

Substantive Change Proposal

Addition of New Programs: Certificates of Achievement in Project Management and Public Management

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A. PROPOSED CHANGE DESCRIPTION AND JUSTIFICATION

Brief Description of the Change

Folsom Lake College (FLC) is the fourth college of the Los Rios Community College District (LRCCD). The college has a main campus in Folsom, California, an educational center in Placerville (El Dorado Center), and an outreach center in Rancho Cordova (Rancho Cordova Center). The college's service area extends along the Highway 50 corridor as far as Rancho Cordova to the west and well beyond Placerville to the east. It also extends to the service boundary with American River College to the northwest and to the service boundary with Sierra College and Lake Tahoe College to the northeast, as well as to the service boundary with Sacramento City College to the southwest. In fall 2009, the college had 9,546 students enrolled.

Folsom Lake College is relatively new, having received its initial accreditation in January 2004. At that time the college did not yet have any locally developed vocational programs, nor did it have a dean for career and technical education. In 2005, following a successful application, the college was awarded a congressionally-directed federal Earmark grant to assess labor market data and develop new career and technical education (CTE) programs. Shortly thereafter, the college hired its first Dean of Instruction, Career and Technical Education. During 2005-2007, the college held a series of meetings involving college faculty, administrators, and local business and industry leaders to identify various community, business, and industry training needs within the college's service areas as well as appropriate programs for development (Attachment 1). Meeting participants considered various regional studies, including the seminal *Highway 50 Corridor Economic Study*, published by the Sacramento Regional Research Institute, a California State University, Sacramento research group (Attachment 2).

As individual programs were identified, meetings became more focused and led to the development of advisory boards for each proposed program, including Project Management and Public Management (Attachments 3, 4). Through an agreement with the Academic Senate, faculty in related fields teamed up with industry professionals to develop program student learning outcomes and curriculum for each of the new programs. Additionally, as part of a district-wide program placement process, college faculty and administrators engaged in lively dialogue with colleagues at the sister colleges to recommend placement of resource intensive programs at specific district colleges.

The activities described above led to development in 2007 and 2008 of several new programs, including the Certificate of Achievement in Project Management and the Certificate of Achievement in Public Management programs. The Project Management program provides hands on training with project management software, with courses focusing on key elements of project management, including project quality, communication, risk management, procurement, and project time and cost management. The Public Management program is designed for students interested in careers in state, county, or municipal governments as well as community based non-profit organizations, with coursework focusing on various competency areas such as human resource management, public financial administration, and government relations and policy development. Program descriptions as well as program student learning outcomes are published in the college catalog, which is available online (www.flc.losrios.edu/Academics/Catalog.htm) and in print (Attachment 5).

Relationship to College Mission

The Certificate of Achievement in Project Management program will provide training for local professionals seeking to improve their professional repertoire with knowledge of project management. Students will develop project management skills that can be applied in several career fields within the college's service area, including health care, pharmaceutical, consulting services, information technology, manufacturing, construction, and government. The program will serve students who wish to pursue a career in project management; current project managers who wish to develop their professional practice and gain a qualification in this specialist area; and people from a range of disciplines who undertake project management as part of their jobs or who wish to move into this professional discipline.

The Certificate of Achievement in Public Management program will provide workforce training for the next era of local public agency leaders as well as current leaders who are interested in developing skills to further their career advancement. The program will examine all aspects of public agencies, including governance, operations, policies, procedures, and the political, intergovernmental, and external environments in which public managers function. Students will be introduced to the fundamental components of public management such as public organizational relations and roles, leadership, ethics, fiscal management and policymaking.

All courses within these two certificate programs are transferable to the California State University system, with the result that the programs will provide employment training as well as advancement toward a degree, which is consistent with the college mission (Attachment 6). The two programs are aligned with the college mission in other ways as well in that they will:

- Inspire and prepare our students to reach their educational goals by providing:
 - Excellence in teaching;
 - Rigorous academic programs for completion and transfer;
 - Training to enhance employment and career skills; and
 - Preparatory programs for student success.
- Introduce students to those broad areas of human knowledge and understanding that add meaning to their lives.
- Provide curriculum, instruction, and comprehensive student support programs that promote the participation and success of all students.
- Create opportunities for lifelong learning and enrichment.
- Develop and maintain a collaborative and innovative college environment that promotes personal interaction as the foundation of learning, honors and is responsive to the diverse backgrounds, perspectives, abilities and needs within each of the evolving communities we serve.
- Establish and strengthen partnerships with educational institutions, community groups, and business and government entities.

Rationale for Change

The Employment Development Department (EDD) has predicted thousands of new and replacement job openings between 2004 and 2014 in the Sacramento Metropolitan Area in business services, office administration, and management. Management occupations in particular are expected to grow 21.5% in the region (Attachment 7).

Project Management

Discussions with Project Management Advisory Board members found that demand for project management professionals continues to grow locally in different industry areas, including health care, pharmaceutical, service/outsourcing (consulting), information technology, manufacturing, construction, and government (Attachment 8). This local trend is also seen nationwide as a recent search on one Internet job board (www.dice.com) found over 193 openings nationwide for project management professionals in a variety of industries including, but not limited to, banking, investments, finance, pharmaceutical, medical records, and information technology.

Local interest in project management training programs is also evidenced by the Sacramento Valley Chapter of the Project Management Institute (PMI), which boasts a membership of over 1000 trained project management professionals. These project management professionals require initial as well as ongoing training. However, there are few training opportunities within the college's service area along the Highway 50 corridor. According to the *Highway 50 Corridor Economic Study* (Attachment 2), locally provided education is needed to improve the professional qualifications and skills of the corridor's labor pool and to add new expertise to the existing businesses in the area. The study also indicates that courses in existing programs outside the service area generally do not transfer to the CSU and UC systems. All of the courses in the proposed Project Management program are transferable so as to provide students with employment training as well as advancement toward a degree.

Public Management

The Sacramento region is also home to nearly 150,000 public employees (as of 2008) working in state as well as local, county, regional government, and it is estimated that nearly half of them will be eligible for retirement by 2012 (Attachment 7). Further, the Northern California Center of Excellence, a state funded initiative providing environmental scans and related research to support community colleges in program development, identified the number of management related businesses in the Sacramento Metropolitan Statistical Area. The Center of Excellence report includes responses from 100 public administration (management) employers. Public administration employers surveyed expressed a high level of difficulty recruiting qualified entry and non-entry level employees for their public administration occupations. Additionally, 40% of employers surveyed indicated that they "Always" (18%) or "Frequently" (22%) recruit individuals from outside the greater Sacramento region to fill both entry-level and non-entry level positions, revealing a shortage of qualified workers available to fill those positions (Attachment 9). Finally, the college conducted two discussion forums in fall 2008 and spring 2009 with the Public Management Program Advisory Board members. Results indicate that an array of workforce force training courses, specifically in public administration, is needed throughout the Highway 50 corridor to help train and further educate individuals who will fill these new and replacement positions in both the public and private sectors (Attachment 10).

B. PLANNING PROCESS DESCRIPTION

Relationship to College Planning Process and Mission

The quality and appropriateness of new instructional programs are maintained through the program approval processes for new programs (Attachments 11, 12). The Project Management and Public Management program proposals were reviewed by the curriculum committee's program development and planning (PDP) subcommittee as well as by the district's program placement council (PPC) (Attachment 13). Once the program proposals were approved for further development, college administrators and faculty engaged in extensive dialogue with colleagues at transfer institutions and industry advisory boards to ensure the quality of course and program content. Programs and related courses were developed using SOCRATES, the district's online curriculum management system, which enabled faculty from throughout the district to comment on the proposals. Developed proposals were then routed through college and district review and recommendation processes and, after gaining Board of Trustee approval, were sent to the state's North/Far North Regional Consortium and subsequently the State Chancellor's Office for approval (Attachments 14, 15, 16).

The Project Management program will reside in the Career and Technical area, while the Public Management program will be part of the Business department, which is housed in the college's Business, Library Science, and Information Technology area (Attachment 17). Individual program planning processes take place at the department/area level, and CTE programs are assessed and evaluated with the assistance of business and industry advisory committees. Departments are required to submit annual educational master plans (EMPs) each spring. The Project Management and Public Management planning information is included in the career technical education EMP (Attachment 18). As part of the plans, departments identify any upcoming changes in curriculum and the resources needed to support those changes. Resources may include additional staffing, facilities, equipment, operating budgets, and/or training. Actual requests for new resources must be documented in the plan before the appropriate college committee will consider the request for approval.

Program Needs and Resources Assessment

In preparing to offer the Project Management and Public Management programs, the college assessed the needed resources for administrative support, expert faculty to teach the programs, classroom space and infrastructure, equipment, library materials, supplies, faculty professional development and advisory board support. Since the Project Management program is to be offered primarily online, resources to support that modality were also assessed. The college concluded it has sufficient resources to offer the two programs. The resources are detailed in Section C of this proposal.

Anticipated Effect on the College

The college has already been offering many of the courses need to complete the Project Management and Public Management programs. Therefore, it is anticipated that the approval of the certificate programs will have minimal additional impact on the college, including allocation of funds through federal Perkins Vocational and Technical Act (VTEA).

Intended Benefits

The Project Management and Public Management programs are intended to benefit local businesses and public agencies as they attempt to fill many new and replacement positions during the next decade. The programs will also benefit students who are interested in management careers as well as existing managers who are interested in career advancement through the attainment of a certificate.

Description of Preparation and Planning Process

The Project Management and Public Management programs were developed in accordance with the college's program approval process (Attachments 11, 12). As noted previously, the college was awarded a federal Earmark grant that facilitated the research and development of new CTE programs. Grant activities included the formation of advisory boards for each program (Attachments 3, 4), which articulated the following program student learning outcomes:

Project Management

Upon completion of this program, students will be able to:

1. Apply a significant range of professional and business skills, practices and techniques in project management.
2. Analyze, plan and undertake effective leadership and executive decision-making.
3. Communicate effectively within a discipline and industry, including both people-related communication and teamwork.
4. Initiate, manage and drive change through the application of sound financial and business competence.
5. Undertake individual and team research and/or consultancy based projects.
6. Describe the nature and functions of project management as well as understand the project life cycle and processes.
7. Describe the competency model for project managers as well as the project manager job functions.
8. Build a cohesive and productive project team and learn techniques to deal with the practical and emotional issues involved in team building including coordinating efforts across multiple units of the organization.
9. Apply and use project management software to plan and control a project.
10. Use project management techniques to document and monitor the progress of a project.
11. Evaluate the outcome of a project.
12. Review and apply lessons learned to transfer lessons learned back to the real job environment.
13. Simulate building a project dealing with performance, scheduling, and control issues as well as dealing with leadership and management concerns.
14. Analyze methods to control project in a resource-constrained environment, while balancing competing time versus cost versus resources versus quality and performance.

Public Management

Upon completion of this program, students will be able to:

1. Identify the various types of public agencies: their administrative structures, lines of authority, roles and accountability.
2. Define the various levels, roles and concepts of public management and develop an understanding of how government works.
3. Demonstrate the ability to assess public government issues and evaluate ethical dilemmas in public management.
4. Describe the political, intergovernmental and environmental impacts facing public managers.
5. Distinguish the various federal, state and local fiscal planning cycles and their implications for policy making and program evaluation.
6. Research the influence of the political and fiscal processes affecting public agencies and how this reality impacts the functioning and allocation of resources at the management level.
7. Review the development and management of government budgets, including budget formats, budget cycles, budget processes, operating budgets, analysis of revenue and expenditures, and related expenditure controls, cash management and accounting.
8. Define the functions of public organizations and the inter-agency relationships between federal, state, and local public entities.
9. Investigate and define the role of various public organizations, and stakeholders in the policy development process, including the legislative process at the state and federal levels.
10. Demonstrate an understanding of fund accounting and bylaws.

Once program outcomes were established, curriculum was developed and processed via the college and district curriculum and program approval processes as previously described. The programs have been approved by the North/Far North Regional Consortium, which serves as a primary link between its 15 northern California member community colleges, Economic and Workforce Development Program Centers and Initiatives, and the California Community College Chancellor's Office. One of the consortium's goals is to reduce unnecessary duplication of programs in the area. The programs have also been approved by the state Chancellor's Office (Attachments 16).

C. EVIDENCE OF ADEQUATE RESOURCES

Faculty, Management, and Support Staffing

The Project Management program will reside in the Career and Technical area under the supervision of the Dean of Instruction, Career and Technical Programs. The Public Management program will be part of the Business department, which is housed in the college's Business, Library Science, and Information Technology division (Attachment 17). The Business Department has a faculty chair and the area is managed by the Dean of Instruction and Technology. In both cases the department chair and dean positions are already in place to provide administrative support to other programs and will not require additional college resources due to the approval of the two new programs.

The college currently has an adequate pool of full-time and adjunct faculty to teach courses in the Project Management and Public Management programs. All faculty are hired and evaluated

in accordance with the district hiring policies and procedures, which comply with relevant local, state, and federal laws and regulations, as well as with the current collective bargaining agreements. The faculty teaching the online Project Management courses have the required skills to teach online and are supported by the college and district personnel who are responsible for online programs (Details about the support and needs of this program were provided to the Commission in the college's recently submitted *Substantive Change Proposal for Addition of Courses that Constitute 50% or More of a Program Offered Online* in Attachment 19).

Funding for the Project Management and Public Management full-time and adjunct positions is made available through regular district funding processes. The district provides its four colleges with faculty salaries and benefits funding through full-time equivalent faculty (FTEF) allocations based upon an agreed formula that includes consideration of past FTEF allocations, course productivity, and availability of general funds. Each college then determines how to allocate its assigned FTEF to its instructional programs. The FLC Office of Instruction has established allocation processes that ensure all approved degree and certificate programs are given sufficient FTEF to staff the necessary number of courses for students to complete the required program course sequence within a two-year time period (Attachment 20). When new district growth funds make increased FTEF available to the college, the Office of Instruction can decide where it wishes to allocate the FTEF, including providing increased sections for CTE programs where demand indicates new sections would be productive. During times of reduced funding that result in decreased FTEF allocations, the Office of Instruction prioritizes FTEF allocations to ensure that cuts are made to courses with multiple sections and/or to "stand alone" courses that are not required for any degree or certificate. The Project Management and Public Management courses needed to complete the proposed degree and certificate programs within a two-year time period are already in place and the college is committed to ensuring the courses needed to complete the required sequence will continue to be funded.

Professional development opportunities are available to all Project Management and Public Management faculty through regular college processes, as well as through CTE designated Perkins Vocational and Technical Education Act (VTEA) funding.

Project Management and Public Management students may access all the same academic and student support services as other FLC students. The services are described in the college catalog (Attachment 5, pages 33-38). Funding for these services is already in place. The Project Management and Public Management programs do not have or need any specialized support staffing.

Equipment and Facilities

The Public Management program does not require special equipment, software, or facilities. The Public Management program will be sited primarily at the college's main campus, which has adequate equipment and facility infrastructure to implement the programs. The Project Management program will be offered online and its online support needs have been addressed in the college's online proposal (Attachment 19). The college has purchased and will maintain updated project management software through VTEA funding (Attachment 21). The software can also be accessed in open computer labs at the college for those students who may not be able to maintain the software on their off-site computers.

Initial and Long Term Fiscal Resources

Folsom Lake College has allocated sufficient fiscal resources to support current Project Management and Public Management course offerings. The college has in place a process to allocate FTEF for additional class sections based on analysis of prior section fill rates, wait-listed students and available growth monies, and additional course sections will be funded as needed and resources are available. Other financial needs are supported by the operating budgets established within the Office of Instruction. VTEA funds are also available to fund CTE programs, including Project Management and Public Management (Attachment 21).

Achievement Monitoring Plan

The college provides annual reports on degrees awarded, course enrollments, and student success rates (Attachment 22). In addition, the college has a program review cycle for CTE programs (Attachment 23), and the review includes analysis of program outcomes. Project Management will be reviewed under the CTE area and Public Management will be reviewed within the Business program review. Course outcomes are documented annually through the educational master plan process. The college has also implemented an online, on-demand reporting system that provides data on program enrollments and course activity, demographics, and student achievement (Attachment 24). Currently, the system provides information on all management classes rather than just those that apply to the Project Management and Public Management programs.

D. EVIDENCE OF NECESSARY INTERNAL AND EXTERNAL APPROVALS

Statement of Required Approvals

The Folsom Lake College curriculum committee is responsible for approving all programs and courses. The committee has approved the Project Management and Public Management programs and their associated courses. The programs and courses have also been approved by the LRCCD curriculum coordinating committee, the LRCCD Board of Trustees, the North/Far North Regional Consortium, and the California Community Colleges Chancellor's Office (Attachments 14, 15, 16). Both of the proposed programs appear on the California Community Colleges Chancellor's Office Approved Credit Inventory List for Folsom Lake College (Attachment 25). The college is awaiting Commission action on its proposal for online programs, which includes the Project Management Certificate of Achievement.

Legal Requirements

There are no special legal requirements for the Project Management and Public Management programs.

Evidence of Governing Board Action

The LRCCD Board of Trustees approved the Project Management program at its October 17, 2007 meeting and the Public Management program at its March 26, 2008 meeting (Attachments 14, 15).

E. ACCREDITATION ELIGIBILITY REQUIREMENTS

1. Authority

Folsom Lake College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges and is approved under regulations of the California State Department of Education and the California Community Colleges Chancellor's Office. The college received its initial accreditation in January 2004 and had its accreditation reaffirmed in January 2010.

The Certificate of Achievement programs in Project Management and Public Management will be offered under the same authority requirements as the college's other programs. They have been approved by the California Community College Chancellor's Office as well as the North/Far North Regional Consortium (Attachment 16).

2. Mission

Folsom Lake College's educational mission as a community college is clearly defined and published in its catalog. The educational mission is aligned with the Los Rios Community College District's educational mission statement. The Los Rios Community College District Board of Trustees approved the college's most recent revision to its mission statement in September 2006.

The Certificate of Achievement programs in Project Management and Public Management fall within the college's mission of offering transfer and vocational programs to students (Attachment 6).

3. Governing Board

Folsom Lake College is one of four colleges in the Los Rios Community College District. The district is governed by a publicly elected seven-member Board of Trustees, joined by a non-voting student trustee. The Board of Trustees functions as an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions, and is sufficient enough in size to fulfill its responsibilities consistent with the California Education Code. A majority of the board members have no employment, family, or personal financial interest in the institution.

The Certificate of Achievement programs in Project Management and Public Management have been approved by the Los Rios Community College District Board of Trustees (Attachments 14, 15).

4. Chief Executive Officer

Folsom Lake College has a chief executive officer whose full-time responsibility is to the institution. The Folsom Lake College president is appointed by the Los Rios Community College District Board of Trustees and reports to the district chancellor. The chancellor is appointed by and reports to the Board of Trustees.

The college president and district chancellor approved the Project Management and Public Management programs, as they do all college programs for recommendation to the Board of

Trustees. They also provide regular reports to the Board regarding degrees and certificates awarded and overall student success.

5. Administrative Capacity

Folsom Lake College has sufficient academic and support services administrative staff members with appropriate preparation and experience to provide the administrative services necessary to support the college mission.

The college has nine instructional, student services, and administrative services administrators whose responsibilities include oversight of programs and services (Attachment 17). The district organization chart is provided in Attachment 26.

6. Operational Status

Folsom Lake College is operational with over 9,546 students enrolled in fall 2009. Most are actively pursuing vocational certificates, associate degrees, and/or transfer to four year institutions.

The addition of the Certificate of Achievement programs in Project Management and Public Management will provide students with additional certificate choices. In fall 2009, two project management courses had a combined total of 57 student enrollments and two public management courses had a combined total of 58 student enrollments.

7. Degrees

Folsom Lake College offers the Associate of Arts and Associate of Science degrees. It has 31 degree programs. A majority of students are enrolled in courses that are required for a certificate or degree program, and/or required for transfer to four-year institutions.

The Project Management and Public Management Certificate of Achievement programs do not lead to a degree. However, course requirements and student learning outcomes for the Certificate of Achievement programs in Project Management and Public Management are described in the college catalog (Attachment 5, pages 226, 227, 233). All of the courses for these programs are transferable to the California State University system, where they can be counted as part of the units required for a Bachelor's Degree.

8. Educational Programs

Folsom Lake College's degree programs are congruent with its mission and are based on recognized higher education fields of study. The curriculum committee, a committee of the Folsom Lake College academic senate, ensures the programs are of appropriate content and length, and are conducted at levels of quality and rigor appropriate to the degrees offered, regardless of course modality. The degree programs meet California Code of Regulations, Title 5 curriculum requirements, and when combined with the general education component, represent two years of full-time academic work.

The Certificate of Achievement programs in Project Management and Public Management have been approved by Folsom Lake College Curriculum Committee, the Los Rios Board of Trustees,

the North/Far North Regional Consortium, and the State Chancellor's Office (Attachments 14, 15, 16).

9. Academic Credit

Folsom Lake College awards academic credits based on accepted practices of California community colleges under California Code of Regulations, Title 5. Detailed information about academic credits is published in the college catalog and schedules.

All courses in the Certificate of Achievement programs in Project Management and Public Management have unit (credit) values based upon these same accepted practices. All courses, including their unit values, are described in the college catalog (Attachment 5).

10. Student Learning and Achievement

Folsom Lake College has developed a framework by which student learning and achievement outcomes for all courses, programs, and degrees are regularly and systematically assessed. Authentic assessment is underway for programs, and results are being used for improvement. Outcomes for all degree programs are published in the college catalog. Outcomes for courses are described in the course outlines, which are maintained on the district-wide curriculum management system.

Program learning outcomes for the Certificate of Achievement programs in Project Management and Public Management are listed in the college catalog, and course outcomes are listed in course outlines as well as in all course syllabi (Attachment 5, pages 226, 227, 233). A *Program Student Learning Outcomes* document has been developed for every program to illustrate the courses in which program learning outcomes are achieved (Attachment 27). Program and course learning outcomes are assessed regularly.

11. General Education

Students must complete a minimum of 21 semester units of general education courses and demonstrate competency in writing, reading, and mathematical skills to receive an associate degree. The general education units include an introduction to major areas of knowledge. The general education program has comprehensive learning outcomes that will be assessed regularly.

The Certificate of Achievement programs in Project Management and Public Management do not require that students complete general education requirements. However, several of the Public Management courses are general education electives.

12. Academic Freedom

Faculty and students at Folsom Lake College are free to examine and test all knowledge appropriate to their discipline or area of major study. The college catalog contains the American Association of University Professors Statement of Principles on Academic Freedom, and also the Los Rios Colleges Federation of Teachers Statement on Academic Freedom.

Administration of the Certificate of Achievement programs in Project Management and Public Management is consistent with practices described in the statements provided above.

13. Faculty

Folsom Lake College has 107 full-time faculty and over 186 adjunct faculty. Faculty must meet the minimum requirements for their disciplines based on regulations for the Minimum Qualifications for California Community College Faculty established in California Code of Regulations, Title 5. A clear statement of faculty responsibilities exists in the faculty contract, and this includes assessment of student learning outcomes.

The Public Management program is in the Business Department, which is chaired by a full-time faculty member of the Business department, who works with the area dean to ensure that all program faculty meet the minimum requirements for each discipline. The Project Management program resides in the Career and Technical Education area and the area dean ensures all program faculty meet the minimum requirements for each discipline. Public Management program courses are multi-discipline and taught by full-time and adjunct professors. Position descriptions have been developed for each program and are used to hire adjuncts as needed (Attachment 28).

14. Student Services

Folsom Lake College provides a comprehensive array of student services for all its students, as well as basic skills courses for those students requiring better preparation for college level work.

Students enrolled in the Project Management and Public Management programs have access to comprehensive student services, including admissions, enrollment, counseling, financial aid, follow up (Early Alert), college orientation, and transfer assistance (Attachment 5, pages 33-38).

15. Admissions

Folsom Lake College has adopted and adheres to admission policies consistent with its mission as a public California community college and in compliance with California Code of Regulations, Title 5. Admissions policies are published in the college catalog and class schedules.

Students in the Project Management and Public Management programs are admitted in accordance with the policies listed in the college catalog (Attachment 5, pages 9-11).

16. Information & Learning Resources

Folsom Lake College provides specific long-term access to sufficient print and electronic information and learning resources through its library and programs to meet the educational needs of students and programs.

The college library provides access to learning resources required to implement the Project Management and Public Management programs. These resources include the online catalog (LOIS), online databases, and research assistance. The college has two fully staffed libraries to assist students and faculty, one at the FLC-main campus and one at the El Dorado Center.

17. Financial Resources

Folsom Lake College, through the Los Rios Community College District, publicly documents a funding base, financial resources, and plans for financial development adequate to support its mission and educational programs, and to assure financial stability.

The college has the financial resources and allocation processes in place to support the Project Management and Public Management programs.

18. Financial Accountability

The Los Rios Community College District regularly undergoes and makes available an external financial audit for the district and its colleges by a certified public accountant. The audit is conducted in accordance with generally accepted auditing standards and Government Auditing Standards issued by the Comptroller General of the United States.

Information regarding all college programs is included in the appropriate financial documents and audits.

19. Institutional Planning & Evaluation

Folsom Lake College assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation. The college systematically evaluates how well and in what ways it is accomplishing its purposes through various integrated processes that include strategic plan review, program review, student learning outcomes assessment, and educational master plan review.

Planning for and evaluation of the Project Management and Public Management programs occur through the educational master plan (Attachment 18) and program review processes, both of which are integrated into the college wide planning cycle (Attachment 29).

20. Public Information

Folsom Lake Colleges publishes in its catalog, college website, and other appropriate places the college mission, vision, and values statements; information about programs, courses, and degrees; admission requirements and procedures; college and academic regulations; student development programs and services; policies on the rights of individuals; student rights and responsibilities; and academic credentials of faculty and administrators.

Information about the Project Management and Public Management programs is available in the college catalog and class schedules.

21. Relations with the Accrediting Commission

The Los Rios Community College District Board of Trustees provides assurance that Folsom Lake College adheres to the eligibility requirements and accreditation standards and policies of the Commission, describes the college in identical terms to all its accrediting agencies, communicates any changes in its accredited status and agrees to disclose information required by the Commission to carry out its accrediting responsibilities.

The Certificate of Achievement programs in Project Management and Public Management are integrated into the overall college mission and operations and subject to all Accrediting Commission eligibility requirements, accreditation standards, and policies.

F. ACCREDITATION STANDARDS AND RELEVANT COMMISSION POLICIES

Standard 1: Institutional Mission and Effectiveness

- **Mission:** The college has a mission statement that demonstrates strong commitment to providing transfer and vocational (career technical) opportunities to students that lead to student learning and achievement (Attachment 6). The proposed Project Management and Public Management programs are vocational and all courses transfer to CSU, Sacramento. A process is in place to review and update the mission statement as necessary every three years. The next review is scheduled for and currently underway in spring 2010. All college constituents are encouraged to participate in the review process.
- **Improving Institutional Effectiveness:** The college has an institutional planning and evaluation cycle in place that includes a program review process for all instructional programs as well as an annual educational master plan process that includes assessment of course student learning outcomes (Attachments 29, 23, 18). The program review process is currently being updated to ensure inclusion of student learning outcomes assessment results in the next cycle of reviews. The effectiveness of the Project Management and Public Management programs and courses will be assessed through these processes. Academic and student support services also have an established program review cycle that includes review of services within their regular review processes.

Standard 2: Student Learning Programs and Services

- **Instructional Programs:** The college has been working since its initial accreditation in 2004 to create CTE programs to add to its robust transfer offerings. The proposed programs are in recognized fields. The need for these programs was indicated through the extensive review that preceded their development. Both programs were developed through a collaborative process involving college faculty and personnel from local businesses and public agencies to ensure high quality. Program and course learning outcomes have been established and subsequently approved through the curriculum approval process, and assessment occurs regularly through the program review and educational master plan processes. Program student learning outcomes are listed in the college catalog (Attachment 5, pages 226, 227, 233).
- **Student Support Services:** The college recruits and admits diverse students who can benefit from all its programs, including the Project Management and Public Management programs. All FLC students have access to a broad variety of student support services that enhance student success. The services are described in the college catalog (Attachment 5, pages 33-38) and include admissions, assessment, orientation, enrollment, counseling, wellness, financial aid, follow up (early Alert), disabled students programs and services, extended opportunity programs and services, veterans educational benefits, work experience, and transfer assistance. All services are available at the main campus

and college centers. Most services may be accessed online as well as on-ground. Student services programs have identified student learning outcomes. Outcome assessments are included in their regular program review processes and assessment results are used to further improve services.

- **Library and Learning Support Services:** The college has the necessary library and learning support services to support its programs, including the proposed Project Management and Public Management programs. Classes are available to teach students how to effectively and efficiently use library resources. Student learning outcomes are identified and assessed as part of the library's regular planning and program review processes. In addition, the college has tutoring as well as reading, writing and math center support services. Student learning outcomes are identified and assessed as part of the services' regular planning and program review processes.

Standard 3: Resources

- **Human Resources:** All full-time and adjunct faculty meet state and district minimum qualifications to be eligible to teach their respective discipline courses. All hiring committees include a trained equity representative whose responsibilities include: ensuring nondiscrimination and equal treatment of applicants as well as fair and equal screening and interview processes; and assisting the hiring committee chair in developing a climate in which interviewed candidates can do their best. Academic, student services, technology and facilities support staff are qualified to provide support services to the programs. All personnel are treated equitably, evaluated regularly and systematically, and provided with opportunities for professional development.
- **Physical and Technology Resources:** Most of the college's facilities have been constructed or updated within the past five years, with the result that physical and technology resources adequately support student learning programs and services as well as improvements to institutional effectiveness. Physical and technology resource planning is integrated with other institutional planning through the college's planning and evaluation cycle (Attachment 29). The specialized software licenses needed to support the online Project Management program is purchased through VTEA funds and is available in open labs for those students who do not have the software on their off-site computers and can come to the college to do their work. Details about the technology resources needed to support on online Project Management program are provided in the college's recently submitted *Substantive Change Proposal for Addition of Courses that Constitute 50% or More of a Program Offered Online* (Attachment 19).
- **Financial Resources:** The college has a Budget and Facilities Planning Committee that oversees local budgetary planning processes, while district processes are overseen by the District Budget Committee, which includes college representatives. College and district financial planning and budget processes provide sufficient and stable support for all college programs. The Office of Instruction has established allocation processes that allow for program growth (additional class sections) as increased resources become available (Attachment 21).

Standard 4: Leadership and Governance

- **Decision-Making Roles and Processes:** Faculty, administrators, classified staff, and students are encouraged to actively participate in the appropriate college and district governance and operational committees and processes. In regards to the proposed programs, the college recognizes the expertise and leadership of its adjunct faculty, all of whom work for local business or public agencies. Adjunct faculty actively participate in department and advisory board meetings.

- **Board and Administrative Organization:** The college recognizes the responsibilities and leadership of its Board of Trustees and operates in accordance with board policies and regulations, which are published on the district website. The Board approved the Project Management program at its October 17, 2007 meeting and the Public Management program at its March 26, 2008 meeting (Attachments 14, 15).

Relevant Policies

The college acts in accordance with all policies established by the Accrediting Commission for Community and Junior Colleges.