FOLSOM LAKE COLLEGE
EL DORADO CENTER ◆ RANCHO CORDOVA CENTER

MIDTERM REPORT

October 15, 2006

Submitted to

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

Submitted by

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CERTIFICATION
of the
MIDTERM REPORT

DATE: September 6, 2006

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

FROM: Folsom Lake College
           10 College Parkway
           Folsom, CA 95630

This Midterm Report is submitted for the purpose of assisting in the determination of the institution's progress on meeting the team recommendations and Commission action letter of January 16, 2004.

We certify that there was broad participation by the college constituencies, and we believe the Midterm Report accurately reflects the nature and substance of the institution's progress in meeting the identified recommendations and self-identified issues, and provides an update on substantive change in progress, pending, or planned.
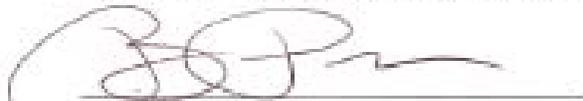
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Bruce Pomer, President
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Susan Lorimer, Vice President Instruction
Accreditation Liaison Officer

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STATEMENT
on
REPORT PREPARATION

Folsom Lake College (FLC) received its initial accreditation in January 2004. As part of its accreditation requirements, the college received five recommendations as described in the Accrediting Commission for Community and Junior Colleges (Commission) 2003 *Evaluation Report, Folsom Lake College*. In addition, a March 2005 Progress Report and subsequent visit were required for three of the five recommendations (Recommendations #1, #2, and #5). In June 2005, the Commission accepted both the Progress Report and findings of the visiting team. The college's next required report is this Midterm Report, which responds to all five 2004 recommendations, the college's self-identified planning issues, and substantive change in progress, pending or planned. The following statement describes how the college prepared this Midterm Report.

The Accreditation Steering Subcommittee was charged with developing the Midterm Report. This permanent, standing subcommittee was formed in August 2005 when the college updated its participatory governance committee structure. The subcommittee is housed under the newly formed 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. This change has resulted in a permanent place for accreditation-related issues to be addressed and will ensure that accreditation requirements are considered in all aspects of institutional planning.

The Accreditation Steering Subcommittee, chaired by Professor John Alexander with support from Vice President of Instruction Sue Lorimer (Accreditation Liaison Officer) and Research Analyst Chris Olson, met regularly throughout the 2005-06 academic year. In Fall 2005, the subcommittee completed an update of the *Accreditation Strategic Planning and Operational Items* matrix, which was developed in Spring 2004 to address the college's self-identified issues from the Fall 2003 Accreditation Self-Study document. The results of the update were approved by the subcommittee and IPC, and form the basis of the college's response to the self-identified issues. Next, the subcommittee developed a timeline for completion of the Midterm Report and tasked members with data gathering and report writing, which commenced in early Spring 2006. Academic Senate President Tammy Montgomery and Vice President of Instruction Sue Lorimer, both of whom were closely involved with ongoing district and college strategic planning, took charge of Recommendation #1. Los Rios Community College District (LRCCD) Vice Chancellor of Education and Technology Marie Smith worked with district and college leaders to draft a response to Recommendation #2 regarding the development of college centers, since the same recommendation was received by all four district colleges in January 2004. Innovation Center Coordinator Zack Dowell, Professor Gordon Lam, and Dean of Instruction and Technology Gary Hartley, all closely involved with distance education, worked on Recommendation #3. Vice President of Administration Kathleen Kirklin worked with colleagues at the district on Recommendation #4. Research Analyst Chris Olson, Professor John Alexander, and Vice President of Instruction Sue Lorimer worked on Recommendation #5. With the exception of Vice Chancellor Marie Smith, all were members of the Accreditation Steering Subcommittee.

In April 2006, 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. A final college report was recommended to the College President for approval in late May 2006. President Thelma Scott-Skillman approved the 2006 Midterm Report for submission to the LRCCD Board of Trustees, who subsequently approved the report at their September 6, 2006 meeting.

ACCREDITATION STEERING COMMITTEE MEMBERS

John Alexander, Faculty Accreditation Chair
Sue Lorimer, Accreditation Liaison Officer
Andy Anderson, Classified
Tim Curran, Faculty
Zack Dowell, Faculty
Monica Flores, Administrator
Kim Harrell, Faculty
Gary Hartley, Administrator
Wayne Jensen, Faculty
Kathleen Kirklin, Administrator
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Tammy Montgomery, Faculty
Denise Noldon, Administrator
Chris Olson, Research Support
Brian Robinson, Faculty
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RESPONSES
to
TEAM RECOMMENDATIONS
and
COMMISSION ACTION LETTER

(Team Visit: October 14-16, 2003)

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Recommendation #1: *The college has implemented several planning-related activities that must now be evaluated in order to determine what has been effective and what has not. Because of the absence of clear links between the processes, the team recommends A) the development of a complete blueprint of the mission review, research, planning, and evaluation cycle in order to more clearly communicate these processes to faculty, staff and the community. This blueprint would include definitions of all relevant terms, detailing of the processes for implementing and evaluating the plans, and a clarification of links between college mission, goals, plans and resource allocations (Standard 1.4, 3A.1, 3A.3, 3A.4, 3B.1, 3B.2, 3B.3, 4D.6, 5.10, 6.7, 8.5, 9A.1); and B) the proper training of decision-makers in accessing and using research resources currently available (Standard 3A.2).*

DESCRIPTION

Recommendation #1, Part A: In January 2004, Folsom Lake College's former Educational Planning Committee (EPC) was charged with developing the college's first strategic plan. The plan was expected to included a complete blueprint of mission review, research, planning, and evaluation cycles that could be clearly communicated to faculty, staff and the community. An EPC subcommittee began the process by drafting two key documents.

The first document, entitled *Developing the FLC Strategic Plan*, outlined the components of effective strategic planning and enumerated the components of FLC's strategic plan. This document also included a timeline for the development of each component, identifying not only the tasks to be completed and their timelines, but also the lead person or group responsible for each task. In addition, key terms were defined and further needs were identified.

A second document, a flow chart entitled *FLC Strategic Planning Components*, provided a pictorial representation of how the FLC strategic plan related to other planning documents such as the *Los Rios Community College District Strategic Plan* and the FLC educational master plans (discipline/unit plans), as well as to other FLC plans being developed by various participatory governance committees. Together, these two EPC documents were designed to guide the development of the FLC strategic plan, clarify links between planning activities, and communicate these links to the college and the community.

After these fundamental documents were completed, EPC was able to proceed in developing the *Blueprint for the FLC Mission, Research, Planning, and Evaluation Cycle*, which identified tasks to be completed, their completion timelines, and those responsible for their completion. This document was designed to serve as the final component of the overall blueprint recommended by

the visiting accreditation team, identifying processes for implementing and evaluating plans, and clarifying links between the college's mission, goals, plans, and resource allocations.

At the same time that the college was preparing to develop its first strategic plan, changes to the participatory governance structure were enacted as a result of the review and revision of the *College Participatory Governance and Collegial Consultation* (*CPGCC*) document. A major part of the revision included dissolving the former EPC and replacing it with the Institutional Planning Committee (IPC). The purpose of the change was to create a committee that involved all constituency leaders and participatory governance committee chairs to oversee institutional planning activities and ensure appropriate communication and links among the various committees responsible for planning in the areas of curriculum, budget, facilities, matriculation/student success, and professional development. Also included in the IPC membership were the faculty Accreditation Steering Subcommittee Chair and the college's Research Analyst.

The new IPC accepted responsibility for developing the *Folsom Lake College Strategic Plan* and had its first meeting in September 2005. As discussions regarding plan creation ensued, it became apparent IPC needed outside assistance to complete such a comprehensive plan in a timely manner. During this same period, the district was updating its strategic plan. The college decided to hire the same district consultant to assist IPC in developing the college's strategic plan. The plan was developed using the college's previously updated mission and vision statements (which are included in the strategic plan), internal and external environmental scan information provided by the district and college researchers, and information gathered from a college-wide charette in Fall 2005. The IPC, under the leadership of IPC Co-Chair Tammy Montgomery, continued to refine the information and distill it into a final plan draft. In addition, the consultants met with IPC to review and update the timelines and links between planning activities to ensure planning and evaluation processes across the institution were identified, placed in a specific timeline, linked to other internal and external processes, and assigned to the appropriate committee or area leader. This exercise also highlighted for the college leaders who are members of IPC where gaps in planning and evaluation activities still exist. The updated blueprint documents will be approved in Fall 2006.

Recommendation #1, Part B: In June 2004, the college hired its first Research Analyst and established the FLC Office of Institutional Research (OIR). The Research Analyst has received training in accessing district level data regarding FLC students and programs and is a member of the district-wide Research Council. The OIR provides research support for the weekly administrative staff and instructional staff meetings, as well as a variety of college committees. In addition, the OIR supports institutional planning through surveys, environmental scan activities, and enrollment and student success trend data for program review activities. The college is currently in the process of hiring an IT support position for the OIR and is collaborating with district IT and Institutional Research Offices to simplify access to critical internal data, which can then be transformed into automated, on-demand trend reports to support a wide variety of college strategic and operational planning needs.

The Research Analyst regularly provides training to faculty, staff and administrators on how to use research information to support planning and evaluation activities at department and participatory governance meetings, and at the beginning of semester flex activities.

ANALYSIS

Recommendation #1, Part A: Folsom Lake College addressed this recommendation in its Progress Report, and the Commission's Progress Visit Report recognized "substantial progress" made by the college as well as its clear commitment to following through to completion. Since that time, the college has made significant additional progress.

The *Blueprint* document produced by EPC has proved effective in guiding the college through the 2004-2005 review and revision of the college's mission and vision statements as well as the development and implementation of the instructional program review process and cycle, and in ensuring that research supported these activities. The creation of the IPC has provided a much-needed forum to link planning and evaluation activities and to ensure constituency and participatory governance committee leaders are informed and dialoguing about important institutional matters.

The college has successfully completed its first strategic plan. The plan is aligned with the new district strategic plan, so college budget and staffing processes are linked with district resource allocation processes. Hiring a consulting firm to help with the creation of the strategic plan provided outside facilitation to help college leaders fully participate in the conversations needed to address complex strategic issues. At the same time, the consultants worked closely with the OIR and IPC members, which emphasizes how far the college has progressed in its ability to support its own institutional planning and evaluation processes. During the strategic planning process, IPC followed up on a commitment made during the development of the mission and vision revisions to create a values statement. The mission, vision, and values statement all appear in the new strategic plan. This fall the IPC, with support from the Research Analyst, is scheduled to identify and put in place key effectiveness indicators, which can be used annually to assess institutional health/progress in a number of strategic areas.

The college recognizes that progress is still needed in some areas. Timelines for program review cycles, as well as for educational master plan updates, have been created to ensure that all program reviews are completed prior to the next accreditation self-study in 2008-09. Instructional program reviews are currently underway according to schedule, but those for administrative and student services units are not. Also, in instruction, not all educational master plans are being updated on an annual basis; in administration and student services, some plans have not yet been created. There is general agreement that the educational master plan template needs improvement.

While challenges still exist in fully implementing the requirements of this recommendation, the college is proud of its progress to date. The improved participatory governance structure and institutional research capability will enable the college to meet this requirement by 2009.

Recommendation #1, Part B: Through the hiring of the college Research Analyst and establishment of the Office of Institutional Research (OIR), the college has made significant progress in meeting this portion of the recommendation. Individuals, departments, and committees throughout the college have access to a variety of research information to support planning, evaluation, and decision-making processes. In addition to supporting internal processes, the college can now provide information to feeder schools, employers, and partners about student success/progress, curriculum development, and other issues that positively impact the college's ability to serve its communities.

The addition of a new IT position to the OIR and collaboration with district IT and research services will allow for the development of an automated decision support system to better support planning and decision making throughout the college.

PLAN

The college will continue to implement the plans and processes already in place, and refine them as needed.

Recommendation #2: *The Los Rios District has developed a strategic plan to serve the people within the district through the creation of four colleges and a series of educational centers affiliated with each of those colleges. The team recommends that, in order to increase effectiveness, this plan should include appropriate provision for delivery of necessary instructional and student support services at all of the existing centers and at those that may be created in the future. (Standards 4A.4, 5.6, 6.1, 7A.1, 9A.1, 9A.2)*

DESCRIPTION

In 2001, the Los Rios Board of Trustees determined that educational services would be delivered to the region through four comprehensive colleges and the development of educational centers affiliated with those colleges. The Chancellor informed the Accreditation Commission of the Board's decision shortly thereafter. The comprehensive accreditation visits of 2003 led to similar recommendations for all colleges regarding center development, particularly in regard to providing appropriate support for centers development in Los Rios.

Folsom Lake College addressed this recommendation in its Progress Report, and the Commission's Progress Visit Report indicated that the college was making "substantial progress" in meeting the recommendation. Since that time, additional steps have been taken to address this recommendation. The district has reaffirmed its commitment to centers development as a regional approach to growth and set about developing a common set of expectations about how centers should be developed and supported through out the district. In 2004 and 2005, a series of discussions occurred in both Chancellor's Executive Staff Meetings and Chancellor's retreats about centers development and the essential elements that would guide any policy development. These elements included the development of a common definition of "Center"; the relationship of the center to the college; basic tenets of staffing and budgeting based on established formulas and procedures; and the use of district discretionary funds.

Although the colleges may have outreach centers in a variety of locations, an "Educational Center" has been defined as a facility that conforms to the state definition of centers: an off-campus enterprise with a minimum of 500 FTES, on-site administration, and programs leading to certificates or degrees. Also fundamental to the concept is the notion that any center shall be under the direction of one of the comprehensive colleges. As such, it will be developed and operated as an integral part of the college and supported according to the established formulas and support systems of the district. For example, the faculty staffing is by formula based upon a Weekly Student Contact Hour (WSCH) per FTES basis. It is the college that determines the allocation of faculty, based upon overall programmatic needs at the main campus and the center(s). While support staffing allocations are not determined by a formula, major considerations include: FTES growth, programmatic needs, and growth in facilities square footage. The discretionary funds of the district (program development funds) are used to support the administrative needs of the colleges, and their centers. A draft *Los Rios Centers Development Policy Concept Paper* that describes these concepts and the mechanisms used to support the development of college centers within the district began undergoing district-wide review and discussion in Spring 2006 and is expected to be completed in late Fall 2006.

ANALYSIS

Folsom Lake College operates two educational centers, the El Dorado Center in Placerville and a newly developing outreach center in Rancho Cordova. The El Dorado Center is the oldest and most fully built center of the district, serving approximately 3500 students annually. The Rancho Cordova outreach center is currently housed in leased facilities, and the district is actively seeking a property for the permanent site. The California Community College Board of Governors and the California Postsecondary Education Commission have approved the Letter of Intent to expand the Rancho Cordova outreach center to full educational center status. The Needs Study, which is the next required step in the process to support center status, is in progress. Construction is not anticipated until 2011. The Sacramento Council of Governments (SACOG) projects population growth in Rancho Cordova at approximately 60% by 2015.

PLAN

Folsom Lake College will continue the work needed to expand its outreach center in Rancho Cordova to full educational center status according to state requirements and the Los Rios Centers Plan.

The college plans to submit the necessary substantive change proposals to the Commission as the center develops.

Recommendation #3: *The team recommends that the college ensure, through its planning processes, appropriate distance learning support services (Standard 4A.4, 4, 4D.1, 4D.2, 4D.7, 5.6, 6.7).*

DESCRIPTION

Distance education (DE) is operationally defined as instruction in which the student and the instructor are separated by distance. In the college's case, this includes courses delivered online and via instructional television (iTV). Online classes are sometimes delivered partially in the classroom and are referred to as "hybrid" classes. The iTV system allows students to view broadcast programming at the two college centers, at the main campus (face-to-face), or at home via local cable channels dedicated to educational programming. Students at home are able to communicate with their instructors using the CCCConfer phone bridge.

Both the college and the district have engaged in planning to improve DE support services. The Los Rios Community College District recently developed a *District Distance Education Strategic Planning Resource Document* to assist the four district colleges in creating their DE plans. The document, which addresses a variety of planning and operational issues, was examined by various stakeholder groups at district and college levels. The district also conducted a DE survey involving students, faculty and staff from all four colleges to inform planning.

At the college level, in Fall 2005 the newly formed Institutional Planning Committee (IPC) charged the Institutional Technology Subcommittee with the task of developing an Institutional Technology (IT) Strategic Plan for the college. The IT Subcommittee's resources include the *District Distance Education Strategic Planning Resource Document*; research data compiled by the district as well as that compiled by the college's Research Analyst; and strategic planning documents developed at both the college and district levels. Also, in developing the plan, the IT Subcommittee is working with the Distance Education Subcommittee of the Curriculum Committee to examine course and program development, student success and support services, program funding, professional development opportunities, and governance and management roles as they relate to distance education.

Per the Accrediting Commission's policy and guidelines for distance education offerings, the college's program review process now includes a technical review of all distance education offerings.

A number of DE support services have been implemented by both the district and the college. The district supports and maintains the Blackboard Course Management System for the delivery of online, hybrid, and web-enhanced instruction. The district help desk provides telephone and email support to students and faculty using the Blackboard system. Beginning in May 2006, phone support will be provided via a third party provider on a 24/7 basis. For instructors allowing electronic submission of written student work, TurnItIn.com is available as a record-keeping and academic integrity tool. It registers all student work and compares it for integrity against millions of written works available in the service's online system.

In Spring 2006, all LRCCD college libraries added NetLibrary, an eBook database that allows students to access over 5000 reference works, scholarly monographs, literature, and fiction. Additionally, in Fall 2006 all LRCCD libraries will add JSTOR, a journal database, to their existing eBook, Reference eBook, journal, magazine, and newspaper database holdings. The JSTOR Arts & Sciences I Collection includes many of the core research and society published journals in economics, history, political science, and sociology, as well as in other key fields in the humanities and social sciences. This collection also includes a selection of titles in the more science-oriented fields of ecology, mathematics, and statistics. The JSTOR Arts & Sciences II Collection includes additional offerings in economics, history, archaeology, classics, as well as Asian, African, Latin American, Middle Eastern, and Slavic studies.

All FLC library handouts are available online. The handouts inform DE students of library resources & services, the library layout, and how to cite sources. With the permission of Duke University Library, the FLC library website provides links to Duke's stellar "Citing Sources" web pages. These web pages also help students in citing sources and avoiding plagiarism.

The library faculty have created an online Library Research & Information Literacy course (Library 318) to help students acquire the information competency skills necessary to conduct academic or personal research. The course provides a step-by-step guide to the research process that is applicable to term papers, course work, and life-long learning. It emphasizes developing effective search strategies, selecting information tools, locating and retrieving information sources, analyzing and critically evaluating information, and organizing and using information.

The library faculty have begun to look at the feasibility of using CCCConfer's Teach & Confer virtual classroom to offer synchronous library instruction for our Rancho Cordova Center students and faculty. CCC-Confer is funded by a grant from the California Community Colleges Chancellor's Office.

The college is delivering some of its student services online, including registration, enrollment, orientation, fee payment, transcript request, and printing. The college also provides online access to the college catalog, schedule of classes, and other information. Once funding sources are identified, the college will also provide online counseling and computerized assessment testing. Currently, the college is piloting a program whereby DSP&S, financial aid, registration, and EOPS audio information is delivered via podcasting.

ANALYSIS

Since the accreditation team visit, the college has increased its DE support services and engaged in significant DE planning. When completed in Fall 2006, the IT Strategic Plan will address all facets of technology use at the college, including instructional technology (technology used to support instruction), distance education, administrative technology, and the college's technology infrastructure. Importantly, the plan will also identify staffing and service priorities needed to support and develop these programs.

In developing the IT Strategic Plan, the IT Subcommittee has been utilizing the *District Distance Education Strategic Planning Resource Document* , as well as draft documents that have arisen

from district and college strategic planning workshops, thus the completed IT Strategic Plan will be aligned with district and college goals and objectives.

A review cycle for the IT Strategic Plan will be developed and incorporated into the revised *Blueprint for the FLC Mission, Research, Planning, and Evaluation Cycle* document. The review will utilize college and district research data to assess existing DE support services and to determine and prioritize additional needed services.

Many DE services are provided by the district, e.g. Blackboard and TurnItIn.com. These services are expensive and will therefore undergo constant evaluation. College personnel must continue to participate in district discussions regarding the acquisition, implementation, and assessment of these and other DE products and services.

PLAN

The college will continue to implement the plans and processes already in place, and refine them as needed.

Recommendation # 4: *The team recommends that the college, with support from the district, develop short-term and long-term staffing contingency plans to alleviate (through appropriate plan implementation) the classified staff shortages that currently exist and to meet the demand for staff that will come with the opening of the new buildings (Standard 7A.1, 9A.1, 9A.2).*

DESCRIPTION

The determination of classified positions is a detailed process that starts at the college as part of the annual planning process. Each year an analysis of current and projected classified staffing needs is prepared to determine current and future needs. As part of the analysis, attention is given to the educational master plans (EMPs); changing programs, facilities, and operations requirements; presence of a full-time classified staff to support a program or operating unit; and availability of temporary help. In consultation with the Classified Senate President, the Vice President of Administration (VPA) establishes the membership for the Classified Hiring Priorities Committee. The Classified Hiring Priorities Committee calls for hiring proposals, reviews and discusses submissions, and ranks requests. The VPA on behalf of the Classified Hiring Priorities Committee then forwards prioritized hiring recommendations to the College President for approval. The College President provides final approval of the position(s) being submitted to the district for authorization. In the event that there is an emergency need or other unforeseen circumstance, the College President may determine it is necessary to alter the rankings.

Once the college's hiring priorities are identified, the positions are forwarded to the district where the distribution of new positions is determined. These positions may be identified for immediate hire or banked for an anticipated, upcoming need. Unlike the faculty hiring process, there is no legal requirement to grow classified positions. However, recognizing that student growth requires both faculty and classified staffing, all of the collective bargaining agreements contain a provision to allow growth in classified staff to the same percentage growth achieved by the district.

While the district has not historically charged growth funds for classified positions to the level of growth achieved, it does fund additional new classified positions through program development funds (PDF) and other sources, such as categoricals and Partnership for Excellence.

At the end of each fiscal year, the district sets aside continuing funds from growth for new positions to be staffed in the following fiscal year. In addition, during the PDF process, continuing funds are appropriated for classified positions. Generally, PDF will at least try to match the number of positions funded from growth revenues. These two sources are then combined for the total number of new positions for the fiscal year.

The district does not use set formulas for the distribution of new classified FTE. This has provided great flexibility to place the FTE where it is most needed. There are several factors considered in the annual distribution such as: growth at each of the colleges; new facilities (both on main campuses and centers); start-ups (e.g., new college or a new program); balance (consideration of maintaining balance across bargaining units); and mandates.

Generally, an initial classified FTE allocation occurs where each of the 4 colleges and the district office are awarded a minimum number of FTE to fill their highest priority positions as early as possible. Then, as part of the finalization of the PDF allocation, a distribution of the remaining positions is proposed to the VPAs. The rationale for the distribution is provided along with the opportunity for discussion and refinement. The recommended distribution is then taken to Executive Staff and the Chancellor for approval.

Once a classified position is authorized, it remains with the college even if it is vacated. It can be filled as the same position, or, if the college determines that the vacated FTE might be better utilized elsewhere, it can choose to modify (with approval) the position to a different job class or a different operating unit.

The college augments its workforce by hiring temporary classified and student help employees through college discretionary funding, categoricals and grants, and programs such as financial aid work-study, CalWORKs, or VTEA (Vocational and Technical Education Act).

ANALYSIS

Rapid growth of the college continues to create a need for additional classified staff. The district recognizes the need to continue increasing the number of new hires and has been very supportive in this endeavor. The chart shows that the number of classified staff that have been allocated to the college since initial accreditation. The 15.80 FTE represents a 25 percent increase over the 2003-04 academic year of 60 FTE.

Academic Year	Total Classified Positions Available (district-wide)	Positions Allocated to FLC	Percentage of Total Available
2004-2005	21.25	8.00	38%
2005-2006	32.81	7.80	24%

PLAN

FLC will continue to analyze, update, and review its classified hiring priorities plan to ensure that it is responsive to the needs of the college.

FLC will continue to work collaboratively with the district to increase classified staffing.

Response to Recommendation #5: *The team recommends that the college community give high priority to fostering trust by clearly outlining and guaranteeing the roles and responsibilities of faculty, staff, and administrators through the development and implementation of consistent processes that provide for the inclusion of all appropriate constituencies. (Standard 10.B6 and 10.B8)*

DESCRIPTION

Folsom Lake College responded to this recommendation in its Progress Report, which was submitted to the Commission in March 2005. The report responded to several specific concerns, including administration's commitment to comply with policies and participatory decision-making, as well as a lack of regard for meeting times of standing committees and the distribution of policies without consultation, such as the student grievance policy, publication guidelines, and dress code for employees. It also responded to concern about faculty and administrator distrust of one another regarding roles and responsibilities in college decision-making. Finally, it responded to concern about the need to revise the *College Participatory Governance and Collegial Consultation* (CPGCC) document, which describes the college's participatory governance structure and decision-making processes for academic and professional matters. Following an accreditation team visit, the Commission indicated in its Progress Visit Report that Folsom Lake College has made "substantial progress" in responding to this recommendation. The Progress Visit Report also emphasized the need to complete the CPGCC document revision.

The college has made significant progress since the Progress Visit Report was received. In January 2006, the college completed and approved its revised CPGCC document. The Academic Senate recommended the collegial consultation portion of the document to the College President, who accepted the recommendation as submitted. Both the College President and the Academic Senate President signed off on the document. The participatory governance portion of the document was forwarded by the Academic Senate to all other college constituencies, and after some minor revision, all four constituency leaders (Academic Senate President, Classified Senate President, Student Government President, and College President) signed off on the document. Thus the approval process was inclusive, and there was college-wide satisfaction with the approval process and finished product.

The collegial consultation portion of the document, which outlines decision-making processes for academic and professional matters, was revised so as to be in alignment with the processes described in *Participating Effectively in District and College Governance: Guidelines*, a document produced collaboratively by the Community College League of California and the Academic Senate for California Community Colleges. The participatory governance portion of the document, which describes the charge and composition of all college governance committees, was significantly revised. In particular, the former Education Planning Committee was dissolved and replaced with the new Institutional Planning Committee. Also, the Professional Activities Committee was replaced by one of its subcommittees (Professional Development) and renamed the Professional Development Committee. The Budget/Institutional Facilities Planning Committee was also renamed (Budget and Facilities Planning Committee); further, the classified staff representation on this committee was increased. Representation on some committees was revised to reflect collective bargaining agreements as required by the

respective contracts. Also, the revised document specifies that committees of the Academic Senate (Curriculum, Matriculation and Student Success) have faculty chairs, with administrative liaisons appointed, while committees with scope greater than academic and professional matters (Budget, Institutional Planning) have faculty and administration co-chairs. The Professional Development Committee has faculty and classified co-chairs because it provides staff development opportunities and funding to both groups.

Several of the college governance committees (Budget and Curriculum) have developed and revised handbooks that describe committee decision-making processes and timelines. Also, several committees conduct training workshops at the beginning of the academic year to familiarize committee members and anyone else who is interested with committee processes. Additional training workshops are held as needed. For instance, the Curriculum Committee conducted several training workshops when the district moved to an online curriculum development system; the committee has also held several student learning outcomes workshops, and continues to hold program review workshops for individual departments as they prepare for that task. Information regarding workshops is well publicized via email. Also, all committees as well as the senates distribute agendas and approved minutes to the entire college via email.

At the beginning of each semester, the Vice President of Instruction distributes an *Instructional Procedures* document, which provides information and procedures on over 40 topics important to classroom instructors, e.g. absence reporting, photocopying, and equipment service. The document is updated periodically as needed.

To assess the extent to which progress has been made on this recommendation, the college developed accreditation surveys that it administered to employees in Spring 2005 and Spring 2006. The college plans to administer additional surveys as needed, as indicated in the college's *Accreditation Strategic Planning and Operational Items* matrix.

ANALYSIS

The CPGCC document has been well received, and implementation of the new processes and committee structures has gone smoothly. Moreover, many people took time to scrutinize the document prior to its approval, with the result that they are very familiar with its content. However, results of the recent Accreditation Employee Survey Research Report indicate that 41% of the respondents had not read the document, and they may therefore be unfamiliar with the processes that it describes.

The newly created Institutional Planning Committee (IPC) has been quite successful. Although the CPGCC document was not formally approved until January 2006, the committee began meeting in Fall 2005. In just its first year, the committee has successfully lead development of Folsom Lake College's first strategic plan. This would not have been possible without inclusive, college-wide participation. The committee is able to facilitate inclusive participation due to its structure, which includes all constituency leaders and participatory governance committee chairs. The committee also serves as a clearinghouse for information related to college processes.

Several participatory governance committees have not yet created operational handbooks that clarify committee processes. As a result, the following planning item was added when the Progress Report was written: "Create operational handbooks for those participatory governance committees that do not yet have them. Ensure all committee handbooks are aligned with their committee's charge, reviewed annually, and updated as needed."

In Fall 2005, Folsom Lake College underwent an organizational shift in which faculty organized into departments and elected department chairs as specified by the faculty contract. The former "area chair" and "lead faculty" positions were eliminated. Additionally, a Department Chairs Collaborative was created to facilitate communication and better understanding of college processes.   The group meets monthly, and members report that they have found the meetings useful.

The college has occasionally experienced a lack of participation on governance committees and subcommittees, and on occasion, no one has attended when professional development workshops are offered. The problem may be seasonal, as employees seem to be busier in the spring because of hiring committees. The Academic Senate is looking into ways to encourage or reward participation.

In its Progress Report the college reported on a new schedule development process created to address faculty concerns regarding the allocation of FTE, the scheduling and staffing of distance education classes, and the scheduling of adjunct faculty. The process was implemented on a mutually agreed upon, as-needed basis, with the result that faculty concerns in this area have been alleviated.

The results of the 2006 *Accreditation Employee Survey Research Report* provide some indication as to how the college can make further progress. The eighteen-item survey included sixteen items related to the concept of fostering trust within an organization, as well as two more items to identify employment group and length of employment. The response rate was an impressive 45%, up significantly from the 26% that responded the previous year. Participation increased in all employment groups except administration, which had 100% participation both years. The responses from the other employment groups included 76.6% of full-time faculty, 27.6% of part-time faculty, and 52.9% of classified. There were 158 responses in all, 37.3% from full-time faculty, 34.2% from part-time faculty, 22.8% from classified, and 5.7% from administration.

The survey responses were coded strongly agree (4), agree (3), disagree (2), and strongly disagree (1), thus the borderline mean response between agreement and disagreement is 2.5. The data collected show that the mean score for each survey item exceeded 2.5, thus as a group, the college leaned toward agreement in regard to all survey items. The items with the highest mean response included: "The college serves and supports the student population" (mean = 3.29); "The college welcomes and respects diversity" (3.29); "I am able to make a meaningful contribution at the college" (3.16); "The college workplace is collegial" (3.06); "I am treated with respect" (3.06); and "The college encourages and supports intellectual, ethical, and professional development" (3.00). The items with the lowest mean response included: "The college encourages and supports my role in decision making processes" (2.68); "My voice is heard" (2.69); "Mechanisms exist to ensure my views and concerns are accurately represented"

(2.72); "I have read the CPGCC document" (2.81); "I am comfortable talking about problems and issues with others on campus" (2.85); and "The college's processes are well documented" (2.85).

When broken out by employment group, the data indicate that full-time faculty and the classified generated the greatest number of mean responses below 3.0; however, in all but one instance, the mean response exceeded 2.5. In fact, there is only one mean score that falls below 2.5 when the data are broken out by workgroup, and that is the classified response to the statement, "I have read the CPGCC document" (mean = 2.47).

When broken out by length of employment, the data indicate that long-term employees (employed 7+ years) generated the greatest number of mean responses below 3.0, as well as the highest standard deviations in their responses. For this group, there are two instances in which the mean score for an item falls below 2.5: "My voice is heard" (mean = 2.49) and "The college encourages and supports my role in decision making processes" (2.48). In the group of respondents employed by the college for 5-6 years, there are three instances in which the mean score falls below 2.5: "Mechanisms exist to ensure my views and concerns are accurately represented" (2.46); "I am comfortable talking about problems and issues with others on campus" (2.46); and "The college encourages and supports my role in decision making processes" (2.48). Finally, for those respondents employed 1-2 years, there are two instances in which the mean score falls below 2.5: "I have read the CPGCC document" (2.47) and "The college's processes are well documented" (2.41).

However, in some instances opinions vary widely within certain groups, irrespective of the calculated mean, as indicated by high standard deviations. This is evident in the responses of all four employment groups, but the highest standard deviations, and therefore the greatest difference of opinion, are found among full-time faculty and part-time faculty. High standard deviations are also revealed when the data are broken out by length of employment, with difference in opinion tending to increase with length of service. This is consistent with the results of the previous year's accreditation employee survey.

The survey results indicate areas that should be explored further. For example, the items with the lowest mean response include "The college's processes are well documented" and "I have read the CPGCC document." This makes it clear that it is not enough for the college to create and document processes; the college must take additional steps to make employees aware of processes, possibly through the offering of additional professional development workshops.

PLAN

The college will continue to implement the plans and processes already in place, and refine them as needed.

The *Folsom Lake College Report of the Institutional Self Study For Candidacy/Initial Accreditation, June 2003* document includes a planning agenda that lists thirty-five strategic planning items that were grouped into five themes. In Spring 2004, the Accreditation Steering Committee met regularly to develop the *Accreditation Strategic Planning and Operational Items* matrix, which lists the thirty-five planning items along with operational items, success indicators, lead unit(s), timeline for completion, and completion status. The document was periodically updated during the 2004-2005 academic year to reflect progress made. In Fall 2005, the Accreditation Steering Subcommittee reviewed and updated the entire document. The revised document was subsequently approved by the Institutional Planning Committee in Spring 2006. As indicated in the self-study document, the college identified five broad-based strategic planning themes, each of which is listed below along with a description of progress made.

Theme One: Integrated Planning

As discussed in the response to Recommendation #1, the college has made substantial progress in this area as evidenced by: the revision of the college mission and vision statements, the creation of college values statements, and the development and completion of the college's first strategic plan; the development and subsequent improvement of the *Blueprint for the FLC Mission, Research, Planning, and Evaluation Cycle*; the revision of the *College Participatory Governance and Collegial Consultation* (*CPGCC*) document; the creation of the Institutional Planning Committee (IPC); the development of a research agenda and provision of institutional research support and training; the development and implementation of the instructional program review cycle. Progress made in this area is evidenced further by: the organizational shift from area spokespersons to department chairs and the creation of the department chairs collaborative, which meets regularly and reports to the Academic Senate; the development by some departments of mission statements and supporting goals, which support program planning and department growth; the annual revision by some departments of their educational master plans, which are integrated into the college budget proposal process; the establishment by IPC of the Rancho Cordova Education Center Programs and Services Development Task Force, which is working with local high schools and businesses to determine the programs and services that will be offered at that center; and ongoing collaboration between the Budget and Facilities Planning Committee and the district regarding new facilities planning.

Theme Two: Enhancement of Effective Communication

The college has made significant progress in this area as evidenced by: the revision of the *CPGCC* document, which clarifies college decision-making structures and processes; the creation of the Instructional Planning Committee (IPC), which, because its membership includes all constituency leaders and participatory governance chairs, serves as a clearinghouse for information; the extensive participation and leadership of college faculty on district-level governance committees; the regular meeting of both the Classified Senate and the Academic Senate; the electronic posting of all senate and participatory governance documents, including

agendas and approved minutes; the development of the Academic Senate bulletin board, upon which are posted all college and district agendas and minutes; the periodic meeting by deans with each area (at least once a semester for each area); the monthly meeting of the department chairs collaborative; periodic department meetings; the distribution each semester of the instructional procedures document to all faculty; improvements to the library and counseling websites, which provide information to students; improved student government membership, facilities, and events; the offering of professional development and training workshops throughout the semester; development of the Insider Website, which will serve as a one-stop information source for faculty and staff; and planned development of a decision support system component of the Insider Website.

Theme Three: Staffing Priorities

As indicated in the responses to Recommendation #2 and Recommendation #4, both the district and the college have in place staff prioritization processes for new faculty and staff positions. Working within this procedural framework, the college has made progress in its staffing priorities by acquiring and filling a number of new classified staff positions, including the much-needed Research Analyst. The college has also gained its fair share of new faculty positions, including DSPS and EOP&S coordinators. Finally, the college has acquired and filled two new administrative positions, the Vice President, Student Development and Enrollment Management; and the Dean of Career and Technical Education. The college has made further progress in this area, as evidenced by the Academic Senate's review of the faculty hiring manual and the productive discussions with administration that followed; the review and revision of both the classified and faculty hiring priority processes; training workshops for faculty and administrators serving on performance review teams; and ongoing professional development workshops and funding.

Theme Four: Research Development

The college has made progress in this area as evidenced by: the hiring of a Research Analyst and a Senior Instructional Technology Specialist; development of the Insider Website and planned development of its automated decision support system; development of a research agenda by the Institutional Planning Committee (IPC); development of a student services research agenda; ongoing provision of information and training at weekly administration meetings; ongoing assistance and training for departments undergoing program review; ongoing assistance and training for faculty regarding assessment test cut scores and test validation; periodic assistance for faculty in developing student learning outcomes; the administering of various surveys, including employee satisfaction surveys, campus climate surveys, and surveys in support of several career technical programs; and the ongoing production of various reports.

Theme Five: Learner Outcomes

The college has made progress in this area as evidenced by: workshops held by the Curriculum Committee to help faculty develop student learning outcomes (SLOs); revision of curriculum to include SLOs; incorporation of SLO review into the program review process; inclusion of SLOs in the college's Education Initiative project; administering of surveys in instructional programs

to provide baseline data; ongoing workshops provided by the Innovation Center; expansion of library services at FLC; and enhancements to the counseling website.

UPDATE
on
SUBSTANTIVE CHANGE
IN PROGRESS, PENDING, OR PLANNED

When Folsom Lake College received its initial accreditation in January 2004, the college's programs and services were offered at three major sites, the main campus in Folsom, the El Dorado Center in Placerville, and an outreach center in Rancho Cordova. As a new college in a population growth area, Folsom Lake College plans to significantly increase its program and degree offerings over the next ten years. In order to accomplish this, the college is rapidly expanding its permanent facilities and putting in place the instructional infrastructure to develop new programs.

Since January 2004, completed construction on the Folsom main campus has included Phase 1B (opened August 2005) and a new cafeteria/bookstore (opened January 2006). Phase 1B facilities include twenty-four new classrooms and labs, including state-of-the art science facilities, a reading, writing, and math center, as well as new faculty and administrative office space; they also include increased space for services such as general counseling, EOPS, DSP&S, and the library. The new cafeteria/bookstore provides space for cafeteria services, the bookstore, student government association offices, and police services. While the expanded facilities provide a greatly enhanced learning environment for students and increased space for additional class sections and services offerings, they have resulted in only one substantive change, a new A.A. Psychology degree program approved by the Commission in Spring 2006.

Phase 1C on the main Folsom campus is under construction and due to open in Spring 2007. This facility will provide twenty-three new classrooms and labs, including labs for current psychology and early childhood education programs. In addition, the facility will provide space for a new music degree program, resulting in a substantive change to college offerings.

Prior to the next accreditation self-study and pending approval of a new state higher education facilities bond, construction of new Physical Education instructional facilities may be completed. Initial plans for practice and spectator gyms have also been completed. These facilities will allow increased program offerings and the establishment of an athletics program, both resulting in substantive changes to college programs.

A Fine and Performing Arts Center is in its final planning stages and is due to open in Fall 2009, while initial planning for Phase 2A facilities for career and technical programs started in Spring 2006. Both facilities will provide space for substantive changes in program offerings to students.

At the El Dorado Center, a new educational building was opened in January 2006 with six new classrooms and labs for existing programs, including distance education (DE) classrooms for iTV offerings. The DE classrooms offer the opportunity to increase DE offerings, which may lead to substantive changes in program offerings offered in DE modalities.

Finally, the district is seeking additional land to build facilities that will provide the opportunity to turn the current outreach center in Rancho Cordova into a full-fledged educational center. The

college and district are actively pursuing the initial approval steps with the state to create the Rancho Cordova Educational Center. This will be a substantive change.   In the mean time, the college has rented additional space next door to the current rented facility, so that increased course sections and services can be provided. Depending on how the expansion of the current outreach center progresses, additional program offerings changes may be substantive.

Administratively, the college is creating the capacity to develop new instructional programs, degrees, and certificates. Assessment activities are underway to determine the program needs of the local communities, businesses and industries, and the feasibility of adding any proposed programs. Faculty curriculum leaders and administrators are engaging in a district-wide conversation about where to site new degree and certificate programs to best meet the needs of the Sacramento region. The results of the assessments should lead to the initiation of new program development requiring approval at the local, state, and Accrediting Commission levels. To support these assessment and implementation processes, the college has received a Federal Earmark grant to develop curriculum, hired a permanent Career Technical Education Dean in January 2006, and is actively participating in district-wide program development conversations and processes.

The college looks forward to working closely with the Commission on these anticipated substantive changes as they occur.

APPENDIX

Supporting Documents

Accreditation Strategic Planning and Operational Items, Approved November 18, 2005

Folsom Lake College Strategic Plan 2006, Approved May 19, 2006

(Draft) Los Rios Centers Development Policy Concept Paper, March 2006

California Community Colleges System Office Approval of the Letter of Intent for the Proposed Rancho Cordova Educational Center, January 17, 2006

District Distance Education Strategic Planning Resource Document, August 2005

College Participatory Governance and Collegial Consultation, Approved January 13, 2006