

Folsom Lake College

Midterm Report

Submitted by:

Folsom Lake College
10 College Parkway
Folsom, CA 95630

To:

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

October 15, 2012


Midterm Report - Certification Page

Date: June 13, 2012


This Midterm Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the campus community and believe that this report accurately reflects the nature and substance of this institution.

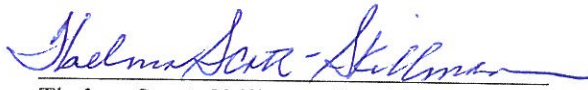
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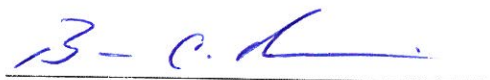
Ruth Scribner, President
Board of Trustees



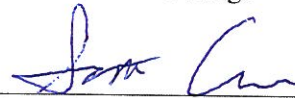
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Los Rios Community College District



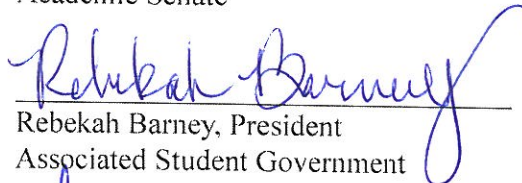
Thelma Scott-Skillman, President
Folsom Lake College




Brian Robinson, President
Academic Senate



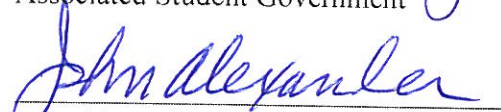
Scott Crow, President
Classified Senate



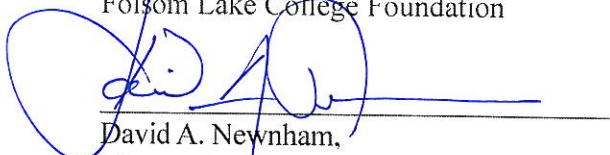
Rebekah Barney, President
Associated Student Government




Donna Burke, Chair
Folsom Lake College Foundation



John Alexander, Faculty
Midterm Report Writer



David A. Newnham,
Vice President of Instruction
Accreditation Liaison Officer



Gordon Lam, Faculty
Accreditation Chair

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Report Preparation

At its January 6-8, 2010 meeting, the Accrediting Commission for Community and Junior Colleges (Commission) reaffirmed accreditation for Folsom Lake College. As part of its accreditation requirements, the college received nine recommendations as described in the Commission's 2009 *Evaluation Report, Folsom Lake College* (Ref. 1). In addition, the Commission required that the college complete a Follow-Up Report (Ref. 2) for Recommendations #2 and #3, to be submitted by October 15, 2010. The Follow-Up Report was submitted, and at its January 11-13, 2011 meeting the Commission determined that the college had resolved both recommendations (Ref. 3). The college's next required report is this Midterm Report, which responds to all nine 2009 recommendations as well as to the college's self-identified planning issues. The following statement describes how the college prepared this Midterm Report.

The Accreditation Steering Subcommittee was charged with developing the Midterm Report. The subcommittee is housed under the Institutional Planning Committee (IPC), whose membership includes leaders from all college constituencies, participatory governance committee chairs, the faculty accreditation chair, the accreditation liaison officer and the research analyst. Placement of the subcommittee within IPC ensures that accreditation requirements are considered in all aspects of institutional planning. In spring 2011 the Accreditation Steering Subcommittee developed a timeline (Ref. 4) for completion of the Midterm Report. The subcommittee also identified college personnel with knowledge and/or expertise relative to each of the nine recommendations, and at the end of spring 2011, the accreditation chair sent an email (Ref. 5) to the identified personnel, informing them that both he and the report writer would be contacting them in early fall 2011 to gather information relative to the nine recommendations. The accreditation chair also sent an email (Ref. 6) to the twelve 2009 Self Study standard chairs, informing them that they would be contacted as well to gather information relative to the 21 self-identified planning issues.

In fall 2011 the accreditation chair and the report writer contacted a variety of individuals to develop responses to each of the nine recommendations. The following individuals were contacted and/or contributed to the responses:

Recommendation #1: Susan Lorimer, former Vice President of Instruction; Chris Olson, College Research Analyst; Kevin Pipkin, Curriculum Committee Faculty Chair; Brian Robinson, Faculty SLO Coordinator and Academic Senate President

Recommendation #2: Zack Dowell, Innovation Center Coordinator; Gary Hartley, Dean of Instruction and Technology; Chris Olson, College Research Analyst; Brian Robinson, Faculty SLO Coordinator and Academic Senate President

Recommendation #3: Jae Anderson, Administrative Assistant to the Vice President of Instruction; Susan Lorimer, former Vice President of Instruction; David Newnham, Vice President of Instruction; Kevin Pipkin, Curriculum Committee Faculty Chair

Recommendation #4: Accreditation Steering Subcommittee members; Institutional Planning Committee members

Recommendation #5: Paula Haug, Professional Development Committee Faculty Chair; Monica Pactol, Dean of Instruction and Professional Development Committee Administrative Liaison

Recommendation #6: Susan Lorimer, Vice Chancellor, Education and Technology, District Office; JP Sherry, General Counsel, District Office

Recommendation #7: Kathleen Kirklin, Vice President of Administration; Dave Clinchy, Director, Facilities Planning & Construction, District Office

Recommendation #8: Gary Hartley, Dean of Instruction and Technology; Kathleen Kirklin, Vice President of Administration; Jeff Lewis, College IT Systems Supervisor; Darren Takemoto, IT Tech II, El Dorado Center Computer Lab; Angie Williams, Instructional Assistant, FLC Computer Lab; John Zschokke, Instructional Assistant, Rancho Cordova Center Computer Lab

Recommendation #9: Brian Robinson, Faculty SLO Coordinator and Academic Senate President

In February 2012, the Accreditation Steering Subcommittee approved a draft of the Midterm Report for distribution to the entire college. Feedback about the report was collected from individuals, participatory governance committees, and constituency groups. The college's Institutional Planning Committee recommended the report to the college president at its April 9, 2012 meeting (Ref. 7), and following the college president's approval, the LRCCD Board of Trustees approved the report at its June 13, 2012 meeting (Ref. 8).

2011-12 ACCREDITATION STEERING COMMITTEE MEMBERS

John Alexander, Faculty Accreditation Writer
Rebekah Barney, Student
David Newnham, Accreditation Liaison Officer
Scott Crow, Classified
Gordon Lam, Faculty Accreditation Chair
Denise Noldon, Administrator
Chris Olson, Research Analyst
Brian Robinson, Faculty

Response to Team Recommendations and the Commission Action Letter

Recommendation 1: The team recommends the college must complete the “development level” of student learning outcomes by establishing “authentic assessment strategies.” The team recommends an action plan to reach the 2012 sustainability deadline be developed by fall 2010 (I.B.5, II.A.1.c, II.A.2.b, II.A.2.e, II.A.2.f, II.A.2.i, II.A.3, III.A.1.c).

Description

Student learning outcomes assessment is documented in instructional educational master plans (EMPs), which all departments complete annually. The instructional EMP template (Ref. 9) has been revised every year, for the past 4 years, in order to refine SLO assessment reporting. The 2011-12 template enables departments to document course and program SLO assessment methods, assessment results, and use of assessment results for program improvement. (Note: While EMPs include assessment data for the preceding year, they also include planning for the upcoming year and are therefore labeled in reference to the upcoming year. Thus the 2011-12 EMPs were completed in spring 2011.) Completed EMPs are reviewed and approved by area deans, with final approval given by the appropriate vice president. Since fall 2010, instructional EMPs are also reviewed annually by the SLO Subcommittee (of the Curriculum Committee) to determine the overall level and quality of SLO assessment at the college. The subcommittee’s review and findings are documented in annual reports (Ref. 10).

Regarding the recommendation that the college develop “an action plan to reach the 2012 sustainability deadline” by fall 2010, it should first be noted that the recommendation contains an error in that the commission’s 2012 deadline pertains to the *proficiency* level of implementation, not the *sustainability* level.

The college’s action plan is contained in two primary documents that were developed in 2009. The *FLC SLO Implementation Timeline* document (Ref. 11), developed by the SLO Subcommittee, lists various goals to be achieved as the college progresses toward the proficiency level of SLO implementation. The document includes target dates and status for each goal. The *SLO Assessment Timelines* document (Ref. 12), also developed by the SLO Subcommittee, lists actions that must occur each semester (fall 2009—fall 2012) in order for the college to achieve the goals listed in the first document.

Analysis

The college has processes in place for the documentation and review of SLO assessment practices. The review process is particularly rigorous in that it occurs at three different levels: at the department level (by discipline faculty), at the administrative level (by area deans and VPs), and at the governance level (by the SLO Subcommittee). The governance level review by the SLO Subcommittee is essential in that it enables the college to assess its overall level of SLO implementation. The subcommittee’s review is documented in annual

reports that are read by the Academic Senate and the Institutional Planning Committee. The annual reports are also distributed college-wide via email.

The first annual report, *2010-11 Report on SLO Assessment* (Ref. 10), states that the college had made significant progress during 2009-10 in the assessment of SLOs, compared to the previous academic year. However, as of spring 2010, only 74% of the departments (25 of 34) had assessment plans (including assessment methods) in place, and the goal had been 100%. The goal was eventually met the following year, as evidenced by the *2011-12 Report on SLO Assessment* (Ref. 10). This second annual report states that SLO assessment activity had increased significantly during the 2010-11 academic year and that all departments had in place plans (and assessment methods) for how they were going to assess SLOs in their courses. Thus the college has complied with the first part of the recommendation.

The college also has an action plan, developed in 2009, that it is using to meet the commission's fall 2012 SLO implementation deadline. The plan includes SLO implementation goals as well as a series of actions to be taken in order to meet those goals. Thus the college has complied with the second part of the recommendation.

Plan

1. The college has met the requirements of this recommendation and will continue to follow the SLO action plan and implementation goals to ensure the college achieves the Proficiency Level for SLOs by fall 2012.

Recommendation 2: The team recommends the college evaluate the educational effectiveness of electronically delivered courses including assessment of student learning outcomes, retention and success, and develop a distance education strategic plan (I.B.7, II.A.1.b, II.A.1.d, II.B.1, II.B.2, II.B.2.a, II.B.2.d, II.B.2.e, II.B.2.f, II.B.3.a, II.C.1, II.C.2.c, III.C.1.c, IV.A.2.b).

Description

The college received the Commission's *Evaluation Report* (Ref. 1) in late January 2010, and it was first reviewed by the Accreditation Steering Subcommittee at its February 8, 2010 meeting (Ref. 13). At that time it was determined that the SLO coordinator should work more extensively with online faculty to facilitate SLO assessment in all online courses. Following that meeting, the SLO coordinator and vice president of instruction met several times to develop a course of action, and on April 14, 2010 the vice president sent an email (Ref. 14) to all 30 spring 2010 online instructors, asking them to work with the SLO coordinator to accelerate SLO assessments in online courses. The memo indicated that faculty should document the following: 1) assessment processes for each course offered online; 2) actual assessments done for those courses; and 3) evidence of analyses of assessments for at least some of the courses so as to demonstrate the extent to which students are meeting course outcomes and whether course adjustments may be needed to improve student learning

outcomes. The SLO coordinator spent the remainder of the semester working with online faculty to develop SLO assessments for their online courses. All faculty teaching online courses in spring 2010 were contacted, and progress was recorded on a worksheet (Ref. 15) that lists the current status of SLO assessment for each online course. The SLO coordinator also posted to the college's *Insider* website several sample SLO assessment plans being implemented in online courses (Ref. 16) so that they could be used as models by other departments. The sample plans list the outcomes, the sequence of assessment events, commentary on the assessment plan, and types of evidence used.

The Accreditation Steering Subcommittee also determined at its February 8, 2010 meeting that the college's office of institutional research (OIR) should develop a report in which course retention and success data for online and on-ground sections are compared. A similar report (Ref. 17) was provided by the district institutional research office in February 2010, but the data was distinguished only by taxonomy of program (TOP) code. The OIR's spring 2010 report (Ref. 18) distinguishes data by taxonomy of program (TOP) code as well as by discipline and course number. In spring 2011 the OIR produced a follow-up report (Ref. 19) that includes course success and drop rates for 27 courses that had been offered in both online and on-ground modalities during two successive academic years (F09-S11).

In spring 2010 the Accreditation Steering Subcommittee also charged the dean of instruction and technology, and the instructional design and development coordinator, both of whom co-chaired the college's Technology Committee, with leading development of a distance education strategic plan. The matter was addressed further at a Technology Committee meeting that followed on March 2, 2010 (Ref. 20). The committee decided that it would be better to update the college's recently developed *Technology Plan* (Ref. 21) rather than to create a stand-alone distance education plan so that distance education strategic planning would be integrated with overall technology planning and implementation processes. Work on the new document was preceded by a review of the Commission's *Distance Education and Correspondence Education Manual* (Ref. 22) so that the college's distance education strategic planning would be consistent with the Commission's policies. The updated draft document, renamed the *FLC Technology and Distance Education Plan* (Ref. 23), was reviewed at the Technology Committee's April 6, 2010 meeting (Ref. 20) and then posted on the college's *Insider* website for college-wide review. The Academic Senate examined the plan on April 13, 2010 and subsequently recommended it for approval at its April 27, 2010 meeting (Ref. 24). The Institutional Planning Committee reviewed the plan at its May 10, 2010 meeting (Ref. 7). During the summer additional refinements to the draft were made, resulting in final recommendations for approval from the Academic Senate and the Institutional Planning Committee. The President approved the plan on September 3, 2010 (Ref. 25).

Analysis

In August 2010, using SLO assessment information gathered by the SLO coordinator from faculty teaching online courses in spring and fall 2010, the college completed an inventory of all online courses that includes SLO assessment status for each course (Ref.

15). The inventory found that all online courses had approved SLOs and that the SLOs were documented in respective course outlines and class syllabi. By October 2010, assessment plans were in place for 37 of the 49 online courses, and assessment was underway or had been completed for 24 of those 37 courses, resulting in changes to curriculum or instructional methods for 14 courses. Faculty who taught the 12 online courses for which assessment plans had not been completed were expected to finish their work by the end of the fall 2010 semester. A year later, at the beginning of fall 2011, the SLO Subcommittee completed its second annual *Report on SLO Assessment* (Ref. 10), and the report found that all departments, not just those with online classes, had developed plans and assessment methods for assessing course SLOs.

In June 2010 the college's office of institutional research (OIR) completed a comprehensive report comparing course success and retention rates of fall 2009 courses offered in both online and on-ground modalities (Ref. 18). The most useful comparisons are for subject codes for which multiple sections of a course are offered in both online and on-ground modalities. For fall 2009 there were four such courses: Business 300, Economics 302, Math 30, and Math 100. While the two math courses and the economics course had considerably lower online course success and retention rates, the business course's online and on-ground rates were virtually the same. In spring 2011, the OIR completed a follow-up report (Ref. 19) that compares course success and drop rates for 27 courses that had been offered in both online and on-ground modalities. The online course success rates are lower for eight of the courses, and online drop rates are higher for nine of the courses. However, for six of the online courses, the online course success and drop rates are actually better than the on-ground rates. So while improvements are needed and can be made for some online courses, it is possible that some on-ground courses can be improved through the implementation of certain online teaching methods. The college is currently working on a process to investigate these anomalies (both good and bad) so that course success and retention rates are improved in all modalities.

The college's *FLC Technology and Distance Education Plan* (Ref. 23) reflects the Commission's *Distance Education and Correspondence Education Manual* (Ref. 22) to help ensure that the college's distance education strategic planning is consistent with the Commission's policies. The plan is included in the college's regular institutional planning and evaluation cycle (Ref. 26) and will be formally reviewed in three years unless circumstances require an earlier review. As part of the review and update process, the college will include an assessment of its distance education strategic direction and make adjustments as warranted. In addition, the college will use reports generated by the college's office of institutional research as well as student course interest and demand data to inform strategies for continuous improvement in online instruction.

Plan

1. Develop a process to investigate anomalies in student success and drop rates so that the rates in all modalities may be improved.

Recommendation 3: The team recommends the college comply with the Distance Education requirements such as obtaining substantive change approvals when 50% or more of a certificate or degree is obtainable in a distance delivery mode (II.A.1.b, II.A.2.d).

Description

At its February 8, 2010 meeting (Ref. 13), the college's Accreditation Steering Subcommittee charged the vice president of instruction/accreditation liaison officer to work with the instructional programs coordinator to write the substantive change proposals for certificate and degree programs for which 50% or more of the courses could be taken in a distance delivery mode. The online courses were identified and then compared to the courses required for each college certificate and degree program, so as to identify those programs for which 50% or more of the courses could be taken in a distance delivery mode. Thirteen programs were identified. Following consultation with Commission staff, the college was directed to submit a single substantive change proposal for all 13 programs, and an initial draft was developed. The draft was shared with Commission staff on March 1, 2010 and revised further based upon staff feedback. The final substantive change proposal (Ref. 27) was approved by the Los Rios Community College District Board of Trustees on March 17, 2010 (Ref. 8) and submitted to the Commission on April 7, 2010. The Commission's Committee on Substantive Change acted to approve the substantive change proposal during its June 21-22, 2010 meeting (Ref. 28).

In summer 2010 the college instruction office instituted an annual review of all college programs, to occur at the end of each academic year, for the purpose of determining whether any programs cross the threshold of having 50% or more of the required courses offered in a distance delivery mode. The college's programs and courses are cataloged in a district database (called Socrates), which generates a report entitled *Program Course Listings with Distance Education Courses Marked* (Ref. 29). Using this report, the college can easily determine the percentage of program courses that can be offered via distance education.

To ensure college compliance with all Commission distance education requirements, the college's Accreditation Steering Subcommittee, at its February 8, 2010 meeting (Ref. 13), charged Gary Hartley, dean of instruction and technology, and Zack Dowell, instructional design and development coordinator and co-chair of the Technology Committee, with completing a review of the Commission's *Distance Education and Correspondence Education Manual* (Ref. 22). Following this review the college developed a distance education strategic plan that was incorporated into the existing *FLC Technology Plan* (Ref. 21). The revised document, renamed the *FLC Technology and Distance Education Plan* (Ref. 23), includes information that addresses accreditation requirements listed in the *Distance Education and Correspondence Education Manual*. The *FLC Technology and Distance Education Plan* was reviewed at the Technology Committee's April 6, 2010 meeting (Ref. 20) and then posted on the college's *Insider* website for college-wide review. The Academic Senate examined the plan at its April 13, 2010 meeting and subsequently approved it at the April 27, 2010 meeting (Ref. 24). The plan was forwarded to the Institutional Planning Committee, which reviewed the plan on May 10, 2010 (Ref. 7). During the summer

additional refinements to the draft were made, resulting in final recommendations for approval from the Academic Senate and the Institutional Planning Committee. The College President approved the plan on September 3, 2010 (Ref. 25).

Analysis

During its June 21-22, 2010 meeting the Commission's Committee on Substantive Change approved the college's substantive change proposal for all 13 certificate and degree programs for which 50% or more of the courses could be taken online (Ref. 28). Future monitoring of college programs is assured through the instruction office's new review process, which provides a simple yet formal process for documenting programs for which 50% or more of courses can be completed via a distance delivery mode. The process alerts the instruction office so that Commission staff can be contacted to determine whether a substantive change proposal is required. This distance education review process has proved effective in that it has resulted in a second substantive change proposal (Ref. 30) that identified seven additional programs for which 50% or more of courses could be completed via distance education. The proposal was approved by the Commission at its March 14-15, 2011 meeting (Ref. 31). The college accreditation liaison officer contacted the commission again in spring 2012, and it was determined that the college should submit another substantive change proposal in fall 2012 for additional programs for which 50% or more of the courses could be completed via distance education.

The *FLC Technology and Distance Education Plan* (Ref. 23) will help the college to comply with the Commission's *Policy on Distance Education and on Correspondence Education* (Ref. 32) as it pertains to distance education. (FLC does not offer any correspondence courses.) The plan states that through its office of instruction and Curriculum Committee, Folsom Lake College:

- Ensures that the development, implementation, and evaluation of all FLC distance education courses and programs takes place within the institution's total educational mission as stated in the college catalog.
- Assumes all responsibility for control over its distance education offerings, and clearly communicates distance education-related information to students.
- Ensures the curriculum for distance education courses is the same as for face-to-face courses, with clearly defined and appropriate student learning outcomes in each course and program outline. In addition, the Curriculum Committee must approve individual courses for distance education modalities before such offerings can be scheduled.
- Provides the resources and structure needed to accomplish student learning outcomes and to appropriately and rigorously assess those outcomes. The college is on track to reach the proficiency level of the Commission's SLO rubric by 2012 for all courses and programs, including those offered via distance education.
- Provides rationale for ongoing distance education offerings and expansion of those offerings as part of the curriculum development process.

- Includes an annual process implemented in spring 2010 to identify courses offered for the first time in a distance education modality to determine when the Commission needs to be contacted for a possible substantive change proposal.
- Offers distance education with verification processes in place to ensure that students who register in a distance education course or program are, in fact, the same persons who participate every time in and complete the course or program. This verification commitment includes such methods as a secure log-in and password, proctored examinations, and/or new or other technologies and/or practices that are developed and effective in verifying each student's identification.

Plan

1. The accreditation liaison officer will consult with Commission staff regarding substantive change proposals for any certificate and degree program for which 50% or more of the courses could be taken via a distance education modality, and submit proposals as advised by Commission staff.

Recommendation 4: The team recommends the college strengthen its long-term strategic planning by integrating student learning outcomes into the cycle of planning to assist in the development of prioritized decisions (I.B.3, II.A.2.e, II.A.2.f, IV.A.2.b).

Description

In fall 2008 the college's Institutional Planning Committee (IPC) developed the *FLC Planning and Evaluation Cycle* document (Ref. 26), which illustrates the ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation that occurs at the college. The document includes a schematic that shows the cycle's four components (needs assessment and evaluations/plans/ resources/plan implementation) as well as the various plans, resources, processes, and groups associated with each component. The *Cycle* document is accompanied by a second document, *FLC Planning and Evaluation Timelines* (Ref. 26), which lists each planning and/or evaluation task, the date of the last update, and the date(s) of the next review(s). Both documents are posted on the college's *Insider* website as well as in all meeting rooms, where they serve as a reminder of how college processes are linked to one another.

At its October 10, 2011 meeting (Ref. 7), IPC revised the *Cycle* document to include "Student Learning Outcomes" in the "Needs Assessment and Evaluations" section, under the heading of "Programs and Services," which now includes the following items:

- Instruction Program Reviews
- Student Services Program Reviews
- Administrative Services Program Reviews
- President's Services Program Reviews
- Student Learning Outcomes

Additionally, the *Timelines* document was revised to indicate that the Instruction, Student Services, Administrative Services, and President's Services educational master plans will include student learning outcomes.

Analysis

Student learning outcomes are already embedded in the college's ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation processes. The college has four divisions—Instruction, Student Services, Administrative Services, and President's Services—and within each of these divisions are numerous departments. Each department has its own student learning outcomes that are documented in the departmental educational master plan (EMP). As indicated on the *Timelines* document, EMPs are reviewed/updated annually, with Instruction and Student Services EMPs being reviewed/updated annually in the spring, and Administrative Services and President's Services EMPs being reviewed/updated annually in the fall. The vice presidents of instruction, student services, and administration oversee the EMP and student learning outcomes processes within their respective divisions, and the college president oversees EMP and student learning outcomes processes within the President's Services division.

Those who work at the college are well aware that student learning outcomes are integrated into college planning through the EMP process, and updating the *Cycle* and *Timelines* documents to include "Student Learning Outcomes" should increase awareness. To increase oversight, awareness, and integration of student learning outcomes, the Institutional Planning Committee (IPC) decided at its December 12, 2011 meeting (Ref. 7) that the vice presidents and college president should provide to IPC an annual overview of division EMPs, with special attention given to student learning outcomes. These divisional overviews will provide a broader perspective of student learning outcomes at the college.

The *Cycle* and *Timelines* documents are monitored by IPC, whose membership includes key committee and constituency leaders from across the college; the committee is co-chaired by the academic senate president and a designated administrator. Since fall 2008, when the *Cycle* and *Timelines* documents were developed, the committee has reviewed all planning and evaluation tasks listed in the documents with the result that all tasks have occurred on time, in accordance with the timeline. Thus the college is confident that the processes it currently has in place are sufficient to ensure college compliance with commission policies.

Plan

None.

Recommendation 5: The team recommends the college develop and implement a comprehensive and systematic method to assess the impact of professional development on teaching and learning and the use of technology (III.A.5.b, III.C.1.b).

Description

The Folsom Lake College *Institutional Self Study Report in Support of Reaffirmation of Accreditation, 2009* (Ref. 33) includes the following self-identified planning item:

III.A.5.b: Complete the Professional Development Plan, including methods for developing, assessing, and improving professional development programs.

In fall 2009 the college's Institutional Planning Committee convened the Professional Development Plan Taskforce to develop this plan. The taskforce membership included faculty, classified staff, and administrators, all appointed by their constituency group leaders. Taskforce leadership was provided by tri-chairs representing faculty, classified staff, and administration.

The taskforce began meeting in late fall 2009, with plan development occurring in three phases: assessment, analysis, and recommendations. The assessment phase included review of existing on and off campus professional development activities; identification of professional development connections to other college plans, policies, and practices; and the development and implementation of a college wide professional development needs assessment survey. The analysis phase included review of information collected during the assessment phase and development of overarching themes for the plan. The recommendations phase included development of specific actions, timelines, funding sources, and areas of responsibility related to the overarching themes identified during the assessment phase.

The taskforce identified three overarching themes: coordination, accountability, and access/support. Under the accountability theme, the taskforce identified four activities, listed below, that will provide the college with a comprehensive and systematic method to assess the impact of professional development on teaching and learning and the use of technology.

1. Establish a professional development assessment cycle.
2. Develop a process to assess and address college wide professional development on a regular basis including appropriate accountability measures.
3. Develop a process to effectively evaluate each campus-sponsored professional development activity.
4. Develop a process to report funded professional development activities.

The taskforce also developed a matrix that lists, relative to each of these four activities, the person(s) responsible, the timeline, the funding source, success indicators, and the committees to which the persons responsible are accountable. The Professional Development Plan (Ref. 34) was approved by the Institutional Planning Committee at its October 11, 2010 meeting (Ref. 7) and subsequently approved by the college president. The plan is publicly posted on the college's *Insider* website.

Analysis

The college has developed a professional development plan that includes a comprehensive and systematic method to assess the impact of professional development on teaching and learning and the use of technology. The assessment method comprises four activities that have been implemented as follows:

- 1. Establish a professional development assessment cycle.** As indicated in the assessment matrix (Ref. 34), a three-year cycle has been established, with the first in-depth review scheduled to occur in fall 2013.
- 2. Develop a process to assess and address the college wide professional development program on a regular basis, including appropriate accountability measures.** As indicated in the assessment matrix (Ref. 34), the process for assessing the college's professional development program will involve the collection of continual feedback via a virtual suggestion box, along with the annual assessment of the data collected. In spring 2011 the Professional Development Committee created a taskforce to examine Survey Monkey as a possible instrument for collecting feedback. A pilot survey is being conducted in spring 2012 to test the instrument. Additionally, professional development activities are required to address specific areas listed in state and district guidelines (Ref. 35). As an accountability measure, in spring 2012 the Professional Development Committee began requiring that professional development activity descriptions state the specific area(s) addressed by the activity. All convocation week activities (known as "Flex" activities) must be reviewed and approved by the vice president of instruction.
- 3. Develop a process to effectively evaluate each campus-sponsored professional development activity.** All campus-sponsored professional activities are evaluated by attendees at the end of the activity using a simple, standardized form (Ref. 36). The forms are shared with the workshop presenter and kept on file. The Professional Development Committee is also considering an expanded evaluation form. In fall 2011, a more detailed evaluation form (Ref. 37) was used to evaluate a large and well-attended workshop (OnCourse), and the results were analyzed afterwards by the sponsoring group as well as the Professional Development Committee.
- 4. Develop a process to report funded professional development activities.** All recipients of travel funds awarded by the Professional Development Committee are required to submit a report following travel. The committee uses a form (Ref. 38) to document all activity related to funding requests, from the initial receipt of the application to receipt of the follow-up report. Further, the committee chair submits to the academic senate an annual report (Ref. 39) that includes a list of all funded travel.

The college is actively implementing the assessment portion of its professional development plan, and no further planning items are needed at this time. The assessment matrix is reviewed annually by the Professional Development Committee and will be updated as needed.

Plan

None.

Recommendation 6: The team recommends a formal board policy be created incorporating input from classified staff and administrators in the annual evaluation process of the college president. The team further recommends a formal process be created relating to any unethical behavior by a board member (III.A.1.b, IV.B.1, IV.B.1.g, IV.B.1.h, IV.B.1.j, IV.B.2).

Description

To address Recommendation 6, Folsom Lake College requested assistance from the Los Rios Community College District General Counsel's Office to draft the necessary language to revise existing board policies to meet the recommendation's requirements and to facilitate those revisions through the district's regular board policy and regulation revision process. The process includes an opportunity for review and input by all district constituency groups before policies or regulations are recommended to the Board of Trustees for approval.

Revision of district board policy P-9142, titled *Performance Evaluation Chancellor and Presidents*, was approved on December 15, 2010 (Ref. 8). The revision includes an addition to the section on *President's Performance Review* that states:

2.3 The Chancellor shall accept input on the College President's performance from any College or District constituency.

Prior to 2009, the Los Rios Community College District Academic Senate developed an online survey for faculty to provide input to the chancellor regarding the evaluations of the college presidents. Folsom Lake College faculty use the survey annually to provide input to the chancellor regarding the performance review of the college president. College classified staff and administrators may also provide input to the chancellor in whatever manner they choose, as stated in the revised policy.

Revision of district board policy P-3114, titled *Statement of Ethics*, was approved on December 15, 2010 (Ref. 8). The revision includes a new section, titled *Violations*, that outlines how violations of the Board of Trustees' Statement of Ethics and/or Conflict of Interest Code will be addressed. The new section states:

2.0 Violations

Violations of the Board of Trustees' Statement of Ethics and/or the Board of Trustees' Conflict of Interest Code shall be addressed by the Board of Trustees President, who shall first informally discuss the violation with the Trustee to seek to reach a resolution. If resolution is not achieved and further action is deemed necessary,

the Board of Trustees President may appoint an ad hoc committee of the Board to examine the matter and recommend further course of action to the Board of Trustees. Sanctions may be proposed by the committee and may include a recommendation to the Board of Trustees to publicly or privately Reprimand or Censure the Trustee, and to require the repayment of District funds improperly expended. If the President of the Board is reported to have committed a violation, the Vice President of the Board of Trustees is authorized to pursue resolution under this section.

Analysis

District board policies P-9142 and P-3114 have been revised and are in place to effectively address classified staff and administrator input into the college presidents' performance review process and to describe how to address any unethical behavior by a board member. Regarding the gathering of staff and administrator input into the college president's performance review, the college is working with its sister colleges to develop a uniform process. While the other colleges did not receive a recommendation related to this matter, each of them did address it in their Self-Study planning agenda items, as did FLC in planning agenda item III.A.1.b., "Advocate for classified and administrative input into the college president's evaluation." Thus a coordinated effort is required, and it is expected that the college and district Classified Senates will participate in that effort, which should be concluded in time for the next college president performance review process.

Plan

None.

Recommendation 7: In order to ensure the sustainability of its infrastructure, the team recommends the college must calculate the real costs of facilities, ownership, including technology, over the next six years and then identify a reliable and ongoing revenue stream that will fund the significant increase in the operating budget (III.B.2.b, III.C.1.a, III.C.1.d).

Description

The college's facility planning is primarily a district responsibility as described in district board regulation R-8417, "Facilities Planning" (Ref. 40). Per that regulation, the district maintains and annually updates a Facilities Needs Assessment for the college (also referred to as the Long Range Capital Needs Plan). The assessment describes the size, type, location and cost of needed construction, modernization, and infrastructure projects, all of which pertain to the sustainability of the college's facility infrastructure. The primary consideration for evaluating projects are:

1. Educational program need;
2. Number of students, projected and current, that may be impacted by the facility change;
3. Age and condition of the existing facility;

4. Cost to modernize relative to total facility replacement cost;
5. Health and safety considerations.

All or some of the above factors are used to develop an estimated completion schedule and to determine how projects will be funded. Funding for projects that are not indicated or supported by the Facilities Needs Assessment are not considered.

The primary objectives of modernization projects are to maintain an environment conducive to learning, to protect investment in facilities through timely replacement/upgrading of the facilities infrastructure, to correct and avoid health and safety hazards, and to improve long term cost effectiveness of facility operations.

As part of the modernization process, the district periodically reviews the facilities inventory and Facilities Needs Assessment data to determine if a building system deficiency exists. If deficiencies are found, the district then calculates associated repair costs and identifies possible funding resources. Deficiencies are prioritized as follows:

- Priority 1: Critical (Immediate). Conditions in this category require immediate action to:
 - Correct a cited safety hazard;
 - Stop accelerated deterioration;
 - Return a facility to operation.
- Priority 2: Potentially Critical. Conditions in this category, if not corrected expeditiously, will become critical within a year, including:
 - Intermittent operations;
 - Rapid deterioration;
 - Potential life safety hazards.
- Priority 3: Necessary – not yet critical. Conditions in this category include items that represent a sensible improvement to existing conditions. These are not required for the most basic function of the facility.
- Priority 4: Does not meet current codes/standards. Conditions in this category include items that do not conform to existing codes, but are “grandfathered” in their condition. No action is required at this time, but should substantial work be undertaken in contiguous area, certain existing conditions could require correction.

The district develops and annually files required state capital outlay planning documents, which are also referred to as the Five Year Construction Plan (Ref. 41). All district projects planned for the next five years, as listed in the Facilities Needs Assessment (Long Range Capital Needs Plan), are included in the state submission. A project must be listed in the district’s Facility Needs Assessment document in order to be included in the State submission.

Technology planning is supported by the college’s Information Technology (IT) Services department, which develops and maintains equipment/infrastructure inventory and replacement schedules (Ref. 42). Working in conjunction with the vice president of administration, vice president of instruction and the college’s Technology Committee, IT

Services develops recommendations and prepares budget requests each year for the upgrade and/or replacement of desktop computers, servers, computer networks, wireless, and other related peripherals.

The district maintains responsibility for funding new construction, and modernization projects (e.g., buildings, sidewalks, parking lots, environmental management systems, district technology infrastructure) while funding for local technology infrastructure (e.g., desktop computers, servers, local area networks) is covered by the college. Presently, some modernization projects, such as the replacement of the El Dorado Center's HVAC system, are funded through local bond revenues.

The college receives from the district an annual allocation to cover its operational costs. These allocated funds are referred to as college discretionary funds (CDF), and they are allocated based upon a formula that includes four basic components: base, weekly student contact hours, square footage, and full time equivalent faculty (FTEF). ("Base" refers to each college's fixed base funding level, which was most recently revised during the 2001-02 year.) Although the components of the formula are linked to select areas of operations at the colleges, there is no restriction regarding how each college uses or allocates its CDF. Additionally, certain other revenue sources received by the district are distributed to the college by formula through the district's Program Development Funding (PDF) process to fund instructional/non-instructional furniture, fixtures and equipment, and other special needs.

The CDF allocation is the primary revenue stream used to develop the college's annual operating budget (AOB) (Ref. 43), which includes an apportionment to the college's four divisions (instruction, administration, student services, and president's services) and to a contingency reserve. The funds are distributed based upon a formula that is reviewed annually by the Budget and Facilities Planning Committee. This process allows for flexibility so that available funds can be directed where they are most needed. As part of the AOB development process, each division develops a capital equipment budget (CEB), which is used to address equipment needs, including technology. All departments submit CEB requests through an area/division's established budget process. CEB expenditures are authorized annually in amounts that the college may reasonably be able to fund. The college also maintains a technology sinking fund.

Analysis

The district and college have established processes for facility and technology planning and funding. The district processes have been in place for well over 25 years and have proved effective and reliable when it comes to calculating the real costs of owning and operating facilities and identifying reliable and ongoing funding. The district also has significant reserves, which it has utilized during the recent state budget crisis to ensure ongoing funding for all district and college operations. The college's budget process is flexible by design to allow funds to be shifted among the college's four divisions as needed. Additionally, the college's Budget and Facilities Planning Committee has established a contingency reserve

and several sinking funds to supplement existing funding as needed.

Plan

None.

Recommendation 8: In order to increase effectiveness of Standard II.C and Standard III.C, the team recommends the college complete a comprehensive evaluation of the learning support services provided in the following computer labs: FL1-35, FL1-107, FL2-240, FL5-09, FL1-07, FL5-109, EDC C-201, EDC C-202, FLC 1 PLE, EDC C204, and RCC 7 (II.C.1.c, II.C.2, III.C.2).

Description

The text of Recommendation 8 lists 11 rooms which contain computers for student use. Only three of the rooms, FL1-PLE, EDC-C204, and RCC-7, are designed to provide learning support services in an open lab setting. The remaining rooms serve as classrooms for specific classes. This distinction was provided to Commission staff shortly after the draft Team Report was received. The three labs are located in room FL1-PLE at the FLC-main campus, room EDC-C204 at the El Dorado Center (EDC) campus, and room RCC-7 at the Rancho Cordova Center (RCC). Computer labs at Folsom Lake College are open learning environments for all students to access computers and varied resources needed to support and advance their knowledge base, research, and computer tech skills.

The FLC-main computer lab (FL1-PLE) is the largest and most complex of the three computer labs. It is staffed by one permanent instructional assistant (IA), three classified temporary IAs, and two classified temporary clerks. The lab has 100 computer workstations, two printer/copiers, one color printer, three scanners, three study rooms with TV/DVD/VCR, four ADA desks, and two ADA workstations that include a computer, scanner, and image viewer. The lab also houses the Student Access Center, which issues student access cards and regional transit stickers to students. Hours of operation are Monday through Thursday, 8:00am to 8:00pm and Friday 8:00am to 5:00pm. Lab personnel in the FLC-main computer lab assist students with eServices (the district's online administration system), the printing of financial aid documents, operation of lab computers, and access to lab study rooms. They also provide answers to general questions and directions to students at the front counter, which is readily visible from the building's main entrance. The FLC-main computer lab undergoes evaluation via monthly meetings involving computer lab staff and the dean of instruction and technology, who oversees the lab's operations. The lab's evaluation is also informed by the results of two surveys. The college's Office of Institutional Research conducts an annual Student Satisfaction with Support Services survey (Ref. 44), which includes an item for the college's three computer labs. Also, working with the dean, lab personnel have developed a second survey that is specific to the college's computer labs (Ref. 45). The lab's budget includes line items for student help, instructional media and materials, supplies, and non-instructional software. The lab is funded through the Office of the Dean of

Instruction and Technology, which is allocated funding based upon defined prioritized needs identified through the college's budget process.

The EDC computer lab (EDC-C204) is staffed by two permanent employees: an IT Technician (50% IT Tech, 50% A/V Receiving Tech) who serves as lead in the lab and provides IT and AV support services to the entire campus; and an IA whose duties are split 60% computer lab and 40% iTV support. The lab also employs one classified temporary IA and three classified temporary clerks. The lab has 54 computer workstations, one printer/copier, two color printers, one scanner, and one ADA workstation that includes an image viewer. Hours of operation are Monday through Thursday, 8:00am to 9:00pm and Friday 8:00am to 3:00pm. Lab personnel assist students with the operation of lab computers, access to lab study rooms, and general questions. They provide instructional support for iTV classes, distributing and collecting paperwork to and from students enrolled in iTV classes. (Instructors teach these classes remotely from the iTV broadcast center at the FLC-main campus.) Lab personnel also issue student access cards and regional transit stickers. The EDC computer lab undergoes evaluation via meetings involving computer lab staff and the dean of instruction, El Dorado Center, who oversees the lab's operations. The lab's evaluation is also informed by the results of two surveys: the college's annual Student Satisfaction with Support Services survey (Ref. 44) as well as a second survey developed specifically for the college's computer labs (Ref. 45). All EDC planning is documented in the El Dorado Center Educational Master Plan (EMP) (Ref. 46), which is integrated into the college's ongoing cycle of evaluation, planning, resource allocation, implementation, and re-evaluation (Ref. 26). The computer lab budget includes line items for supplies, non-instructional software, and equipment. The lab is funded through the Office of the Dean of Instruction and Technology, which is allocated funding based upon defined prioritized needs identified through the college's budget process.

The RCC computer lab (RCC 7) is significantly smaller and less complex than the other two computer labs. It is staffed by one permanent full-time IA, two classified temporary IAs, and one student helper. The lab has 35 computer workstations and one printer. Hours of operation are Monday through Thursday, 9:00am to 8:00pm, and Friday, 9:00am to 4:30pm. Since there are no computer-equipped classrooms at RCC, classes that require computers are scheduled in the lab. The lab is open to all students during its hours of operation except for those times when classes scheduled in the lab are in session. The IA assists students and instructors with operation of lab computers and ensures that all equipment and software is functioning properly. He also issues student access cards and regional transit stickers. The RCC computer lab undergoes evaluation via regular meetings involving computer lab staff and the dean of instruction, career and technical education, who oversees center operations. The lab's evaluation is also informed by the results of the college's annual Student Satisfaction with Support Services survey (Ref. 44). All RCC planning is documented in the Rancho Cordova Center EMP (Ref. 47), which is integrated into the college's ongoing cycle of evaluation, planning, resource allocation, implementation, and re-evaluation (Ref. 26). The lab, which does not have its own budget, is funded through the RCC budget, which is allocated funding based upon defined prioritized needs identified through the college's budget process.

The other rooms listed in the recommendation (FL1-35, FL1-107, FL2-240, FL5-09, FL1-07, FL5-109, EDC C-201, and EDC C-202) are classrooms, not computer labs. The rooms are used exclusively for the teaching of classes. No learning support services, other than actual instruction, are provided in these rooms. No student support staff are assigned to these classrooms. When not in use for classes, all but one of these classrooms are locked (standard procedure for all classrooms) and are not accessible by students. The exception is FL1-35, which is located in the library and left open as a quiet study area. There are no special budgets associated with these classrooms.

Analysis

The college has a process for evaluating, on a regular basis, the learning support services in its three computer labs, and that evaluation process has resulted in effective lab operations and service to students. However, the evaluation process is not adequately documented. Evaluation and planning for the FLC-main computer lab is not formally documented. Evaluation and planning for the EDC and RCC computer labs is intended to be documented in the EDC and RCC educational master plans (EMPs), but a recent review of those EMPs found that the labs were barely mentioned. The result is that planning for the college's three computer labs is not adequately integrated into the college's ongoing cycle of evaluation, planning, resource allocation, implementation, and re-evaluation (Ref. 26). To remedy this, the computer labs should participate in the EMP process and submit one EMP for all three computer labs. This is consistent with other college programs including the bookstore, the library, and the tutoring program, all of which submit EMPs, and all of which have operations at all three sites.

Plan

1. Evaluation and planning for the labs will be fully integrated into the college's ongoing planning and evaluation cycle beginning in 2012-2013.

Recommendation 9: Although the *College Participatory Governance and Collegial Consultation (CPGCC)* document explains what the decision-making process entails, the team recommends the document be modified to explain how the process works and how it impacts the college and district (IV.A.1, IV.A.2.a, IV.A.2.b, IV.A.3).

Description

The need to revise the governance document was first addressed by the Academic Senate at its September 14, 2010 meeting (Ref. 24). At that meeting the senate formed a workgroup for the purpose of developing an introduction to the CPGCC document (Ref. 48) that would address this recommendation. The workgroup was also charged with revising and updating other portions of the document. The workgroup developed a draft that underwent a first reading at the senate's October 12, 2010 meeting (Ref. 24). Following that meeting, the draft was shared with administration for review and additional editing. The senate conducted a

second reading at its October 26, 2010 meeting (Ref. 24), after which the draft was forwarded to the college's Coordinating Council, which met on January 28, 2011 (Ref. 49). The Coordinating Council recommended several minor edits to the introduction and authorized the VPI and Academic Senate Executive Secretary, both members of the Coordinating Council, to refine the language. The revised language was reviewed by the Academic Senate at its April 12, 2011 meeting (Ref. 24) and approved by the College President on May 17, 2011.

Analysis

The process of revising the governance document was undertaken in accordance with guidelines that are listed in the document itself. The proposed language was initially developed by the Academic Senate and then reviewed by the Coordinating Council, which included two members each from administration, faculty, classified, and students; all appointed members were in attendance at the two meetings. The revised language was accepted with only minor changes, which the Academic Senate found acceptable. The revised document received the approval of the Coordinating Council and subsequently that of the College President.

Plan

None.

Response to Self-identified Issues

The college's 2009 *Institutional Self Study Report in Support of Reaffirmation of Accreditation* (Ref. 33) includes 21 self-identified improvement plans. The improvement plans are compiled in a matrix (Ref. 50) that includes four additional improvement plans identified in the college's 2010 Follow-Up Report (Ref. 2). The matrix lists all 25 improvement plans along with success indicator(s), lead unit(s), timeline for completion, and completion status. Where applicable, the improvement plans are linked to related accreditation recommendations. The Accreditation Steering Subcommittee reviews and updates the matrix each semester, and the accreditation faculty chair informs the Institutional Planning Committee of needed action. The college has made considerable progress toward completion or continued implementation of each improvement plan, as outlined below. The improvement plans identified in the Self Study are addressed below (with some consolidation) under the heading of the accreditation standard to which they pertain. The improvement plans identified in the Follow-Up Report are addressed at the end.

Standard One: Institutional Mission and Effectiveness

- The college has created and maintains a database to store longitudinal SLO data and assessment results.
- To increase awareness of the college's ongoing and systematic cycle of evaluation, the Institutional Planning Committee (IPC) provides an end-of-year report that is posted on the Insider. Also, the college's Mission, Vision, and Values Statements as well as its Planning and Evaluation Cycle are posted in all meeting rooms.
- The college has identified additional Key Performance Indicators (KPIs) to gauge institutional effectiveness. New KPIs will be identified as needed.
- The College Participatory Governance and Collegial Consultation document was updated to include a new introduction that better explains the document's purpose. Also, the charge of each committee listed in the document was revised to include annual assessment of committee processes.
- All college plans listed in the Planning and Evaluation Cycle document were revised, as needed, to include an assessment component.

Standard Two: Student Learning Programs and Services

- To attain proficiency in SLO assessment, the college has updated its program review and educational master plan templates to include additional documentation of SLO assessment within departments. The program review cycle was also updated to ensure proficiency within all departments by the fall 2012 deadline.
- The college has an SLO tracking sheet that is updated annually by departments and reviewed by IPC.
- The college has developed and implemented a process to place new programs into the program review cycle.
- The college has developed and implemented a process to assess general education program SLOs and analyze the results for program and course improvement.

- The college has developed and implemented a process to track and document success of Career Technical Education program completers.
- The Student Services division has developed an SLO pertaining to personal and civic responsibility and engagement, with assessment commencing in spring 2012.
- The library has improved communication with faculty regarding development of the library collection. The FLC print and electronic collections have been assessed and recommendations developed.
- Library security has been improved with the installation of a glass enclosure in spring 2011.

Standard Three: Resources

- The LRCCD board regulations have been updated to facilitate classified and administrative input into the college president's annual evaluation.
- The college has developed a Professional Development Plan that includes an assessment component.
- The college has explored ways to provide additional, short term student access to science lab facilities, with some success.
- To facilitate continual improvement in technology training, the college assessed the needs of students, faculty, and staff. The assessment has resulted in training improvements.
- To ensure funding for timely upgrade and replacement of existing and emerging technology, the college has established a technology sinking fund.

Standard Four: Leadership and Governance

- The college has revised the College Participatory Governance and Collegial Consultation document to include the objectives, purposes, and responsibilities of all subcommittees.
- The college has explored and documented additional ways to fund professional development.

Planning Items from Follow-Up Report

- The college's Office of Institutional Research has completed a follow-up study on online success and retention rates using merged data from multiple semesters. Data is provided to departments and student services to improve online instruction and student support services. Student learning outcomes assessment has been implemented for all online courses.
- The college's accreditation liaison officer has contacted the Commission each spring as directed to determine whether a substantive change proposal is needed for programs in which 50% or more of the courses are offered online.

Appendix

References:

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40. LRCCD Board Regulation R-8417
41. LRCCD Five Year Construction Plan
42. FLC Equipment/Infrastructure Inventory and Replacement Schedule
43. FLC Annual Operating Budget, 2011-12
44. FLC Student Satisfaction with Support Services Survey
45. FLC Computer Lab Survey
46. FLC El Dorado Center Educational Master Plan
47. FLC Rancho Cordova Center Educational Master Plan
48. FLC *College Participatory Governance and Collegial Consultation (CPGCC)* document
49. FLC Coordinating Council Minutes, January 28, 2011
50. FLC Accreditation Recommendations and Planning Agendas Matrix