student success and aligning campus DE-related practices with the local, regional, state, and federal regulatory environments. To address these, the focus will be on faculty development to increase pedagogy, instructional design and technology skills as well as student technology competency. In addition, due to the increasingly competitive educational environment, the college needs to evaluate the role of distance education across the curriculum to determine if and when it is a viable primary delivery modality for courses, programs and services and, if so, make the necessary modifications to the schedule of classes.

International Students

Sacramento City College has a small population of international students and a small staff offering support for those students. Therein lays an opportunity and a challenge. The college can easily and quickly increase the number of international students in classes, but international students often require significant institutional support and the college budget would need to be adjusted accordingly. For community colleges, there are also political challenges with increasing

international students. Colleges need to ensure that international students do not displace local community students and ensure the public perception aligns with college practices. Carefully managed, an increase in international students can help pay for additional class sections and these students may also establish demand for some courses that might not ordinarily find a significant local audience, thereby opening an opportunity for local students.

Neighboring colleges and universities, especially the University of California, Davis, are actively recruiting international students. Those students are seen by these institutions as an educational asset because they internationalize the campuses and provide additional fees to augment budgets. This philosophy can be seen, for instance, in the UC Davis 2020 Initiative. Because of the regional efforts to recruit international students, SCC is likely to see an increased number of international student applicants. By partnership with neighboring colleges (ex., UC Davis, UC Davis Extension, and Woodland College), our college may be able to better plan for the increasing numbers of international students and at the same time provide better ancillary services. Navigating this landscape presents many challenges, but has the potential for enhancing our educational programs and augmenting our budget.

Pedagogical Change

This is a time of great interest in new pedagogical approaches. While the future is uncertain, there is a clear shift away from viewing teaching solely as a process of transferring information from content expert to student at a fixed place and time. The direction is towards greater shared control between professor and learner. Instructors will increasingly negotiate over content and methods with a focus on developing and supporting learner autonomy. Students will more and more self-aggregate into learning networks using social media and mobile technologies. These communities will have the capability of extending beyond the confines of any one class or campus. On this trajectory, the classroom will no longer be the unique center of learning and the classroom instructor will no longer be the learner's only source of content, instruction or support.

Forces driving these changes include:

- Advances in neurobiology research which for the first time can connect the design of educational strategies to the physiological processes of learning
- Adoption of Constructivist Learning Theory as the principal operating model stressing a holistic, learner-centered perspective in which learning is viewed as a social practice of “knowledge creation”
- Changing demographics characterized by a leveling off of high school graduates, an aging workforce, and the rapid growth of Hispanic and Asian communities
- Proliferation of technologies capable of disrupting traditional education service delivery models and supporting greater competition in the educational market place
- Reductions in public funding of educational services along with an increasing demand for evidenced-based accounting of outcomes
- Accelerating rate of change that is shifting the fundamental educational goal from the acquisition of a fixed body of knowledge to the capacity for self-directed learning

These forces are already having significant impacts. Common Core and Next Generation Science Standards are examples of strategies which have at their core the concept of learning as

knowledge creation. Expansion of linked learning and career themed academies demonstrate the ascendancy of pedagogical strategies that value student prior knowledge, contextualized and experiential learning experiences, and emphasis on self-directed learning. These changes will impact post-secondary institutions because they create new student expectations of what a learning experience should be.

Post-secondary institutions are also subject to increasing calls for change. These include a broad array of state and federal initiatives such as Linked Learning (AB 790), Doing What Matters, Student Success Act, Achieving the Dream, and many others. In addition, introduction of alternative educational service delivery models like MOOCS are providing unprecedented access and options for high quality courses. Some of these options are offered at little or no cost. It is unclear what new pedagogical methods will be developed, implemented or successful in this rapidly changing landscape. However, Sacramento City College is well positioned to fully participate and thrive in this future as it embraces evidenced-based innovation guided by our core values, vision and mission. We actively support the development and implementation of new pedagogical approaches such as distance education, hybrid models, service-based learning, learning communities, linked and contextualized learning, flipped classrooms, inquiry-based methods etc. We have numerous professional development opportunities each year that support the advance of these innovative teaching strategies. We are committed to continue our work with K-12 and senior institutions (e.g. Sacramento Pathways to Success), regional industries and associations (e.g., NextEd™), and the community. Working together we will continue to assure that our students receive a consistently high-value educational experiences that enable them to be self-directed, life-long learners equipped to succeed in a world of ever expanding opportunities.

Sacramento Pathways to Success – A Partnership for College to Career

In 2012, efforts to increase completions led Sacramento City College to look closely at the Grades 9-14 pipeline and transitions in between, and to establish the Sacramento Pathways to Success Partnership along with California State University, Sacramento (CSUS) and Sacramento City Unified School District (SCUSD). The partnership focuses on increasing the number of college-ready high school students from Sacramento K-12 school districts and the number of transfer-ready students from SCC who attain their degree at Sacramento State. The partnership emphasizes cross-system coordination and alignment and data-sharing to improve academic and economic outcomes for all students. The Pathways project represents a commitment among educational partners across the Sacramento region to prepare its young men and women to choose a path that will lead to success in life, and prepare them with academic, life and social skills to succeed in society and the workforce. Sacramento Pathways creates a new era of heightened collaboration among partner organizations and commits leadership, staff and faculty working in and around the three education systems to collectively provide the opportunity to inform, guide and assist families, children and other young people as they navigate an increasingly clear pathway that helps them persist from kindergarten to a college education or career, and enjoy the quality of life afforded by that effort. A full-time coordinator funded by all three partner institutions facilitates the work of the partnership which consists of the ongoing development of linked learning models, pathways programs, and relationships between multiple levels of each organization.

Goals for the Sacramento Pathways Project that support system goals of increasing completion,

increasing equity, increasing completion, decreasing time to degree, and easing transfer include:

- Support implementation of the adoption of the Expository Reading and Writing Curriculum (ERWC) as the 12th grade bridge curriculum and create a Community of Practice (CoP) to study student work and outcome alignment.
- Pilot Early Assessment Program (EAP) Math as the 12th grade bridge math curriculum focusing on ‘conditionally’ ready students and explore full adoption in 2015-16.
- Engage SCUSD, SCC, and CSUS faculty in professional development opportunities around English-Language Arts, NextGen Science Standards, and Common Core teaching strategies.
- Establish a CoP to support the work of Counseling and Advisement.
- Explore predictive placement and prescriptive scheduling as an option for high school students transitioning to community college.
- Explore College and Career Readiness center concept (CSUS model) for SCC and determine how to best ‘hand off’ Pathway students.

These goals all support (1) improved articulation of curriculum throughout the three systems, (2) improved college-ready skills for entering high school students, and (3) less time to degree completion due to elimination of remediation in Math and English.

Strengths, Weaknesses, Opportunities & Challenges

The institution has a long history of providing comprehensive basic skills, certificate, degree and transfer programs of high quality and is committed to serving the educational needs of our diverse student population. A commitment to participatory governance is evident throughout the institution. The quality of the faculty and staff is exceptional and individuals are committed to the core values of the college. The college is committed to data-driven decision making and collaboration across college service areas.

The overall student course success rate has been relatively steady for many years and there remain substantial and persistent gaps between racial/ethnic groups. Due to statewide budget cuts, there have been significant reductions in course offerings over the past several years and staffing has also been negatively impacted. This reduction has resulted in many of our faculty and staff being ‘over-purposed’ due to external and internal demands on their time. The budgetary challenges have also resulted in delay in some facilities projects.

There are several areas that present as both opportunities and challenges in the future: being part of a large, multi-college district; online education; implementation of the Common Core Standards in the K-12 system; bachelor’s degrees in the community colleges; increasing international student populations in the our transfer institutions; legislative mandates and accountability-based funding; number of colleges in the region; and changing financial aid regulations are among key areas listed in meetings with faculty and deans.

Succession Planning

Leadership Succession Candidate Program

LRCCD employee data indicates that more than 58% of administrators are due to retire within the next 10 years. More than one-third of all LRCCD administrators are age 60 years or above. One-third of tenured faculty and nearly 39% of adjunct faculty are age 55 or above. These

retirements could significantly impact the district and the colleges at a time when state support for higher education is declining and demands for accountability are rising. In addition, the LRCCD Board of Trustees is committed to ensuring that the diversity of the student population is reflected in the faces of the faculty and staff. To prepare our colleges and district for this imminent and significant change in leadership over the next few years, there are several steps which can be implemented to prepare a pool of succession candidates.

First would be a district wide assessment and identification of those positions for which incumbents are close to retirement, which are mission critical, and/or which require specialized knowledge or skills sets highly competitive in the labor market. From this information, a promotional and recruiting plan can be developed, for both internal as well as external candidates.

For internal succession candidates, a comprehensive, systematic, and modularized program of orientation, and training could be developed with the goal of acquainting and preparing individuals for those identified positions of leadership. The program could include career counseling, coaching, and individual assessments with suggestions for ongoing personal development. Activities could include job shadowing, developing career profiles and career search plans, as examples. This comprehensive program, while valuable to address the critical issue of significant retirements, can be institutionalized to address ongoing employment needs for colleges and district.

For external candidates, an expanded promotional and targeted recruitment campaign could be implemented to include materials developed to orient, inform, and coach individuals interested in positions. Information could be provided via face to face individual and group meetings, via internet or websites, or interactive Q&A sessions.

Sustainability - K-12 Enrollment and Competition for Students

Two factors that may impact enrollment at Sacramento City College over the next five to ten years are the number of high school graduates and local institutions competing for students. In the Sacramento County region, the number of high school graduates is projected to decline through 2014-15 by 1500 to 200 students, remain flat for the next two years, and then slowing increase. Students in the Sacramento region can choose to continue their education in two-year or four-year public or private institutions, earning a baccalaureate or associate degree, or a certificate in a career or technical field of study. Programs, employment opportunities, time to completion, availability of enrollment, and cost are some factors that contribute to the choices students make.

Technology Trends

The changes in technology are so rapid that it is hard to imagine what will be possible over the next three to five years. As new technologies hit the market, they are quickly adapted for academic use. For example, while the first iPad wasn't even released until April 3, 2010, it is now a fixture in meetings and classrooms. Many conferences for educators include sessions on how to incorporate the iPad into the classroom as a teaching tool, and more faculty are requesting iPads for their classes. Some schools have done away with textbooks in favor of iPads with students' texts loaded on them. This trend is expected to continue indefinitely.

The use of fewer traditional textbooks in favor of online or e-books will continue. Textbook costs now frequently exceed tuition costs. Even when faculty do select traditional textbooks, they nearly always have online resources and/or keep grades, syllabi, and assignments online via online grading platforms.

Massive Open Online Courses (MOOCs) availability has surged in the last year. They have added a whole new dimension to distance education, and this trend toward students desire to learn at their convenience and pace is likely to continue for the foreseeable future. Distance education as a whole offers students many more choices than ever before, and offerings will continue to expand along with mobile technology (i.e., smartphones and tablets). Ironically, while most think of incoming college students, the majority of whom are under 24, as technologically savvy, this appears not to be the case. Many students have smart phones, but being able to navigate texting and apps does not translate into an understanding of computers. To the contrary, many students entering college do not have basic computer skills including file management nor the ability to use word processing and spreadsheets. This trend which has also been noted in area high schools is likely to continue.

While it is impossible to assess exactly what will transpire in the technology arena, it is clear that its impact will be felt throughout the educational system.\

THEMES FOR THE FUTURE

ENGAGEMENT

Engaging faculty and staff in the work of the institution and students as active participants in their learning are keys to success in the future. Faculty and staff must be committed to life-long learning and to developing new ways to share their knowledge with the students at our institution. Two quotes that address the roles of faculty and staff are:

“Throw yourself into some work you believe in with all your heart, live for it, die for it, and you will find happiness that you had thought could never be yours.” *Dale Carnegie*

“Connect the dots between individual roles and the goals of the organization. When people see that connection, they get a lot of energy out of work. They feel the importance, dignity, and meaning in their job.” *Ken Blanchard and Scott Blanchard, “Do People Really Know What You Expect From Them?”*

As for students, they continually tell us that they want to be told what to do; however, they also need to become actively engaged in their education and the institution as research shows engaged students are successful students. Heather Wolpert-Gawron asked her 8th grade students what engaged them in learning. Their responses included: working with their peers, working with technology, connecting the real world to the work they do (project-based learning), seeing a teacher clearly love what they do, getting out of their seat, bringing in visuals, student choice (in assignments, projects) to engage their creativity, knowing the teaching understands the ‘client’ (student), mixing it up with class activities, and, teachers being human. Most likely, the students on the campus would come up with the similar answers. Finding ways to develop faculty and staff to effectively engage with our changing student population is a continual goal.

“Student engagement is the product of motivation and active learning. It is a product rather than a sum because it will not occur if either element is missing.” *Elizabeth F. Barkley, “Student Engagement Techniques: A Handbook for College Faculty”*

“Tell me and I forget. Teach me and I remember. Involve me and I learn.” *Benjamin Franklin*

INNOVATION

Everyone at the institution needs to embrace innovation if colleges are to educate today’s students for tomorrow. Innovative educational ideas can come from anyone at the college – groundskeepers, admissions and records personnel, athletic trainers, IT specialists, instructional assistants, administrative assistants, professors, student services administrators, or the college president. Today’s 18-22 year old students were raised with technology so engaging them in the classroom is different than for older students. Staying ahead of the next iteration of texting, Twitter, or Facebook is crucial in order to maintain communication channels with students. With innovation, undoubtedly comes more drain on institution fiscal resources, so planning for change becomes crucial.

“If a child can’t learn the way we teach, maybe we should teach the way they learn.”
Ignacio ‘Nacho’ Estrada

“...if we teach today as we taught yesterday, we rob our children of tomorrow.” John
Dewey

“Over the last forty years, technology has changed so rapidly that by now kids are blasé
about its wonders. The unimaginable for us has become their norm.” Dr. Michael Osit

CHANGE

Higher Education is changing and must change in order to survive. California’s Master Plan for Higher Education, developed in 1960, will undoubtedly need to change in order to respond to today’s educational environment. Already, the state universities have begun issuing doctoral degrees and there is a new baccalaureate program for community colleges. The current funding system can certainly not sustain the expanding needs of community colleges, especially as they try to retool to address the changing educational needs of today’s students and workforce. Education has become a competitive business with greater accountability – accreditation, equity, finances, and student outcomes just to name a few. The ‘academy’ must change to address the world rapidly changing around it.

“Education is the most powerful weapon which you can use to change the world.”
Nelson Mandela

“I realized if you can change a classroom, you can change a community, and if you
change enough communities you can change the world.” Erin Gruwell

“Vision without action is merely a dream. Action without vision just passes the time.
Vision with action can change the world.” Joel A. Barker

ORGANIZATION OF INSTRUCTIONAL PROGRAMS

Instructional programs at Sacramento City College are provided by nine academic divisions: Advanced Technology; Behavioral and Social Sciences; Business and Computer Information Science; Humanities and Fine Arts; Kinesiology, Health and Athletics; Language and Literature; Learning Resources; Mathematics, Statistics and Engineering; and Science and Allied Health. In addition, Counseling and Student Success, under the supervision of the Vice President of Student Services, also offer instructional courses in the areas of human career development, student development, and work experience. Each of these divisions offers classes not only on the main campus but also in the principal outreach centers – Davis and West Sacramento – and in other outreach locations in the SCC service area.

Each academic division has multiple instructional departments composed of faculty who teach classes in their given disciplines. The following chart illustrates the reporting responsibility for the Instructional Services Area. Each of the division deans reports to an Associate Vice President of Instruction. The deans for the Centers report directly to the Vice President of Instruction.

Reporting Structure for Instructional Areas

Vice President of Instruction

Dr. Mary Turner
RHN 257, (916-558-2226)

Associate Vice President of Instruction – Economic & Workforce Development

Gabriel Meehan
RHN 257, (916) 558-2097

Advanced Technology

Dean: Donnetta Webb
Technology 106, (916) 558-2491
Aeronautics
Cosmetology
Engineering Design Technology
Flight Technology (see Aeronautics)
Graphic Communication
Mechanical-Electrical Technology
Photography
Railroad Operations
Surveying (Geomatics) – (See Engineering Design Technology)

Behavioral and Social Sciences Division

Dean: Frank Malaret
Rodda Hall 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 and Computer Information Division

Dean: Dr. Debra Saks
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)

Learning Resources Division

Dean: Kevin Flash
Learning Resource Center 236, (916) 558-2253
Library
Library and Information Technology
Learning Skills and Tutorial Program

Science and Allied Health

Dean: James Collins
Mohr Hall 18, (916) 558-2279
Allied Health
Astronomy
Biology
Chemistry
Dental Assisting
Dental Hygiene
Geology
Nursing, Registered
Nursing, Vocational
Occupational Therapy Assistant
Physical Therapist Assistant
Physics

Associate Vice President of Instruction – General Education

Julia Jolly

RHN 257, (916) 558-2407

Humanities and Fine Arts

Dean: Chris Iwata

PAC 137, (916) 558-2551

Art

Art History

Communication Studies

Foreign Languages

Humanities

Music

Philosophy

Sign Language Studies

Theatre Arts and Film

Kinesiology, Health and Athletics

Dean: Mitch Campbell

Hughes Stadium, Section 1 & 3, (916) 558-2425

Adaptive Physical Education

Athletic Training

Athletics

Health Education

Kinesiology

Team Activities

Sports

Language and Literature

Dean: Dr. Albert Garcia

Rodda Hall South 226, (916) 558-2325

English

English as a Second Language

Journalism

Reading

Mathematics, Statistics, and Engineering Division

Dean: Dr. Daniel Styer

South Gym 220, (916) 558-2201

Engineering

Mathematics

Statistics

Davis Center

Dean: Don Palm

1720 Jade Street, Davis, CA 95616

(530) 747-5220

West Sacramento Center

Dean: Art Pimentel
1115 West Capitol Avenue
West Sacramento, CA 95691
(916) 375-5513

Reporting Structure for Instructional Programs in Student Services

Vice President, Student Services

Michael Poindexter
RHN 272 (916) 558-2141
Student Government
Student Leadership

Associate Vice President, Enrollment and Student Services

Dr. Debra Luff, STS 105, (916) 558-2139

Counseling and Student Success

Dean: Richard Yang (Interim)
Rodda Hall North 111, (916) 558-2204
Human Career Development
Work Experience and Internships

DIVISION AND DEPARTMENT GOALS AND LONG-RANGE PLANS

ADVANCED TECHNOLOGY

The Advanced Technology Division provides quality career and technical certificate and degree programs to successfully prepare students for job entry and job advancement through improved skills and knowledge, new technologies, and professional licensure. The division focuses on students obtaining positions in industries with documented labor market needs. We partner with educational institutions, business and industry, nonprofit and government agencies to promote the economic development of the region.

Advanced Transportation

The Advanced Transportation Technology (ATT) Department's mission is to certificate graduates in the A&P (Aero), Flight Tech, AD, and ATC Programs. The Railroad Program's mission is to have the graduates pass the required railroad test. All programs have the additional mission of placing graduates in entry level industry positions for employment.

What is the primary driver for the department's long-range (3-5 year) goals?

The primary driver for our goals continues to be the same goal that has driven us since 1932. That is, to prepare our graduates well for the continually emerging job market. The aviation and railroad related job markets continue to grow, but beyond that, the number of new job positions is growing evening faster because of the number of Viet Nam Era workers are reaching retirement age.

List the department's long-range (3-5 year) goals:

Our number one long range goal is to implement the new **Professional Pilot Degree and Certificate Program**. Beyond that, we want to reestablish the **NDT** and **BHTA** Program.

- Curriculum (courses, programs, degrees, or certificates)
The department plans on instituting our **Professional Pilot** Degree and Certificate Program. This new program will combine our existing **Flight Technology** courses with the FAA required flight training. The flight training portion will be offered locally through a number of our industry partners at McClellan and Executive airports. This will allow program graduates to have their commercial pilot certificate with instrument rating in either fixed wing or rotor wing aircraft, as well as possibly their flight instructor certificate.

The department would like to reinstitute our existing **Nondestructive Testing (NDT)** Program. We have an existing lab facility that is dedicated to NDT at our McClellan facility. We would need to update the test equipment needed to offer the individual courses.

The department would also like to offer the **Bell Helicopter Training Academy (BHTA)** approved helicopter maintenance courses at our McClellan facility. BHTA is the industry leader in helicopter service training and a formal industry partner of the SCC Aeronautics Program.

We have discussed a possible **Railroad Maintenance Technology** Program with our railroad industry partners, including the California Railroad Museum, Amtrak, and Union Pacific. This program would need to be integrated into an industry partner's maintenance facility. We presently use the Railroad Museum for the ground school portion of our existing **Railroad Operations** Program. The museum has the required operational rolling stock.

- **Facilities**
With the addition of requested class sections, due to high student demand for technical training, we need to plan on locating alternate classroom opportunities at McClellan Park. Numerous buildings near our present facilities are available for consideration.
- **Financial Support (resource requests, grants, etc.)**
Due to the use of specific consumable materials, software updates, maintenance and upgrading of job specific technical equipment, we need to request additional financial support. As a department, we also need to explore potential industry grant opportunities that may become available.
- **Faculty and/or Staff**
There are presently three fulltime tenured faculty members in the Aeronautics Program. Two out of three of these faculty members are reaching retirement age. When these retirements occur, we will need to replace these faculty members in order to meet FAA staffing requirements.
- **Staff Development**
As in all highly technical career fields, factory and/or airline training department update training is required by the FAA in order to keep faculty current in their field. In the past, we were able to send faculty and staff to training through a state grant. Since the grant is no longer available, the faculty has paid for this training each year out of pocket. We need to search for possible revenue sources that could be used for this purpose. This update training also benefits our students in many ways.
- **Student Success Initiatives (course success, retention & completion)**
With the advent of Flight Tech 100 and Aero 309, course and program success, as well as retention & completion rates have increased. We are presently looking at other possible requirements, such as including ESL classes for appropriate students, as well as suggesting basic English and math classes for all students that may have difficulty in those basic skills areas.
- **Technology (IT, equipment, etc.)**
Due to being somewhat isolated from main campus, needed computer upgrades, bandwidth for internet connections, and the total number of computers required, will remain a concern. At this time, the IT Department has served our needs well and has responded to our requests for assistance.

Cosmetology

The SCC Cosmetology Department offers a comprehensive curriculum that serves the student population by providing an outstanding Certificate and AS Degree Cosmetology Program that prepares our graduate for entry-level jobs within the industry, as well as, addressing and meeting the needs of the Sacramento community and it's surrounding areas.

What is the primary driver for the department's long-range (3-5 year) goals?

Sacramento City College Cosmetology Program has a reputation for producing top notch industry technicians; and our goal to insure program success by having all of our students complete the program, receive their SCC Career Certificate, and get job placement within our industry community, as soon as possible after graduation from our program.

List the department's long-range (3-5 year) goals:

- Develop an esthetician program
- Add adjunct faculty and cosmetology trained volunteer assistants for support
- Increase industry community involvement to update and refresh our student learning outcomes for student success in the industry

Engineering Design Technology

The Engineering Design Technology Department educates students to work as designers and drafters in the fields of Architecture, Engineering and Survey disciplines.

What is the primary driver for the department's long-range (3-5 year) goals?

The Use of Completion Rates for Certificates and Degrees as a Success Metric

The current use of completion rates of certificates and degrees is not a good metric to use to determine the success rates of a Department. Many students come to the community college - especially in Technology programs - to enhance their skills so they can advance in their job and career. All of these instances should be counted as "success".

Scheduling and Course Enrollment

Reductions in college FTE have resulted in changes in scheduling and class cancellation practices. Students can no longer wait until the first day of class to enroll as classes with low enrollment are cancelled before the beginning of the semester. When a program has multiple course cancellations, students can become more hesitant to enroll because they are concerned they will not be able to complete the program, and those students completing the program face uncertainty when the courses will be offered again.

Increase EDT Enrollment, Retention, Course Success, and Completion.

- Reduce the number of options of EDT certificates and degrees.

The poor economic conditions of the State are the reason why EDT enrollments have declined. The program itself is very strong, and has been through several curriculum improvements and expansions. Courses are now offered in new CAD technologies, and existing course have been improved, and made more relevant to industry needs.

Vast Increase in Course, Certificate and Degree Offerings

EDT History: The number of certificates and degrees offered by EDT was expanded by SCC administration mandate about 7 years ago. While that decision may have been appropriate for that time, poor economic conditions no longer support this wide variety of offerings, and the vast array of choices is diluting our students and negatively affecting our completions.

Reducing degree and certificated options and focusing students to these options should increase completion numbers. This should help direct students to completion of degrees and certificates.

While the Northern California area economic conditions have not been favorable, especially to the building construction industry, the EDT department **still offered 14 certificates for the 2011-2012 year**. Additionally, all of our graduates and many of our students have been able to find employment in areas related to Engineering Design.

List the department's long-range (3-5 year) goals:

- Increase EDT enrollment, retention, course success, and completion.
- Expand EDT Outreach to All Groups
- Integrate and Diversify EDT With Other SCC Departments
- Integrate EDT with Other Los Rios Colleges Design Programs
- Reactivate the Survey Program

Electronics Technology

The Electronics Department offers a comprehensive curriculum in Telecommunication Technician, Electronics Facilities Maintenance Technician, Automated Systems Technician, and Microcomputer Technician. The department offers both career certificates and A.S. degrees in each of these disciplines. Electronics Mechanic career certificates is also one of the program offerings. The Telecommunications, Automated systems and Facilities Maintenance options are certified training programs for the Federal Aviation Administration Electronic Technician positions. All of the programs prepare the graduates for entry level employment in the Career Technical trades of the Blue Collar or Green Collar variety.

What is the primary driver for the department's long-range (3-5 year) goals?

Changes in industry changes workforce needs, relocation of the department to a new building, and multiple pending retirements.

List the department's long-range (3-5 year) goals:

- Small changes to ET program offerings planned: change Electronics Mechanic Certificate to a Computer Systems Tech Cert + Degree
- Survive a move from 5K sq ft to 4K sq ft (purging ancient and unused equipment)
- Spend as much of the bond monies apportioned for the move as efficiently as we can
- Hold off on two eminent retirements to smooth a move with the least program impact. Current budgets give no guarantee of providing the needed full-time staff.
- Focus on new presentation styles and 21st century modalities. (present with what we teach; high tech)

Graphic Communication

We are a culturally and experientially diverse group of designers and thinkers. We believe that design is an exciting and muscular means to communicate, to enable, and to create positive change in our world. We strive to make a difference in the lives of all students and faculty by

empowering them to embrace design as a means for meeting the personal, social, economic and political challenges facing our community.

What is the primary driver for the department's long-range (3-5 year) goals?

Changes in industry needs and expectations; emerging technologies; and the resultant need to develop new programs and/or degrees are driving GCOM goals.

List the department's long-range (3-5 year) goals:

GCOM will continue to keep an eye on industry developments and subsequent technology needs. In consultation with the Design Lab and EDT departments, we will strive to meet both existing and emerging industry needs regarding technology.

Areas warranting further study include mobile app design, 3D printing technology and continuous evaluation of trends and industry standards related to web design and development. These areas require modifications to curriculum, possible growth in faculty, and hardware and software.

Mechanical Electrical Technology

The Mechanical-Electrical Technology Department is committed to provide educational opportunities for current and future workforce needs. We strive to maintain the highest educational standards in the Air Conditioning, Heating, Ventilation, Refrigeration, Environmental Control, Building Automation, Renewable and Sustainable Energy, Energy Efficiency and Management, and the Water and Wastewater Treatment Industries.

What is the primary driver for the department's long-range (3-5 year) goals?

- Commercial Building Energy Auditing and Commissioning Specialist Certification:
 - Presently, the Commercial Building Energy Auditing and Commissioning Specialist Certification program is not materializing as anticipated. Work with California Energy Commissioning and local industry to promote this program.
- Eight Week Semesters:
 - Increase over all student comprehension of subject material and retention of students.
 - Presently, students take 4 classes per semester. These classes typically are 5 hours in length and are at night. Many of our students also have a 40 hour work week. This schedule may not leave adequate time for students to study for classes.
 - By offering classes on an 8 week schedule, we anticipate an overall improvement in student success. This improvement can be contributed to two factors; (1) they will only focus on two subjects, instead of four, and (2) they are less likely to experience “school burnout” that’s typical in the latter part of 16 week semester classes.
- Special Studies Courses:
 - Frequently, the MET Department is the recipient of donated HVAC/R equipment from local industry sources. Typically, this equipment has never been used.
 - The success of the MET Department is centered on our “On-Hands” approach to enforcing what the students learn in lecture. As equipment became available,

interested students will have the opportunity to plan, install, and operated donated equipment.

- Upon completion of equipment installs, the equipment will be incorporated into the appropriated course laboratory for future MET students to learn on.

List the department's long-range (3-5 year) goals:

- Work on making the Commercial Building Energy Auditing and Commissioning Specialist Certification a successful program.
- Converting to eight week semesters.
- Developing special studies courses.

Photography

The Photography program stated mission is to support both Economic and Workforce Development by offering a wide range of training in latest technology used in professional photographic and multimedia career fields. Our program aligns with industry standards along with partnering with industry leaders to develop curriculum that blends solid theoretical and applied training with both the latest camera capture techniques and associated image processing software. Departmental standards and program faculty serve as a professional resource by providing educational opportunities through degree and certification; leading to employment, career advancement and transfer to higher education.

What is the primary driver for the department's long-range (3-5 year) goals?

The primary reason for the department's goals is the industry rapidly adapting to video capture in all the main sectors of the photographic workforce. This includes Portraiture, Wedding, Photojournalism, Editorial Magazine and Commercial

We are not only training new photographers entering the workforce but also retraining current working photographers with this new medium within photography. This education and training requires a tremendous amount of new technologies, resources and staffing to meet the demand for this emerging workforce.

List the department's long-range (3-5 year) goals:

- Regularly update and change curriculum to keep pace with industry and emerging technologies specifically in the area of video capture.
- Develop additional online/hybrid courses and add more flexible options in the schedule.
- Update/Expand Facilities and develop equipment loan program.
- Hire new full-time faculty in the areas of Photography and Multimedia.
- Hire Lab Coordinator to operate/maintain print lab, studios, computer lab, and equipment room.
- Increase base budget to help maintain and replace equipment needed to meet industry recommendations and standards.
- Develop more unique industry partnerships and internships opportunities.
- Improve student success and employment data tracking.
- Improve student degree and certificate completion rates.
- Increase staff development activities, especially with adjunct instructors.

- Improve departmental marketing and social media presence to community and current students.
- Expand Industry Council membership to include APA (American Photographic Artist), ASMP (American Society of Media Photographers) and PPSV (Professional Photographers of the Sacramento Valley) representatives.

Technology Computer Lab

The Design Lab works closely with the Graphic Communication department, the Engineering Design Technology department, and numerous campus constituencies to meet the needs of students, employers, faculty and staff. By reflecting the technological realities of the workplace, recognizing and utilizing technological innovations, and providing a supportive environment for students; The Lab promotes student career advancement, successful transfer to four year institutions, degree attainment, certificate attainment, and personal enrichment. Through these efforts, we contribute to the intellectual, cultural, and economic vitality of the college and surrounding community.

What is the primary driver for the department's long-range (3-5 year) goals?

Changes in industry needs and expectations; emerging technologies; and the resultant need to develop new programs and/or degrees are driving the Design Lab goals.

List the department's long-range (3-5 year) goals:

The Design Lab will continue to keep an eye on industry developments and subsequent technology needs. In consultation with the EDT and GCOM departments we will strive to meet both existing and emerging industry needs regarding technology. Areas warranting further study include mobile app design, 3D printing technology and continuous evaluation of trends and industry standards related to web design and development.

BEHAVIORAL & SOCIAL SCIENCES

The mission of the Behavioral and Social Sciences Division is to facilitate student success in a broad variety of disciplines which include fields of Anthropology, History, Political Sciences, Sociology, Geography, Family Consumer Sciences, Early Childhood Education, Fashion, Nutrition, Gerontology, Psychology, Social Sciences and Administration of Justice. Our faculty aims to provide a solid academic student-centered program that will prepare students for transfer to a four-year college, and/or for work in a variety of occupations across the state.

What is the primary driver for the division's long-range (3-5 year) goals?

- The diverse needs of SCC students
- California Community College Student Success Initiative and the Student Success Scorecard
- Changes in the workforce tied to the state's economic development
- Articulation of programs with universities, high schools, sister colleges across the region
- ACCJC Accreditation Standards

List the division's long-range (3-5 year) goals:

- Continue improving instruction across all fields by reviewing and updating curriculum in all fields.
- Improve cohesion and continuity of program offerings within and between the Division's departments as well as through cooperation with other disciplines outside the division.
- Continue to focus on the development of meaningful student learning outcome assessments in support of the completion agenda.
- Improve retention and success rates for courses in all disciplines.
- Provide staff development training that will improve the ability of our faculty to better address the demands of the completion agenda.
- Increase numbers of certificates and degrees awarded annually.
- Secure new classroom space for the Anthropology Program with the specific addition of a dedicated lab space.
- Add to our classroom space, with the specific aim of increasing class productivity.
- Determine the final location / re-location of the Administration of Justice Program and the Fashion Program.
- Remodeling of the Division Office to better serve the need of students and faculty in an ever expanding and very large division.
- Improve the Smart Technology capabilities of L101 with the aim of better space utilization.

Administration of Justice

Anthropology, with its broad goal - to investigate humanity everywhere and throughout time, and its unique holistic, relativistic, four-field approach, cuts across traditional divisions between the sciences and the humanities. Anthropology offers Sacramento City College students insight into themselves, and into the nature of humanity. Such knowledge enriches lives, provides students with skills essential to effective citizenship in contemporary society, and prepares them for careers in a complex, multi-cultural world.

What is the primary driver for the department's long-range (3-5 year) goals?

New technologies have impacted the workplace environment thus requiring our department to reassess our program offerings. This will be done in order to address the changing environment and prepare our students properly for a career in law enforcement.

As budgets improve, our department can consider increasing offerings which will allow students more opportunities to explore specific career goals such as Forensics, computer crimes and terrorism investigations.

List the department's long-range (3-5 year) goals:

Over the next ten years, the department is committed to assessing the needs for modification of curriculum as new technologies enhance the work place. Long range plans include increasing availability of distance learning opportunities for students in order to reach students who otherwise may not have considered the Administration of Justice programs. As budgets are impacted it is our goal to remain focused on increasing opportunities for our students to transfer to four year institutions and to provide programs which will enable students to become employable in the workforce as law enforcement agencies return to normal staffing levels. It is our intention as a department to explore new offerings in the field of Administration of Justice and to collaborate with other departments in order to facilitate these offerings.

Anthropology

Anthropology, with its broad goal - to investigate humanity everywhere and throughout time, and its unique holistic, relativistic, four-field approach, cuts across traditional divisions between the sciences and the humanities. Anthropology offers Sacramento City College students insight into themselves, and into the nature of humanity. Such knowledge enriches lives, provides students with skills essential to effective citizenship in contemporary society, and prepares them for careers in a complex, multi-cultural world.

What is the primary driver for the department's long-range (3-5 year) goals?

Growth, transitions, physical relocation, and curriculum changes related to the TMC will drive our goals.

List the department's long-range (3-5 year) goals:

The anthropology department is going through a transitional period. One of our faculty members is retiring and we are in the process of hiring another. We are also moving. We'll be relocating into portables this summer, and then moving to a new permanent home. Once there, we will require new tables, equipment, etc. We will also be implementing the anthropology TMC.

Geography

The mission of the SCC Geography Department is to offer a variety of quality courses in Physical Geography, Cultural Geography and Geographic Information Systems that will provide students with knowledge in these areas to be utilized toward the transfer, career advancement, or personal enrichment.

What is the primary driver for the department's long-range (3-5 year) goals?

As stated above, technological advancements are driving many of the innovations and the rediscovered importance of maps and spatial aptitude in our society. As a result, we see the job market for students with geographic education and skill-sets is better than ever. The SCC Geography Department will continue to teach a broad range of courses that will produce students who are ready for transfer or who can obtain enhanced job skills.

List the department's long-range (3-5 year) goals:

The stated mission of the SCC Geography Department is to offer a variety of quality courses in Physical Geography, Cultural Geography and Geographic Information Systems that will provide students with knowledge in these areas to be utilized toward transfer, career advancement, or personal enrichment. As a result, our long range goals are student-centric and focus on the classroom and learning. The SCC Geography department will endeavor to keep abreast of all the technological advancements taking place in the geospatial sciences and continue to incorporate these concepts into our course, but specifically into our classes that concentrate on these areas. One goal relating to this would be the growth of a newly created introductory course that pertains to modern mapping and spatial technologies. We are hopeful that this will dovetail nicely into our new transfer degree and raise the number of students at SCC that are exposed to geography and the spatial sciences. In addition, we will continue to explore modalities and methodologies that will give a greater number of students access to our offerings. One issue that we hope to examine and address regarding distance education is the high rate of student non-completion. Another major area that will be a priority will be the maintenance and acquisition of the equipment needed to attain the aforementioned goals. All of these activities will require modification and development of curriculum and proper planning. Overall, progressing on this path will allow our department to continually build on our solid foundation.

Early Childhood Education, Family & Consumer Science, and Gerontology

We are a multidisciplinary department supporting the needs of students in the areas of: Early Childhood Education, Family and Consumer Sciences, Fashion, Gerontology, Interior Design, Lifespan and Nutrition. Our department seeks to prepare students for jobs, transfer and to improve personal and life skills. We deliver programs and services that demonstrate respect for student's personal/cultural values and educational/vocational goals.

What is the primary driver for the department's long-range (3-5 year) goals?

Changes in workforce, realignment for transfer

- **EARLY CHILDHOOD EDUCATION:** increased emphasis on completion of an AA, permit application, transfer; increased academic rigor in ECE courses to support student success in General Education requirements.
- **FASHION:** continued effort to communicate with industry and provide training for students that prepare them for employment in fashion; emphasis placed on costuming and specialty apparel.
- **GERONTOLOGY:** revision of degree to better prepare students for transfer and/or provide practical skills for working with the elderly population in a variety of workplace settings.

- INTERIOR DESIGN: create a home staging/styling program
- NUTRITION: adopt the AS-T degree

List the department's long-range (3-5 year) goals:

- Strengthen and re-evaluate the strengths and weaknesses of programs within our department and ensure alignment with transfer institutions and job market demand.

History, Political Science, and Social Science

The History Department prepares students for their roles as citizens and leaders of their local and global communities by providing them with a historical base of knowledge to make reasoned and reasoned assessments and plan for the future. The department serves students who intend to major in history, those who need history courses to fulfill other degree requirements, and those students who wish to study history for its insight into the various dimensions of the human experience. The Social Science program is designed to provide students with a broad understanding of the subject matter and the methods of analysis of the social sciences.

What is the primary driver for the department's long-range (3-5 year) goals?

Given the recent changes in California's system of higher education, the faculty in History, Political Science and Social Science understand that the community college needs to play a more important role in helping students transfer to a four-year school. We believe that our system plays a vital role not just in preparing students for transfer, but also making college affordable to those students who confront the challenge of financing a college education.

List the department's long-range (3-5 year) goals:

- Faculty would like to increase student success rates, as well as increase the number of students who obtain A.A. degrees.
- Faculty would like to do more to prepare students for transferring to four-year schools.
- Curriculum
The Political Science department anticipates adding new courses during this time, specifically a course in Environmental Politics and East Asian Politics. Both History and Political Science have constructed new AA-T patterns that await review in the Curriculum Committee.
- Financial Support
Faculty would like for the district to provide more resources to enable students to study abroad. There is a consensus among the faculty that the department, through the college and the district, has an obligation to train students for "global citizenship" by providing them with the opportunity to study abroad. Furthermore, there is the consensus among faculty that students need a broader range of options regarding destinations; it will not suffice to limit students to destinations in Europe, for example.
- Faculty and/or Staff
History and Political Science hope to add new faculty within this period.
- Student Success Initiatives (course success, retention & completion)
The History department will continue to track student success rates to measure the effect of the English writing prerequisite.

International Studies

The International Studies Program (ISP) aims to prepare students for a variety of university programs and for careers in the international field. It also encourages students to become aware of the need to develop foreign language skills and their knowledge of global issues. ISP works with the campus community to enhance overall awareness of global issues for students, faculty, and staff through courses, speakers and special programs such as conferences and workshops.

What is the primary driver for the department's long-range (3-5 year) goals?

The International Studies Program goals are driven by the need to cultivate an awareness of the concept of global citizenship among SCC students, staff, and faculty, through an interdisciplinary humanities and social sciences program that emphasizes interconnections between the local and the global as a basis for economic, social, political, and environmental sustainability at home and globally.

List the department's long-range (3-5 year) goals:

- Develop new methods and strengthen existing structures to promote and “advertise” ISP in order to increase student participation in the program. Update and expand website.
- Continue and expand ties to four-year universities to facilitate transfers to programs in Regional and International Studies and Global Studies.
- Continue to assist in internationalizing the curriculum across disciplines.
- Increase collaboration with international student advisor to support and integrate international students into the campus community.
- Explore possibilities of internships and grants with local organizations and businesses that have a global focus.
- Expand Study Abroad program with new models (faculty led, short programs), new destinations, and global citizenship.
- Develop and promote the use of technology to facilitate international communication and cultural understanding.
- Support efforts on campus that promote global sustainability.

Psychology

The SCC Psychology Department offers a comprehensive curriculum, representing a wide range of theoretical perspectives and specialty areas in psychology. Our goal is to help prepare students for transfer and career development as well as support their personal growth and enrichment through coursework and extracurricular activities.

What is the primary driver for the department's long-range (3-5 year) goals?

- **Applied Behavior Analysis Certificate:** A recent CDC study indicates that 1 out of 110 children will eventually be diagnosed with autism. (<http://www.ucdmc.ucdavis.edu/mindinstitute/research/app/>) With the rising rates of autism and other neurodevelopmental disorders, there is a need for trained paraprofessionals who can work with children with these issues. Currently there are no training programs in our community college district that address this need. Additionally, the Mind Institute here in Sacramento provides a unique opportunity for internships and placements for students trained in applied behavior analysis.

- **End-of-Life Care Certificate:** With our aging population and extended longevity rates, there is a need for people who are trained in end-of-life care, palliative care, and caregiver support. Few psychological resources exist for this population and their families, and training paraprofessionals to provide some of these services would greatly benefit our community.
- **Internship Program:** Community colleges are important partners in internship programs where participation in work experiences is an important factor in reaching program milestones. Benefits to interns include academic credit, salary advancement, practice in disciplinary skills and reflection, exposure to habits of professional practice, opportunities to exercise civic responsibility, expansion of social and professional networks, and résumé building. Colleges can benefit by demonstrating a commitment to engaged learning that benefits the local community and furthers its mission of educating its students. The demand for internships is likely to continue growing. In a 2010 survey report by the Association of American Colleges and Universities, 73 percent of employers stated the desire for higher education to put more emphasis on "the ability to apply knowledge and skills to real-world settings through internships and other hands-on experiences" (<http://chronicle.com/article/Internships-Have-Value/127231/>). Lastly, our transfer students will benefit due to the fact that internships are viewed favorably by admissions committees at most competitive institutions.
- **Diversity Integration in Curriculum:** Our ever-changing diverse demographic requires that we provide a comprehensive education that reflects the experiences of our students. Our Psychology of Minorities, Psychology of Women, and Psychology of Sexual Orientation courses address many of these diversity themes. However, we would like to better integrate the range of diverse experiences across our psychology curriculum. We would also like to expand our current course offerings to better encompass diversity issues.
- **Improve Mental Health Service to our Students:** The California Community Colleges Chancellor's Office (CCCO) has recognized the severe toll that mental health issues takes on our students' quality of life and educational progress, and has been granted funding to implement strategies across our community college system to engage in prevention and early intervention of mental health problems. (<http://www.cccstudentmentalhealth.org/main.php>) We see a longstanding need to proactively address our students' mental health needs, and we feel that our department can offer support and expertise in this area.
- **Increase Service Learning and Internship Options:** Service learning and internships are now recognized as active learning strategies that achieve a wide range of college goals, such as promoting civic engagement and increased understanding of other racial and ethnic groups. It is integrated into a course and has the intentional goal of developing civic skills and dispositions in students. Service-learning is academic work in which the community service activities are used as a "text" that is interpreted, analyzed, and related to the content of a course in ways that permit a formal evaluation of the academic learning outcomes. (<http://0-web.ebscohost.com.lasiii.losrios.edu/ehost/pdfviewer/pdfviewer?vid=3&sid=cc2d638a-3253-4b33-8be3-7b61637c26c5%40sessionmgr110&hid=108>)

<http://jcu.edu/academic/planassess/planning/files/Planning%20articles/Broader%20Social%20Benefits.pdf>

- **New Lab Space and Storage:** Several of our courses, particularly Psychology 300, 310, 311, and 335 include significant dry and/or wet lab components. For Psychology 335 - Research Methods, we are currently limited in our ability to provide instruction in the important use of statistical software (SPSS) due to scheduling conflicts with the LRC computer lab. For Psychology 311 - Biological Psychology Lab, we are currently limited to offering this at the Davis outreach center once/year due to FTE and space restrictions here. Psychology 300 and 310 could utilize “lab” resources much more than they do now due to restrictions in facilities and equipment access. For example, there are a number of areas in Psychology where experimental demonstrations or student projects best illustrate the concepts at hand, such as taking EEG measures or viewing specimens with compound microscopes. We currently own equipment for these activities, but are only able to utilize them in the 311 lab once/year. Lastly, an accessible storage space is needed for all of the models and equipment that we currently own so all Psychology faculty would have ready access to them.

List the department’s long-range (3-5 year) goals:

- Develop paraprofessional certificate program in applied behavior analysis and treatment with specific focus on developmental disorders, such as Autism Spectrum Disorder
- Develop paraprofessional certificate program in end-of-life care
- Develop a formal Psychology internship program
- Strengthen and expand the integration of diversity in its most comprehensive sense across our curriculum and programs
- Increase the diversity and accessibility of Service Learning Opportunities across the program
- Develop new courses and revise existing ones to support new certificate and internship programs, service learning opportunities, and enhanced diversity offerings.
- Partner with Counseling/Student Services to identify and develop ways of better meeting the mental health needs of our students - both in terms of implementing prevention strategies as well as improving our crisis intervention system
- Procure space for both a computer lab, a “research” lab, and associated storage space that can be utilized for a variety of our courses including Psych. 300, 310, 311, and 335.

Sociology

The SCC Sociology Department offers a comprehensive transfer and applied program. Our degrees and certificates are developed and designed to respond to the timely education needs of our local community and broader society. We provide opportunities for students to develop their sociological perspective through extra-curricular activities and faculty leadership to support the culture of a student-centered college.

What is the primary driver for the department's long-range (3-5 year) goals?

- Increased workforce need; job growth
- Program stability and longevity (Community Studies Program)
- Curriculum support for AA-T Sociology degree

List the department's long-range (3-5 year) goals:

- Consider developing a gerontology transfer program, partnering with other disciplines at the college, e.g. nutrition, psychology. This will include the need for on-going curriculum development as well as community networking with the goal of increasing potential service learning placements in these fields.
- Increase technological resources to support our existing courses.
- Develop research opportunities with the larger community.
- Continue to foster interest in the Sociology AA / AAT major.
- Increase course offerings.
- Expand Community Studies Program to include both day and night options.
- Foster and nurture relationships with other disciplines at the college

BUSINESS AND COMPUTER INFORMATION SCIENCE

The mission of the Business and Computer Information Science Division at Sacramento City College is to provide a quality education to our students. Students will be prepared to transfer into a Bachelor Degree program, enter directly into business or industry with an Associate Degree or Career Certificate, or acquire skills that they can apply to their careers or personal lives. The Business Department offers degrees and certificates in Accounting, Business, Office Administration, Management, Marketing, Customer Service, and Real Estate. The CIS Department offers degrees and certificates in Computer Science, Management Information Science, computer applications, web development, networking, security and programming.

What is the primary driver for the division's long-range (3-5 year) goals?

- Need to be responsive to industry trends and employers in the region.
- Both the CIS Department and the Business Department will need to continue to expand internship and/or co-ops to better prepare students for open jobs. Our advisory boards continue to indicate that some work experience in the student's chosen field significantly increases his/her chances of getting a full-time job.
- Simultaneously, both departments need to improve their completion rates in their certificate programs and transfer degrees. Many jobs (e.g., computer programming) require a bachelor's degree, and it is clear that students who earn their associate degree before transferring are much more likely to graduate with a bachelor's degree. A study done by the National Student Clearing House Research Center (<http://www.studentclearinghouse.info/signature/5/>) shows that nearly three-quarters of students who transfer with their associate degree or certificate graduate with a bachelor's degree while only 56% of those without a credential go on to graduate with a bachelor's degree.
- Given the ages of many of our faculty, there could be vacancies in some of our faculty positions which will need to be filled.

List the division's long-range (3-5 year) goals:

- Increase completion rates in courses, certificates, and degrees
- Increase the number of available internships and/or co-ops
- Bring new techniques (e.g., the use of tablets, flipped classes) into the classroom
- Build strong articulation agreements with area high schools
- Hire new high-quality faculty
- Investigate program addition (e.g., paralegal) and/or deletion
- Build stronger relationships with a broad range of local employers
- Improve communication with advisors
- Consider streamlining the number of degrees/certificates offered

Accounting, Business, Business Technology, Economics, Management, Marketing, Real Estate

The mission of the Business Division at Sacramento City College is to provide a quality education to our students. Students will be prepared to transfer into a Bachelor Degree program,

enter directly into business or industry with an Associate Degree or Career Certificate, or acquire skills that they can apply to their careers or personal lives.

What is the primary driver for the department's long-range (3-5 year) goals?

- Student success, retention, and job placement
- Reach more students and connect with our existing students in a meaningful way through the use of technology
- Continue to offer curriculum and programs that meet the need of the community for jobs and of students' interests
- Assisting the department with new ways to pay for our goals

List the department's long-range (3-5 year) goals:

- Researching the viability of developing a cohort system for department specific programs.
- Creating learning communities to assist students with the skills necessary to be successful in Business courses.
- Expanding the tutoring center to provide more services.
- Develop robust internship opportunities in multiple disciplines.
- Develop strategies for marketing our graduates to the business community.
- Fully integrating technology into more course curriculum.
- Exploring the potential of expanding offerings into the area of legal support.
- Investigate additional sources of funding.

Computer Information Science

The CIS Department offers degrees and certificates in Computer Science, Management Information Science, computer applications, web development, networking, security and programming. These degrees and certificates prepare students for transfer to 4-year institutions, job employment and advancement as well as aid in their personal development

What is the primary driver for the department's long-range (3-5 year) goals?

- Job placement for students
- Transferrable courses/degrees within the CSU and ultimately UC systems
- Improved retention and student success through creation of a better learning environment
- Increase numbers of certificates and/or degrees in the web program
- Assisting the department with new ways to pay for our goals

List the department's long-range (3-5 year) goals:

- Shift the "Move the Workforce Needle" initiative from its current pilot stage into an ongoing conduit to get students jobs and gain volunteer tutoring services in the B151 lab
- Change CIS curriculum to align with TMC
- Alter the lab in room 151 of the Business building to accommodate students better when it is being used as a classroom

- Develop student internship opportunities in all CIS sub disciplines
- Market our graduates to local employers
- Increase completion rate of students obtaining any of the web degrees or certificates
- Investigate additional sources of funding

COUNSELING

The Sacramento City College Counseling Department recognizes that higher education plays an important role in the improvement and enhancement of all individuals in our diverse community throughout their lives. Our mission is to ensure all SCC students have access to the full array of academic programs and support services. The department provides, academic, career, personal, crisis (short-term) and multicultural counseling to assist students in the attainment of their educational and personal goals.

Cooperative Work Experience Education and Internship Program

The Cooperative Work Experience Education and Internship Program advances the vision and mission of Sacramento City College by providing internships and student assistantships to qualified students through collaboration with our campus communities and with employers. Internships and student assistantships, coupled with Work Experience classes, promote student success and workforce development by encouraging students to identify career paths, to pursue certificates and/or two- and four-year degrees tied to those career paths, and to achieve successful workplace placement through internships and student assistantships

Disabled Student's Programs & Services

The College 2 Career Program is funded by the California Department of Rehabilitation to support students with disabilities at Sacramento City College; the program supports the learning needs and employment goals of individuals with disabilities by providing employment preparation and career exploration, first level job placement assistance, internships and work experience, and academic coaching in any college level course.

Human Career Development

Through the courses taught by professors in the area of Human Career Development students are provided a supportive environment in which to develop skills critical for personal, college, and life-long success. Courses are taught and designed to meet the needs of a diverse and changing population. The content of HCD courses cover academic, career, and personal development.

What is the primary driver for the department's long-range (3-5 year) goals?

- Addressing the needs of a constantly changing student population and meeting the demands of the Student Success Act.

List the department's long-range (3-5 year) goals:

- Expansion of emphasis courses
- Review mode/location/levels of HCD course offerings
- Expand SLOs assessments

DAVIS CENTER

The Davis Educational Center primarily serves students from Davis and the local region, providing a bridge to the programs, services and culture of SCC's main campus. We provide the greatest range of student services possible and we provide students with a quality higher education program in their community; this is green on many levels. We emphasize personal service, accessibility, and easy access to faculty, staff, and administrators. We encourage personal initiative and responsibility in our students. Our program emphasizes transfer-oriented courses, but we also offer courses for career and technical education and for personal enrichment. Wherever possible we encourage green consciousness (curriculum and practices) and global awareness.

What is the primary driver for the Center's long-range (3-5 year) goals?

- College-wide emphasis on the completion agenda.
- Phase 2 will allow for strengthening GE completion for all students by creating new options for lab courses.
- Phase 2 will allow for enhancing the transfer program for students going to UC Davis by allowing students in the sciences to complete more of their major requirements at this site.
- Phase 2 will enhance the potential for CTE programs in Davis.

List the Center's long-range (3-5 year) goals:

- Continue to increase student success in courses taken at this Center.
- Plan for and implement Phase 2 of the Davis Center construction plan. (Currently planned for 2018.)
- Adjust the curriculum as appropriate for the phase 2 facility (anticipating that a lab component to the building will allow for additional GE course offerings, as well as the potential for new programs).

HUMANITIES AND FINE ARTS

By understanding the varied modes by which we express our humanity, the disciplines and programs in the Division of Humanities and Fine Arts seek to provide the knowledge and skills with which students can find employment, personal satisfaction, and personal fulfillment.

What is the primary driver for the division's goals?

Changes in the student population with respect to preparation for higher education and expectations for an education in the Humanities and Fine Arts will require a different approach to teaching and learning in many of the division's disciplines.

List the division's long-range (3-5 year) goals:

- To restore the range and scope of the division's performance programs to the levels prior to 2008. With adequate resources to provide robust, challenging and complex performance opportunities, our students learn to maximize their potential and to transfer or enter the workforce with a wider, deeper and more real world skill set.
- To increase the role of the Fine and Performing Arts in the implementation of Student Success initiatives. All disciplines in the division need to identify how they can contribute to and integrate with other disciplines to facilitate student success and completion.

Art

The mission of the Art department is to provide basic skills and training for students who wish to transfer to four year schools and obtain degrees in art or art history. Additionally, we provide general education for students to develop their understanding of significant cultural and visual expressions of people from many eras and places. Further, it is our mission to provide continued training for those students who wish to further their skills and understand of art and art history.

What is the primary driver for the department's long-range (3-5 year) goals?

The primary driver for the goals listed above is to maintain the high level of preparedness that our students have when they transfer to four-year institutions, and to reflect in our teaching the wide range of skills and knowledge that they will need to be successful as they continue their education.

List the department's long-range (3-5 year) goals:

- Uphold and maintain traditional and classical Art Studio and Art History disciplines and the skills associated with them
- Embrace and integrate new technologies as they transform the artistic and academic landscape, and develop new courses by which to teach them.

The faculty has found that as opposed to being mutually exclusive, these two approaches to teaching in the contemporary academic environment enhance one another.

Communication, Humanities

The Sacramento City College Communication Department offers a wide range of courses, programs, and events that focus on competent communication in a variety of contexts: public, relational, rhetorical and organizational. From open-entry lab courses to transfer level offerings

to competitive public communication, we strive to meet the needs of our diverse community. The Communication Department supports the mission of the College by providing quality instruction that assists all students in becoming competent communicators, whether for graduation, transfer, career advancement, or personal enrichment.

What is the primary driver for the department's long-range (3-5 year) goals?

Improve student success.

List the department's long-range (3-5 year) goals:

Over the next 3-5 years, the department is committed to continually assessing the need for curricular changes or modifications and discussing multiple methods of content delivery (e.g., utilizing distance education modalities successfully). Faculty will continue to assess the need for existing and potential new courses, and how to appropriately incorporate technology into the classroom. Discussions will also continue around the subjects of pre-requisites, SLO development and assessment, and how to increase the number of Communication majors

Foreign Languages

Through language instruction and the development of competence in the culture of the targeted language, the Foreign Languages Department seeks to create global citizens at Sacramento City College. The ability to communicate and effectively relate to a diverse world is critical to student's academic, professional and personal success.

What is the primary driver for the department's long-range (3-5 year) goals?

Two of the primary drivers are: changes in the workforce (higher demand for bilingual workers) and a stronger focus on transfer education (TMC).

List the department's long-range (3-5 year) goals:

Budget cuts have affected our program and our focus has changed from expanding our class offerings to maintaining the ones we already have. Even though we have had to cut many of our classes, we are still working toward several goals:

- -Increase retention.
- -Strengthen classes created for Heritage Speakers.
- -Offer the whole sequence of Foreign Language courses on campus as well as in outreach centers.
- -Participate in the development of the new Transfer Model Curriculum (TMC)
- Within the next 3-5 years the department will also focus on offering more class sessions if the budget situation allows it.

Music

The Music Department offers a wide array of courses in performance, theory, appreciation/history, instrumental and vocal music, world music, jazz, audio recording, and music technology. We offer different opportunities for transfer and career advancement - A.A. in General Music and A.A. and certificates in Commercial Music (performance, songwriting-arranging, audio production, and business). We also serve students who wish to explore the creative arts for personal enrichment. Music stimulates the artistic, intellectual, and emotional

parts of us. Our students gain useful experiences and knowledge and return to the community to add their voices to our diverse cultural life.

What is the primary driver for the department's long-range (3-5 year) goals?

- The need for full-time faculty stems from the retirement of two full-time faculty members. Both retired faculty members were heads of their respective programs, and replacements are necessary to assure direction for these programs
- Many Instrumental classes have been cut within the last several years, and we currently have few courses in our catalog that are currently being offered. These courses are part of the A.A. in General Music.
- The Applied Music class has been completely removed from our schedule (and from schedules district-wide) due to legal implications. Hopefully, some guidelines can be established so we can re-add this REQUIRED component. It is also our intention to create a specific Applied Music *program*, so Music Performance majors can completely fulfill transfer requirements.
- Our new Performing Arts complex gives us the ability to collaborate with Theater, but we do not yet have a system in place to fully organize and fund such a large-scale production.
- The equipment in our theory classroom is decades old, and needs to be replaced. This is a technological and educational necessity.

List the department's long-range (3-5 year) goals:

- To hire a full-time faculty member to head the Choral Program
- To reestablish and expand the Instrumental Program (specifically, to re-add classes and ensembles back into the schedule that have been removed in recent years due to budget cuts)
- To re-add Applied Music to our schedule
- To develop an Applied Music Program
- To establish a collaborative system by which the Music and Theater Departments can work in tandem to present large-scale musical theater productions
- To hire a full-time faculty member to coordinate the Audio Engineering/Commercial Music Program
- To replace outdated furniture/keyboards in our theory classroom (PAC 116)

Philosophy

We in the Philosophy Department strive to motivate excellence in our students by providing high quality, time-tested critical thinking/Socratic pedagogical strategies, fair and flexible evaluation mechanisms, and inspiration for each student to "live an examined life." We are dedicated to the philosophical development of the whole person both to preserve the Western canon and, ultimately, to cultivate humanity and effect a sustainable future.

List the department's long-range (3-5 year) goals:

- Refocus on transfer education

- Maintaining quality, focused, inclusive instruction in relevant contemporary as well as traditional philosophy
- Producing global, well-educated citizens

List the department's long-range (3-5 year) goals:

- Hire a new full time person to replace retirees.
- See the full implementation of the Environmental Literacy Program and full enrollment in our Environmental Philosophy course.
- See the full implementation of the AA-t in Philosophy and many students achieving it.
- See the development and approval of a new World Philosophies course.

Sign Language Studies

The Sign Language Studies Department seeks to facilitate successful students. The Department provides language skills and cultural understanding to enable students to more effectively interact and communicate with the Deaf Community.

What is the primary driver for the department's long-range (3-5 year) goals?

- Set up AA degree in Deaf Studies with a strong ASL program to support ASL Interpreting Preparatory Program (IPP) at ARC in order to prepare our students of diverse to enroll IPP program.
- Prepare our students to apply what they have learned at SCC Deaf Studies program especially with their ASL skills and Deaf culture in the workforce with the growing numbers of the Deaf people in Sacramento.

List the department's long-range (3-5 year) goals:

- Improve articulation with transfer institutions for some courses such as SILA 315, SILA 316, SILA 330, SILA 332.
- Work closer with SCC counselors to educate them about the high demand job opportunity with American Sign Language skills especially ASL interpreters so they can encourage students to take ASL classes.
- Offer more courses such as SILA 316, SILA 330, SILA 331, SILA 332, SILA 334.
- Set up American Sign Language Lab similarly to ARC's ASL Lab to provide tutorial service, Mac computers for students to video themselves in ASL for self-evaluation, peer evaluation and instruction's evaluation, and extra assignments to develop their receptive and expression skills.
- Apply grants and find financial support for Staff development and ASL lab.
- Request for a new SILA tenure-track teaching position to replace Ritchie Bryant, our former Faculty.
- Kevin Clark will apply for a sabbatical leave to focus possibly on setting up ASL Lab or AA degree in Deaf Studies.
- Set up an account with SCC foundation for ASL department to do fundraising for scholarship for students, Faculty's professional development, work closely with the Deaf community.

Theatre Arts and Film

Sacramento City College is an open-access, comprehensive community college, serving a diverse student population. We provide a wide range of educational opportunities and support services leading to transfer, career advancement, basic skills development, and personal enrichment. Through these efforts, we contribute to the intellectual, cultural and economic vitality of the community. In Theatre Arts and Film, we offer courses in the basic skills, history, and theories needed for the student to succeed in many areas of Theatre and Film work, hands-on courses and labs that develop these skills in a practical, industry-based approach, and performance and production opportunities that allow real-world application of these skills and prepare the student for real-world employment

What is the primary driver for the department's long-range (3-5 year) goals?

All the department goals are driven by changes in the workforce, and an always growing demand for qualified actors and technicians in the entertainment industry.

List the department's long-range (3-5 year) goals:

- Continue to increase the number of students that can access our hands-on, real-world theatre and film education, by continuing a full season of plays and film projects, by doing large projects in the new auditorium, and by insuring that we are offering regularly all the technique classes that support production.
- Continue to make the new theatres and classrooms work at the level they should, fixing technical and design problems, and making improvements as technology progresses.
- Increase the number of sections we offer and the number of adjuncts we employ, so that we can teach our classes at somewhat more manageable sizes.
- Continue to incorporate our writing programs into our production programs, by offering projects that include original writing from our students.
- Widen our faculty in the technical areas, to fill in some of the areas in which are not expert, and to better serve our students with well-rounded training as they go out into an increasingly technical theatre and film industry.
- Catch up with our demand in the film program by hiring a full-time film faculty, to better prepare those students for the film industry.
- Improve our student training in the areas of the business of theatre, so that actors and technicians are prepared for real-world employment and finding employment.

KINESIOLOGY, HEALTH AND ATHLETICS

The mission of the Kinesiology, Health and Athletics Division is to provide a positive, educational setting in which students can achieve skills for the personal management of life-long health and wellness. Within athletics, an integral part of the total educational process, we strive to promote the mission of the college through student athlete participation in an integrity-based, collaborative and equitable athletic program. Sacramento City College's athletic program aims to provide the opportunity for student athletes to realize their full potential both academically and athletically.

Kinesiology, Health, Physical Education

The mission of the Kinesiology, Health and Athletics Division is to provide a positive, educational setting in which students can achieve skills for the personal management of life-long health and wellness. Within athletics, an integral part of the total educational process, we strive to promote the mission of the college through student athlete participation in an integrity-based, collaborative and equitable athletic program. Sacramento City College's athletic program aims to provide the opportunity for student athletes to realize their full potential both academically and athletically.

What is the primary driver for the department's long-range (3-5 year) goals?

- Student Success Initiatives

List the department's long-range (3-5 year) goals:

- Establish and promote clear pathways for students to complete KHA degrees & certificates.
- Increase student success rates for SCC Student Athletes

LANGUAGE AND LITERATURE

The mission of the Language & Literature Division is to facilitate the success of students on campus by offering programs in English, English as a Second Language, Journalism, and Reading. The Division's offerings cater to students at all levels—from developmental to advanced—and prepare students for academic work in other disciplines, for transfer to a four-year college, and/or for work in a variety of occupations.

What is the primary driver for the division's long-range (3-5 year) goals?

- California Community College Student Success Initiative, including the Student Success Scorecard
- Changes in the workforce (in Journalism especially)
- Existing work with universities, high schools, sister colleges
- ACCJC Accreditation Standards
- The diverse needs of SCC students

List the division's long-range (3-5 year) goals:

- Continue improving instruction in language and literacy skills at all levels (developmental through transfer).
- Improve cohesion and continuity of offerings within and between the Division's departments.
- Increase percentage of students matriculating from developmental to college-level coursework.
- Continue meaningful student learning outcome assessments and increase program learning outcome assessments to improve planning at the department level.
- Assist the entire campus in an effort to help students with their language and literacy skills and, thus, to prepare them for academic work in any discipline.
- Improve retention and success rates for courses at all levels.
- Increase numbers of certificates and degrees awarded annually.
- Continue to innovate programs and offerings to better meet the needs of students and workforce.
- Work with both high schools and universities to assure the continuity of standards, preparation, and opportunity for local students.
- Work with colleagues in the district to create more continuity of offerings and services for students, who increasingly move from campus to campus.

English (ENGWR, ENGLT, ENGCW, ENGED, ENGLB)

The Sacramento City College English Department offers a comprehensive range of composition, creative writing, literature and film analysis courses to meet the needs of our diverse student community. From open access basic skills classes to transfer level and honors classes, the English Department supports the mission of the college. An A.A. degree in English is offered.

What is the primary driver for the department's long-range (3-5 year) goals?

- Statistics showing retention and success rates in our courses, particularly for department-wide finals

List the department's long-range (3-5 year) goals:

- Re-evaluate and improve sequence of writing courses.
- Evaluate and improve retention and success rates in our courses
- Hire more full-time faculty to improve FT/PT ratio and help with consistency teaching/grading.
- Provide more smart classrooms to make teaching more effective

English as a Second Language (ESL, ESLG, ESLL, ESLP, ESLR, ESLW)

The ESL Department assists students in the development of essential English language skills necessary for college success and employment.

What is the primary driver for the department's long-range (3-5 year) goals?

Changes in enrollment and student population are the main reason for the ESL department's long-range goals. Since the immigrant population is subject to frequent changes due to complex factors, it is very difficult to predict and therefore prepare for all eventualities. However, by making our program more flexible and better known across the campus, we hope to reach a wider variety of students.

List the department's long-range (3-5 year) goals:

- Offer courses that will better serve the ESL student population and allow students to complete our program in fewer units and less time.
- Identify ways to serve Generation 1.5 students who need to improve their grammar knowledge and editing skills.
- Promote our labs and grammar courses across the campus, and encourage other departments to include some of our courses as prerequisite or advisory to courses in their programs.
- Promote our program in the Sacramento area, especially in local high schools and among international students attending local colleges and universities.
- Continue to update the materials in our ESL lab at the main campus and in the West Sacramento Center to stay current with emerging technologies.

Journalism

The Sacramento City College Journalism Department seeks to instruct and train a diverse student population through a wide range of educational means, leading to transfer and vocational opportunities through programs for an associate's degree and a publications certificate. Students gain intellectual, educational and cultural development through theory courses in mass media, literary and applied skills courses in newswriting and reporting; basic media writing style and grammar; and hands-on production skills in online, magazine and newspaper production. Students gain cultural enhancement by working on diverse publication staffs and by serving as the primary organized source of student voices on a diverse campus. The department contributes to community economics by training media students in journalism skills through the changing technology reflected in the field, which leads to internships and entry-level employment.

What is the primary driver for the department's long-range (3-5 year) goals?

Changes in the workforce -- The entire news media industry is in change because of digital technology. The SCC Journalism Department is committed to teaching our students the skills they will encounter in this tumultuous field.

List the department's long-range (3-5 year) goals:

- Hire a full-time multimedia professor (if not hired before)
- Assess future instruction needs as one full-time JOUR professor begins reducing load in 2014
- Add more sections of existing courses, especially Mass Media in Society and Style for Media Writers
- Offer hybrid and online courses, especially Mass Media and News Writing and Reporting
- Continue to assess the needs of print and digital news in relation to our program
- Develop a communication and governing strategy between the JOUR and PHOTO departments as they share space in the new Student Services building
- Purchase hardware and software for our lab that meet industry standards

Reading

The mission of the Reading Department is to support student success across the curriculum by offering an outcome-guided teaching approach to basic and advanced reading instruction.

What is the primary driver for the department's long-range (3-5 year) goals?

The primary driver for our goals is the student success initiatives.

List the department's long-range (3-5 year) goals:

- Increase technological access and support for reading instruction and learning in order to take advantage of newer reading software programs.
- Raise campus awareness of the importance of reading through surveys, workshops, and staff development activities.
- Develop a Reading Across the Disciplines program which includes curriculum development that integrates explicit reading skills and strategies instruction in content-area courses.
- Improve student success rates in content-area courses and campus-wide access to the reading lab by creating workshops focusing on textbook reading strategies.

LEARNING RESOURCES

In support of Sacramento City College's educational mission, the Learning Resource Division offers a welcoming and supportive atmosphere for the campus community by:

- assisting students in the development of their full academic potential;
- strengthening comprehensive learning and critical thinking skills;
- enhancing retention;
- promoting student success; and
- motivating students to become self-directed learners.

The Learning Resource Center provides support services, such as individual or group tutoring, learning skills courses, library resources and services, distance education, instructional media, archives, and basic skills development.

What is the primary driver for the division's long-range (3-5 year) goals?

Strengthen the Learning Resource Center's (LRC) communication and collaboration with programs, divisions, and the college as a whole to impact quality services and efficiencies and within the LRC, to focus on practices, teaching, and services that result in students developing the habits, skills, and inquiry-based knowledge that promotes college success and lifelong learning.

In addition, the following issues impact goals for the division:

- The LIBT and LTAT programs went through Program Review in 2013/14.
- In the Tutoring area, both Coordinators retired in the 2013/14 AY. These positions were replaced, one in 2014-15 and one in 2015-16.
- In the Library, three librarians have either transferred or retired and their positions have not been replaced. In addition, one librarian is on a pre-retirement plan. New librarians were hired in 2014-15 and 2015-16.
- The district is planning a replacement of its integrated library system (ILS which will be installed in the Summer 2015.

List the division's long-range (3-5 year) goals:

Goal A: Technology:

- Support the integration of technology and emerging technologies learning methods across curricular and co-curricular disciplines.
- Collaborate with faculty to improve student success on assignments involving the use of the LRC resources related to technological tools
- Ensure that faculty are able to demonstrate expertise in digital pedagogies with clear articulation of the desired outcomes related to the specific medium.

Goal B: Services:

- Better promote the LRC resources and services that enhance student success

Goal C: Staffing/Professional Development

- Implement strategies to increase staffing levels of both faculty and staff to accommodate the LRC resources and service needs

- Make available continued learning, professional leadership opportunities and development training to staff at every level.

Goal C: Diversity:

- Promote diverse views and voices in every aspect of our work
- Target services to individuals of diverse ethnic, cultural, socioeconomics, and geographic backgrounds

Goal D: Digitization:

- Strengthen, share, and digitize and preserve our valuable and unique archival collections.

Goal E. Student Learning Outcomes:

- Maintain alignment of the LRC student learning outcomes with the college's mission and goals.

Goal F: Welcoming Environment

- To consistently ensure a welcoming, informative, and open communications experience for students to promote continued engagement with the Center's services and activities.

Goal G: Physical Space

- Maintain a space that supports and advances the Division's mission while retaining the flexibility to change to adapting student needs
 - Provide more group study spaces
 - Create a more welcoming campus entry.
 - Establish study spaces and meeting spaces with smart technology

Goal H: Operational Core:

- Ensure that the LRC continues to improve its organizational and operational processes and creating environments where employees understand their roles, the role of others, and their interdependence to the mission of the Division and the College.
- Ensure that each employee is committed to and accountable for performing her/his responsibilities with the highest standards of excellence.

Learning, Tutoring and Academic Technology

The mission of the Learning, Tutoring and Academic Technologies Department is to provide resources to the campus community to foster learning and incorporate technology into instruction. Learning Skills and Tutoring provides a wide range of tutoring services to assist students with meeting their academic needs. The Writing Center provides tutorial services to enhance students' writing proficiency across all academic disciplines. Distance Education provides program-level support to faculty in disciplines engaging in distance education instructional modalities, and provides guidance regarding regulatory compliance, accreditation issues, and best practices for distance-based instruction. Instructional Development provides support for the various academic computing resources and instructional technologies provided to students and faculty.

What is the primary driver for the department's long-range (3-5 year) goals?

Academic Computing:

- Increased expectation across disciplines that technology will be integrated into the overall student learning experience.

- Changing technologies will cause variation in the types of academic computing services students need, including more of a BYOD (Bring Your Own Device) model with mobile computing technologies.

Distance Education:

- Accreditation requirements.
- Professional standards for quality distance education instruction.

Instructional Development:

- Changes in technology and pedagogy.
- Widespread adoption of technology solutions across disciplines.
- Accessibility requirements (ADA, Section 508).

Learning Skills/Tutoring:

- Student need for tutoring services to help them complete and pass their classes.
- Student Success Initiative.
- Accreditation requirements for distance education services.

Writing Center:

- Basic skills courses have low success rates. Low success rates and repeatability limitations mean that students in basic skills courses need learning resource supplements to their classroom instruction.
- Online students may need access to online support services, such as workshops and tutoring.

Please list the department's long-range (3-5 year) goals:

Academic Computing:

- Computer lab facilities are presently adequate to meet students' needs. However, in the next 3-5 years, innovative use and creative adjustments pertaining to space issues may be necessary to continue to meet our students' evolving needs.
- Academic Computing requires stable, permanent funding for instructional staff. A part-time Instructional Assistant position has been supported by various budgets, none of which have been consistent. This has been a major departmental and division concern.
- Access to computing resources is essential to student retention and student success. Many of our students have no other means of computer access; the Learning Resources labs are the only areas where these students are able to utilize the necessary resources to complete coursework. Additionally, as more course materials become available through our Learning Management System (currently Desire2Learn), our computer labs are even more critical to student success.
- Academic Computing labs are currently included on the Information Technology computer replacement cycle. However, peripherals such as scanners and headphones are not included. These items will need to be periodically replaced.
- Adapt to provide new services to students and staff who use mobile computing platforms in a BYOD (Bring Your Own Device) computing environment. Examples include wireless printing capabilities, assistance in signing on to campus wireless networks, and security/firmware checks for various mobile operating systems seeking to access the college networks.

Distance Education:

- Through the Distance Education Committee, provide recommendations for college-wide practices such as:
 - Definitions for distance education modalities;
 - Uniform language as part of schedule notes for DE courses;
 - Modifying the separate curriculum approval process to include a substantial preview of DE courses, approvals per instructor instead of per course, in order to ensure accountability for regular effective contact between the instructor and students.
 - Revise the guidelines which outline required qualifications for faculty wishing to teach a DE course.
 - Develop a mechanism to track instructor DE course approvals and compliance with established guidelines outlining required qualifications for faculty teaching a DE course.
- Assist individual faculty and departments in utilizing best practices for distance education instruction.
- Ensure an informed presence in the curriculum development process for DE courses.
- Collaborate with Student Services leadership to develop more depth of online student services.
- Revise and refine the Distance Education Program Plan.
- Participate in visioning and substantial revision of the Los Rios distance education strategic planning process.
- Continue implementation of the COVE (Center for Online and Virtual Education) branding for online faculty development and innovation at SCC.

Instructional Development:

- Develop an online teaching certification program for SCC faculty that meets the guidelines outlined by the SCC Academic Senate for qualifications of faculty wishing to teach via distance education.
- Merge the Instructional Development and Academic Computing units into a single working group that supports student and faculty technology/computing needs.
- Support utilization of the learning management system (LMS) by faculty and students in online, hybrid, and web-enhanced courses.
- Provide guidance to faculty innovators seeking to harness the power of technology to increase student success and achievement of student learning outcomes.
- In collaboration with Distance Education, Information Technology, and the Staff Resource Center, provide regular professional development opportunities to faculty and staff that bolster instructional and student services effectiveness.
- Develop training opportunities to help faculty create instructional materials which meet ADA requirements, utilizing universal design principles.
- Provide effective support for college technology systems and products, such as D2L, WordPress, Turnitin, Camtasia, Lynda.com, and similar products used across the enterprise for instructional purposes.

Learning Skills/Tutoring:

- Continue to provide financial stability for the campus-wide tutoring programs through the Tutoring Program Planning process.
- The two faculty tutoring coordinators will be retiring. Hire and train new coordinators who will bring additional innovations in providing services to on campus and online students.
- Continue to provide multidisciplinary tutoring services for all SCC students.
- Continue to work with DSPS to insure that tutoring services are available for students with disabilities.
- Continue to provide services to support the Basic Skills Initiative.
- Continue to provide services to support the Student Success Initiative.
- Research and implement comprehensive online tutoring services.

Writing Center:

- Explore options for additional forms of tutoring support for students in developmental composition (basic skills) courses.
- Develop workshops for students that are videotaped and can be viewed online.
- Explore options for online synchronous tutoring.

Library

The Sacramento City College Library operates as an integral part of the educational program of the college. Its primary mission is to support the goals of the students, faculty and staff for classroom activities and assignments, cultural pursuits and personal development. The library will support the educational goals of the college by pursuing the following:

- Acquire and provide a well-balanced, up-to-date collection of print, non-print and electronic resources; and,
- Ensure that patrons become efficient and effective consumers of information, able to find, evaluate, analyze, use and communicate data, by matching patrons with information to meet their immediate needs as well as by teaching critical thinking and information skills to meet their future needs.

Additionally, in keeping with the community college philosophy, the Sacramento City College Library is committed to serving, as much as possible within the constraints of its primary mission, the neighboring community.

What is the primary driver for the department's long-range (3-5 year) goals?

The primary driver for the goals listed above include new and revised curriculum, services to basic skills students and an overall focus on enhancing student success. The library plans to expand and develop services that promote student engagement in pursuit of academic goals and collaborative work and integrate the rapidly evolving technologies that shape academic libraries. The library will have a key role in expanding online access to materials to accommodate the expectations of a student body increasingly accustomed to interacting with information digitally. It is extremely important that the library have adequate staffing and materials to provide the services that are keys to student success.

List the department's long-range (3-5 year) goals:

- Hire needed classified staff. The library has lost classified positions that have not been replaced. Additionally, there has been an expansion of services. For example, the library has expanded the number of labs available to students in response to student demand. The department would like to ensure that there is sufficient staffing to provide a high level of service to students, faculty and staff utilizing the computer labs.
- The department will be undertaking a range of facilities projects that will better support student demand for collaborative learning space, as well as to modernize and replace both facilities & equipment as needed as the building ages. These projects will include creating additional group study rooms and offices for librarians on the third floor.
- The department will pursue the digitization of the student newspapers in the Sacramento City College Archive/Special Collections Room that are only currently available in person at the college. Additional staffing and new technology will be required to meet this goal.
- The library would like to maintain and expand the library collections in order to respond to student needs and support the college curriculum. This will involve the addition and replacement of new materials in a broad range of formats including print, media, online and electronic materials. Additionally there may be other formats that develop, that aren't currently available, which we may need to add to this list as new technologies become available.
- The department needs to hire several replacement librarians. The library has not replaced the librarian that left in 2010. In addition, one librarian retired in May 2013. Another librarian is in pre-retirement and will be retiring by 2015. Services to students, faculty and staff will be affected by this loss in staffing. Librarians are needed to improve and develop services to basic skills students. Additionally, as new technologies relating to library services emerge and become increasingly important (such as the ebook collections), it is key that librarians with skills in these areas are hired by the college.
- The library would like to maintain and adjust the current library instructional programs to respond to the changes in information resources and to provide continuous support to classroom instruction. This will involve restructuring, modifying, and updating Drop-in Workshops, Customized Instructions, and the online information literacy tutorial PILOT
- The district is implementing a new Integrated Library System (ILS) to replace the current ILS. This is a major change in service and will require a large investment of work hours to select, customize and implement the change. Additionally, students and staff will need to be trained on the new system and a new set of instructional materials and sessions will need to be developed.
- The library plans to increase data collection, particularly relating to users and collections, in order to better assess the effectiveness of library services and to drive improvements that support student success across the curriculum.
- The Library and Information Technology program needs to continue to develop and change as the library and information profession changes. Curriculum will need to be changed and added in response to changes in technology, job requirements and suggestions from the Library and Information Technology (LIBT) Advisory Committee. Appropriate materials, such as books, technology, equipment for the LIBT classroom,

must be updated and maintained to support the students and the curriculum. Training of faculty must continue to keep up to date with changes in the profession.

MATHEMATICS, STATISTICS AND ENGINEERING

The Mathematics, Statistics and Engineering Division is committed to providing students with instructional opportunities leading to transfer, basic skills mastery, and career advancement.

What is the primary driver for the department's long-range (3-5 year) goals?

Success rates in mathematics courses, particularly at the developmental level are very low. Many students fail to see value in learning mathematics and as a result often do not commit to their own success in these classes. In some cases the students lack the skills required for success. Partnerships such as the Sacramento Pathways to Success are already in place. It will take an expanded collaborative effort at all levels of instruction to change the culture around the importance of learning mathematics as we help students develop the skills necessary for college success.

Creating a degree in Engineering similar to the AS-T for Mathematics is important in moving students to transfer to the CSUs, but the extensive number of lower division courses required in engineering, mathematics, and physics results in a unit-cap nightmare. It is hoped that discussions will continue and a solution will prevail.

Discussion focused on career paths would help evaluate whether the departments are offering the appropriate collection of courses to assist students in meeting their career goals. New tools such as the Salary Surfer may have value in discussions with students.

List the division's long-range (3-5 year) goals:

- Increase student success
- Utilize strategies in place to connect students with support services
- Hire instructors and a dean to replace retirees
- Expand K-16 partnerships
- Provide time for professional development experiences
- Increase the number of degrees awarded in Engineering and Mathematics
- Develop/enhance advising or mentoring of students majoring in Engineering and Mathematics

Engineering

The engineering department contributes to the intellectual and economic vitality of the community by offering a comprehensive curriculum including introductory, degrees, and transfer for all engineering fields. The department serves the SCC student population by providing AS degrees in Civil Engineering, Electrical/Computer Engineering, General Engineering, and Mechanical/Aeronautical Engineering, as well as a transfer curriculum for all engineering disciplines.

What is the primary driver for the department's long-range (3-5 year) goals?

- Focus on Student Success
- Ensuring Expedited Transfer
- Development of new Degrees and or Certificates

List the department's long-range (3-5 year) goals:

- Continue working closely with the California Engineering Liaison Council (ELC) with the development of course descriptors for engineering courses that are submitted to the CID system. As needed update our engineering courses to the engineering course CIDs as they are approved. Continue working with ELC and the CID office on developing the Engineering answer to SB 1440. If and when a TMC is approved then Engineering AS-T/s will be developed. We need to focus on a way to document that our engineering transfer students have completed the courses necessary to successfully transfer to a 4-year institution at the Junior level in pursuit of an Engineering BS degree. The modifications of the curriculum that are anticipated would increase the need for labs and equipment.
- It is recognized that our students as well as those in Mathematics and Physics would benefit greatly from working within learning communities. A dedicated space where computers as well as study resources are available would greatly facilitate this. While there is space set aside for special groups such as MESA there is not space set aside for use by all dedicated Mathematics, Engineering, and Physics students. The prospect of such a space will be investigated and pursued.

Mathematics, Statistics

The Mathematics and Statistics department offers a comprehensive curriculum useful for the enrichment, technical training, degrees or transfer. The department has a mission to improve student learning outcomes for a diverse student population in all mathematics and statistics classes, without lowering standards.

List the department's long-range (3-5 year) goals:

- Facilities
Faculty offices will be moving to the 3rd floor of Rodda North. The vacated space in Rodda South will be converted into useful space, perhaps in support of the Math Lab.
- Faculty and/or Staff
At least four of our thirty regular faculty members will be retiring, including our Math Lab Coordinator; we intend to request full-time faculty positions to replace these retirees.
- Staff Development
The department would like to see a substantial increase in funding for professional development to allow for more faculty members to attend national math conferences.
- Research
The math department would like to consider instituting additional measure of student success; student retention and pass rates, as they are currently measured, do not give us enough information on the effectiveness of our teaching. The department would also like to research how well our students are prepared at the beginning of a course.

SCIENCE AND ALLIED HEALTH

The Science & Allied Health Division provides innovative general education, transfer and vocational programs to a diverse student population. The programs offer a comprehensive set of didactic, laboratory, service learning, clinical and field experiences that help students become self-directed learners in support of their future college and career success. The faculty and staff are committed to the creation of a supportive learning environment that encourages celebrates diversity of both thought and person, and to pursue life-long learning and an active civic life.

What is the primary driver for the division's long-range (3-5 year) goals?

- Mission driven reallocation of restored resources
- Increasingly serious challenges with our physical plant (Mohr and Lillard Halls)
- Increase demand for evidence-based accounting of outcomes
- Changes in student expectations arising from reform of pedagogical practices in the K-12 system such as Common Core and Next Generation Science Standards
- Need to engage in the effort to increase the diversity of students taking science courses and those in our allied health programs
- The globalization of STEM workforce and the need to see our efforts in a broader context
- Explosion of educational technology that offers significant opportunities for improved learning experiences
- Increase focus on student success as the key measure of institutional effectiveness

List the division's long-range (3-5 year) goals:

- Continue to improve administrative processes including class scheduling, room use, budgeting, and division-wide collaboration and planning
- Facilitate innovation in teaching through a more coordinated use of staff development opportunities, professional organizations, Foundation funds, sabbaticals, internal and external expertise, and grant opportunities
- Become a leader in STEM-based career technical education
- Increase ethnic diversity of students taking courses in our area through partnerships with local feeder high schools and in collaboration with College-based initiatives such as RISE, MESA and Umoja
- Increase partnerships with STEM-based industry groups and businesses
- Improve our use of data-informed decision making in determining resource allocation in support of student success
- Maintain and enhance efforts to develop, implement and evaluate innovative pedagogical approaches
- Work towards redesign of Mohr and Lillard Halls that supports student learning and a positive work environment for faculty and staff

Astronomy, Geology, Physics

The mission of the physics department is to provide the means whereby any member of the community may be educated in the basic values, methods, and content of physics, astronomy, or geology either for their own personal growth or as the foundation for a professional career in the

physical sciences. In pursuing its mission the Physics Department helps to preserve and advance the practice of physical science for its benefits to society and each of its members.

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What is the primary driver for the department's long-range (3-5 year) goals?

- The specific form of the new facility that replaces Mohr Hall needs to be planned carefully in order to best serve students into the future.
- Cuts to our budget are curtailing our ability to carry out long term high cost improvements to our equipment infrastructure.
- One member of our permanent teaching staff and our lab tech have announced plans to retire within the next few years.
- Computer-aided scientific experimentation has become the norm, and needs to be included much more in our laboratory teaching.

List the department's long-range (3-5 year) goals:

- Work towards an optimal outcome for the pending Mohr Hall renovation project.
- Bring the financial support in our annual budget allocation back to its peak level before the economic recession.
- Fulfill the staffing needs of the department in anticipation of the retirements of a member of the permanent teaching staff and our lab tech.
- Add significant computer-aided experimental capabilities to support and improve the laboratory experiences of our students.

Biology

The Biology Department provides innovative general education, transfer and vocational program offerings to a diverse student population. The programs offer comprehensive lecture, laboratory, clinical and field experiences designed to introduce students to state-of-the-art technology and prepare them for future educational and employment opportunities. The faculty and staff are committed to the creation of a supportive learning environment that encourages students to celebrate diversity of both thought and person and to also pursue life-long learning and community involvement activities.

What is the primary driver for the department's long-range (3-5 year) goals?

The primary driver for the goals is to continue meeting our obligations to evaluate student learning outcomes and to build on these obligations to continue evolving our teaching methodologies for furthering student success. Without all of the jargon, this is simply put as “continuing to effectively teach our students to excel in their academic endeavors”. The professional relationships are more important than ever in the Field Ecology program because as the University system has cut back on undergraduate opportunities for applied experience (e.g. fieldwork, use of equipment, etc), the need for such training and field

experience remains high in the industry. This is evidenced by the good reputation the Field Ecology Certificate has developed in the profession and the number of University graduates and professionals returning to college to obtain the Certificate or take specific coursework in the program.

List the department's long-range (3-5 year) goals:

The Biology Department's long range goal is to continue improvement in acquiring resources necessary to meet student learning outcomes (e.g. replacement of old and damaged/broken lab equipment, addition of new models and displays, additional support for stockroom, support for the Science Skills Center and related coursework – Biol 290) and to support continued professional development of faculty and classified staff. In addition, a further goal is to continue development of student learning outcome measures that provide both quantitative and qualitative data to evaluate effectiveness of those measures. Lastly, to continue and further cultivate a relationship with the professional biology industry to assist our students with their employment and experiential goals (Field Ecology Program, field ecology work experience – Biol 498, research opportunities, conference attendance and presenting).

Chemistry

The Chemistry Department at Sacramento City College provides an innovative educational program that includes comprehensive lab experience for both general and organic chemistry utilizing a wide range of modern instrumentation. Our Chemistry courses serve a diverse student population by fulfilling general education requirements for nonmajors; pre-requisites for allied health careers, the biological sciences, the physical sciences, computer science and engineering, as well as chemistry majors transferring to four-year institutions. Members of the department serve as a resource for chemical education within the campus community and throughout the greater Sacramento area and beyond.

What is the primary driver for the department's long-range (3-5 year) goals?

The main driver is to get back up to the level of staffing and course offerings that we had prior to the budget crisis. We also want to support our students trying to transfer to 4-year colleges by developing an A.S. T. degree as soon as the Transfer Model Curriculum (TMC) becomes available.

List the department's long-range (3-5 year) goals:

- Curriculum (courses, programs, degrees, or certificates)
When the A.S.T. (Associate of Science for Transfer) model curriculum becomes finalized, we will develop a degree plan that fits this criteria.
- Facilities
The physical plant for Lillard Hall is becoming less and less reliable. We need to prepare a plan on how to continue to serve students even if a new bond measure is not passed in the near future. A plan needs to be put in place to eliminate the pole that blocks half the front whiteboards in LH203.
- Financial Support (resource requests, grants, etc.)
Our instrumentation is becoming very old. For several years now, we have only received funding for our base (and temporary increase to base). In the near future we will begin to

ask for emergency funds on a regular basis to replace items that are not covered under maintenance agreements and to replace instruments that cannot be repaired.

- Faculty and/or Staff
We lost 2 faculty members two years ago. We are going to hire one new faculty member at the end of this academic year. As the college starts to re-instate some of the courses that have been eliminated in the last 2 years, we will need to replace the second faculty member.
- Student Success Initiatives (course success, retention & completion)
Continue to monitor the success of students in allied health programs in relation to their preparation through CHEM 305 or CHEM 305 & CHEM 306 or CHEM 309.
- Technology (IT, equipment, etc.)
The laboratory data acquisition system units are starting to give problems. The last set only lasted 5 years and this set is already 6 years old. They will need to be replaced in the next couple of years.

- Develop an A.S.T. Degree in Chemistry
- Continue to develop partnerships with local 4-year colleges in order to create undergraduate research opportunities for our students.
- Offer Organic Chemistry with a Biological Emphasis at night as well as during the day.
- Replace the course offerings that were lost in the last 2 years due to the California budget crisis.
- Add 1 more faculty member.
- Upgrade the amount of staffing available in the stockroom to be able to fully support the courses that we offer.

Dental Assisting

The Dental Health Program provides an innovative and comprehensive educational program to prepare a diverse student population for licensure and practice as Registered Dental Assistants and Registered Dental Hygienists. Through didactic, laboratory and clinical experiences, the program prepares students for employment in a variety of opportunities available in the field and the community. The programs serve the community by providing primary dental hygiene care and preventive services to the public and life-long learning opportunities for dental health professionals.

What is the primary driver for the department's long-range (3-5 year) goals?

- Prepare students for changes in industry standards
- Ensure safety of students and patients
- Provide dental services to the underserved populations in the Greater Sacramento community at reduced fees
- Provide continued education for licensed dental health care providers

List the department's long-range (3-5 year) goals:

- Delete AH104 and implement curriculum into DAST103
- Expansion of Implantology curriculum
- Explore the possibility of implementation of a new CE Department

- Research, develop and implement a Restorative Clinic
- Remodel cabinetry in RS111
- Purchase three new autoclaves to replace chemiclaves
- Purchase phosphor plate digital x-ray system
- Acquire donation of a panoramic x-ray machine
- Hire an Administrative Assistant for CE program and Restorative Clinic
- Develop and implement strategies to better prepare students for the RDA written exam
- Revise and implement new student handbook and clinic manual
- Turn all patient charts to digital only

Dental Hygiene

The Dental Health Program provides an innovative and comprehensive educational program to prepare a diverse student population for licensure and practice as Registered Dental Assistants and Registered Dental Hygienists. Through didactic, laboratory and clinical experiences, the program prepares students for employment in a variety of opportunities available in the field and the community. The programs serve the community by providing primary dental hygiene care and preventive services to the public and life-long learning opportunities for dental health professionals.

What is the primary driver for the department's long-range (3-5 year) goals?

- The workforce requires graduating hygienists to be experienced in a broad range of dental technologies and perform above average
- The job market is more competitive due to the current economic decline
- Provide preventive and restorative dental services to underserved populations in the greater Sacramento community at reduced fees
- Provide Continuing Education for licensed dental professionals

List the department's long-range (3-5 year) goals:

- Look into the option of developing and implementing a CE program with the initial courses including Local Anesthesia, Nitrous-Oxide Analgesia and Periodontal Soft Tissue Curettage and an RDHAP Program
- Research, develop and implement a restorative clinic
- Replace cabinets in RS 110
- Add one Full-time dental hygiene faculty member
- Complete pedagogy training for accreditation purposes
- Monitor student completions now that the re-entry requirement has changed, not allowing students leaving on poor academic standing to re-enter
- Replace the remaining 9 old dental chairs with new chairs
- Graduate high-performing students on both national and clinical boards

Nursing

The mission of the nursing program at SCC is to prepare a graduate who is eligible for licensure, utilizes the nursing process effectively within structured health care agencies, and is able to provide competent patient care as an entry-level professional or vocational nurse. The purpose is also to graduate nurses who function within legal and ethical boundaries, and who are responsible for continuing education activities that will aid in maintaining competency in practice.

What is the primary driver for the department's long-range (3-5 year) goals?

Registered Nursing (A.D.N)

- Hospital partners are asking that our students have longer preceptorship hours for staffing, scheduling, and providing a better learning experience for students.
- The Administrative Assistant's salary should not be dependent upon the extended campus and grant funding. SCC must comply with providing a full time administrative assistant per BRN regulation.
- With the demand for a workforce that can provide care for a growing geriatric population, will need more nurses who are prepared to work in non-acute settings. As all medical surgical faculty must be dually approved to teach geriatrics per the BRN, students must obtain clinical practice in non-acute settings during their nursing program.
- By 2020, 80% of the RN workforce must have their BSN per the Institute Of Medicine. BSN grads are getting preference for jobs now. Therefore, we must encourage our graduates and all A.D.N graduates to get their BSN degree. We need to develop new partnerships and re-open the CSUS collaborative within the next 5 years.
- The new Allied Health Building will hopefully take care of the need for more classroom space as well as modernization of Mohr Hall.

Vocational Nursing

Decrease the currently high attrition rate in the VN program

List the department's long-range (3-5 year) goals:

- Curriculum (courses, programs, degrees, or certificates)
Major curriculum changes have already been completed in the ADN program. However, if the transfer model curriculum is required in nursing, we will need to look at decreasing our total units from currently 74 down to 70.
- Facilities
When Mohr Hall is renovated the nursing program will need to be conducted elsewhere; CSUS has offered to share Folsom Hall with this program.
- Financial Support (resource requests, grants, etc.)
Nursing grant funding is expected to decrease over the next few years.
- Faculty and/or Staff:
There are a few faculty retirements expected and will need to be replaced.
- Staff Development:
As technology continues to advance and nursing education is transformed along with healthcare, staff development will be required especially in regard to increased use of technology, EMR, and moving clinical experiences out of acute care.
- Technology (IT, equipment, etc.)

Costly simulators will need to be updated and warranty agreements renewed. New equipment such as intravenous pumps will need to be purchased for students to practice on in the lab.

Registered Nursing

- Increase preceptorship hours from 72 to 96 hours
- Institutionalize a greater percentage of the Administrative Assistant's salary
- Move a portion of 1st semester clinical rotation into a non-acute setting
- Develop partnerships for our graduates to continue their education
- Increase in number of graduates pursuing a BSN degree
- The building of a new Allied Health Building

Vocational Nursing

- Institute a multi-criteria admission process
- Implement curriculum changes to reflect current practice needs
- Replace retired faculty in timely manner
- Implement staff development activities
- Move into a new Allied Health Building
- Continue to offer the LVN to RN course

Occupational Therapy Assistant

The Occupational Therapy Program at Sacramento City College provides an innovative educational program that prepares students for practice as an occupational therapy assistant. The program provides a wide array of learning opportunities that meet professional standards of excellence. The faculty promote a respect for non-traditional intervention approaches, multidisciplinary service provision, cultural diversity, life-long learning, and participation in professional advocacy. In addition, the program strives to graduate students with strong clinical reasoning and treatment skills, making them highly employable in the field. The program serves as a resource for occupational therapy practitioners in the region and promotes the profession of occupational therapy within the campus and local community, as well as greater Northern California and surrounding regions.

What is the primary driver for the department's long-range (3-5 year) goals?

The drivers for these changes are, in ranked order: changes in workforce and industry demands; accreditation; student access and success; best practices in fieldwork and educational program management by way of inclusion of advancing technologies.

List the department's long-range (3-5 year) goals:

Emerging technologies and clinical practice requirements will result in the need for the Occupational Therapy Assistant Program to expand inclusion of a range of technology equipment, training, and support. These goals will require: purchasing; faculty training; and technical support for integrating with college IT systems, maintenance, and necessary software upgrading. While specific systems, equipment, and/or software have not been identified, this will be done as a part of the Unit Planning and ACOTE Strategic Planning processes. In general, the focus of this technology will include: a) clinical documentation systems, including the

electronic health record and point-of-contact systems; b) clinical intervention approaches, including the use of iPads, Wii, X-Box Kinect, rehabilitative software, patient simulation, and specific methods stipulated by future revision of accreditation standards driven by technological and industry demands; c) instructional technology improving access to the program due to its large geographic service area, which will also require related curricular changes; d) information management systems, integrating multiple aspects of placing students in and maintaining related fieldwork documentation and communication, as well as generating a range of data required for reporting to a range of agencies.

Physical Therapist Assistant

To help meet the health care needs of the community the Physical Therapist Assistant Program at Sacramento City College provides a comprehensive educational program that prepares a diverse student population for practice as licensed physical therapist assistants.

What is the primary driver for the department's long-range (3-5 year) goals?

The primary drivers are the needs to maintain qualified program faculty, to address the changing patterns of practice and education in the profession, and to have resources in place to fulfill the program's educational commitment to students.

List the department's long-range (3-5 year) goals:

Faculty

- Replace full-time faculty as required due to anticipated retirements/attrition. Specific faculty/student ratios and faculty qualifications are mandated by the accrediting body.
- Increase the adjunct faculty pool.

Curriculum

- Implement the formal program assessment plan developed as a part of the program 2010 Accreditation Self-Study and subsequent compliance reports.
- Revise curriculum based on assessment data including student learning outcomes and current practice patterns.
- Develop options for PTA graduates to apply course work toward obtaining a bachelor's degree in a related field. Further, develop a model for articulation with a 4-year university to offer a B.S. degree in PTA, as this is the option the profession is considering for the future.

Facilities/Resources/Technology

- Increase available lab facilities and clinical education opportunities. The program is at full capacity at present with an ample applicant pool, and solid job market. Physical space limitations, replacement and upgrade of equipment to meet current standards, and addition of clinical sites are areas that need to be addressed in order to successfully prepare students for employment.
- Envision alternatives for serving students from a wide geographic area in Northern California.

WEST SACRAMENTO CENTER

The West Sacramento Center offers classes to support the college's general education and transfer and appropriate vocational educational missions delivered at a breadth and level consistent with the growth of the college. The intent shall be to offer primarily the first year of instruction of a program, and the second year only when it does not require specialized facilities. Services supporting the educational program of the Center will be developed to meet student demand in concert with the Student Services units.

What is the primary driver for the Center's long-range (3-5 year) goals?

- Solidifying a clear role for the West Sacramento Center as a part of the growth strategy for Sacramento City College.

List the Center's long-range (3-5 year) goals:

- Successfully remodel the third floor of the West Sacramento Center for productive program growth.
- Build a consistent and complete GE course schedule for students.