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*JULY 2009*   I N S T I T U T I O N A L   S E L F   S T U D Y  
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R E A F F I R M A T I O N   O F   A C C R E D I T A T I O N



# **Folsom Lake College**

Institutional Self Study Report in Support of Reaffirmation of Accreditation

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

July 2009



## Certification of the Institutional Self Study Report

June 17, 2009

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

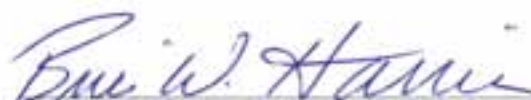
FROM: Folsom Lake College  
10 College Parkway  
Folsom, CA 95630

This Institutional Self Study Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the college constituencies, and we believe the Self Study Report accurately reflects the nature and substance of this institution.



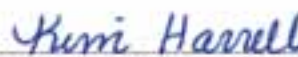
Pamela Haynes, President  
Board of Trustees



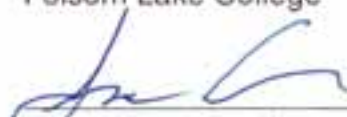
Brice W. Harris, Chancellor  
Los Rios Community College District



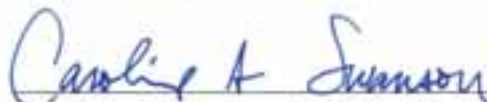
Thelma Scott-Skillman, President  
Folsom Lake College



Kim Harrell, President  
Academic Senate



Scott Crow, President  
Classified Senate



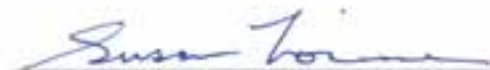
Caroline Swanson, President  
Associated Student Government



Martha Clark Lofgren, Chair  
Folsom Lake College Foundation



John Alexander, Faculty  
Self Study Writer



Susan Lorimer, Vice President Instruction  
Accreditation Liaison Officer



Gordon Lam, Faculty  
Self Study Chair



# **Certification of Continued Compliance with Eligibility Requirements**

## **1. Authority**

Folsom Lake College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges and is approved under regulations of the California State Department of Education and the California Community Colleges Chancellor's Office.

## **2. Mission**

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

## **3. Governing Board**

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

## **4. Chief Executive Officer**

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

## **5. Administrative Capacity**

Folsom Lake College has sufficient academic and support services administrative staff members with appropriate preparation and experience to provide the administrative services necessary to support the college mission. Organizational charts for the college are included in the introduction of this report.

## **6. Operational Status**

Folsom Lake College is operational with over 9000 students enrolled. Most are actively pursuing vocational certificates, associate degrees, and/or transfer to four-year institutions.

## **7. Degrees**

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

## **8. Educational Programs**

Folsom Lake College's degree programs are congruent with its mission and are based on recognized higher education fields of study. The curriculum committee, a committee of the Folsom Lake College academic senate, ensures the programs are of appropriate content and length, and are conducted at levels of quality and rigor appropriate to the degrees offered. The degree programs meet California Code of Regulations, Title 5 curriculum requirements, and when combined with the general education component, represent two years of full-time academic work. The college also offers 38 vocational certificates in career and technical education.

## **9. Academic Credit**

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

## **10. Student Learning and Achievement**

Folsom Lake College has developed a framework by which student learning and achievement outcomes for all courses, programs, degrees and certificates are regularly and systematically assessed. Authentic assessment is underway for some programs, and results are being used for improvement. Outcomes for all degree and certificate programs are published in the college catalog. Outcomes for courses are described in the course outlines, which are on file in the instruction office.

## **11. General Education**

Students must complete a minimum of 21 semester units of general education courses and demonstrate competency in writing, reading, and mathematical skills to receive an associate degree. The general education units include an introduction to major areas of knowledge, and degree credit for the college's general education courses is consistent with the levels of quality and rigor appropriate to higher education. The general education program has comprehensive student learning outcomes that will be assessed regularly.

## **12. Academic Freedom**

Faculty and students at Folsom Lake College are free to examine and test all knowledge appropriate to their discipline or area of major study. The college catalog contains the American Association of University Professors Statement of Principles on Academic Freedom, and also the Los Rios Colleges Federation of Teachers Statement on Academic Freedom. The Los Rios Community College District expresses its support for the principle in its Board Policy P-7142.

### **13. Faculty**

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

### **14. Student Services**

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

### **15. Admissions**

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

### **16. Information and Learning Resources**

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

### **17. Financial Resources**

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

### **18. Financial Accountability**

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

### **19. Institutional Planning and Evaluation**

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



**20. Public Information**

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

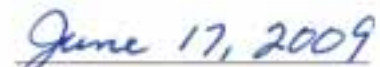
**21. Relations with the Accrediting Commission**

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

**Statement of Assurance**

We certify that Folsom Lake College meets the eligibility requirements for accreditation.

  
\_\_\_\_\_  
Thelma Scott-Skillman, College President  
Folsom Lake College

  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Pamela Haynes, Board of Trustees President  
Los Rios Community College District

  
\_\_\_\_\_  
Date

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# Introduction

**ACCREDITATION STEERING  
SUBCOMMITTEE**

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FACULTY SELF STUDY CHAIR**  
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**FACULTY WRITER**  
John Alexander

**ACCREDITATION LIAISON OFFICER**  
Sue Lorimer

**SUBCOMMITTEE MEMBERS**  
Scott Crow  
Tammy Montgomery  
Chris Olson  
Thelma Scott-Skillman  
Caroline Swanson



**Aerial view of Folsom Lake Center - 1990s**



**Aerial view of Folsom Lake College - 2009**

## History of the Institution

Folsom Lake College is one of four community colleges within the Los Rios Community College District. The district was founded in 1965 when voters in ten separate school districts covering five counties opted to consolidate. The election established a regional community college district of 2,400 square miles and brought together, under one governing board, the then-existing Sacramento City College and American River College. Cosumnes River College was added in 1970, and Folsom Lake College became the district's fourth and final college when it received its initial accreditation in 2004.

Folsom Lake College's history dates back to 1966, when the Placerville Center began offering classes at the National Guard Armory on the El Dorado County fairgrounds. At that time the center was operated by American River College and served approximately 200 students. In 1977, the center moved to a new location above the fairgrounds, where it operated out of portable buildings. Known affectionately in the community as UBR, or "University Behind Raley's," Placerville Center remained under the auspices of American River College until 1985, when Cosumnes River College took over operations.

Because of the continued enrollment growth at Placerville Center and the keen interest and desire of the citizens of the Greater Placerville area to have a permanent community college center in Placerville, the Los Rios Community College District Board of Trustees authorized the purchase of approximately 19 acres of land (for one dollar) from the El Dorado County Board of Education. The site was approved by the California Community Colleges Chancellor's Office and the State of California for a permanent site in 1988. Placerville Center moved to the new site in 1994, at which time its name was changed to the El Dorado Center. The new facilities included Buildings A and B, which housed classrooms, science labs, a library, an art studio, student services, faculty offices, administrative offices, a bookstore, and an instructional television fixed signal (ITFS) classroom with cable broadcast capability. Construction of the new El Dorado Center cost approximately \$10,000,000 and was funded by the state.

In 1993, about a year before the initial El Dorado Center facilities were completed, Cosumnes River College opened up the Folsom Lake Center on a 151-acre parcel of land that the City of Folsom donated to the district in 1967. The new center, which combined two smaller centers previously operated at Folsom High School and Mather Air Force Base, included 13 new portable buildings housing 10 classrooms, a computer lab, a science lab, student services, administrative and faculty offices, a student lounge, bookstore, staff workroom, learning resource center, and two restroom facilities. Two of the classrooms were set up to receive ITFS broadcasts from the El Dorado Center and Cosumnes River College. Several years later, additional portable buildings were brought in to provide additional classrooms, two science labs, and a child development center. In 1999, construction began on Folsom Lake Center's first permanent building, Aspen Hall (FL1), with the new building opening in fall 2001. Aspen Hall houses student services, the library and personal learning environment (PLE), instructional television

(iTV) broadcast facilities, the innovation center, one administration office, faculty offices, and classrooms.

The Rancho Cordova Center was opened in fall 2000, utilizing rented facilities that housed four classrooms, a computer lab, a student services counter, and a faculty/counselor office. In spring 2004, the college was granted its initial accreditation, at which point the El Dorado Center (EDC), the Folsom Lake Center (FLC-main), and the Rancho Cordova Center (RCC) combined to form Folsom Lake College.

In 2002 district voters approved Measure A, which authorized the issuance of \$265 million in general obligation bonds to fund new facilities throughout the district. As a result, there has been extensive new facilities construction at Folsom Lake College since its initial accreditation, with the following buildings being completed:

- Cypress Hall (FL2), fall 2005
- Buckeye Hall (FL3), fall 2005
- Aspen Hall (FL1) expansion, fall 2005
- Falcon's Roost (bookstore/cafeteria), spring 2006
- Building C (at EDC), spring 2006
- Campus Services building, fall 2006
- College Administration building, fall 2006
- Dogwood Hall (FL4), spring 2007
- Lilac Hall (FL5), spring 2007
- RCC expansion, fall 2007
- Physical Education building, spring 2009.

In 2008 district voters approved a second bond measure, Measure M, which authorizes the issuance of \$475 million in general obligation bonds to fund additional facilities construction. Construction is currently underway at FLC-main on the Visual and Performing Arts Center, which is scheduled for completion by spring 2011. In fall 2009, the college will break ground at FLC-main on an expansion of the Falcon's Roost, which is scheduled for completion in fall 2010. In late summer 2010, grading and construction will begin on the PE/athletic fields. Work is currently underway to design the new career and technical education building at FLC-main (although state funding and a completion date are now uncertain). The district is currently in the process of securing property on which to site permanent facilities for the Rancho Cordova Center.

## Demographic and Student Achievement Information

### Population and Service Area Characteristics

Folsom Lake College currently serves more than 9000 students across its three sites. Its service area extends along the Hwy 50 corridor as far as Rancho Cordova to the west and well beyond Placerville to the east. It also extends to the service boundary with American River College to the northwest and to the service boundary with Sierra College and Lake Tahoe College to the north and northeast, as well as to the service boundary with Sacramento City College to the southwest.

The demographics of the communities surrounding each of the college’s three sites are sufficiently different that the college refers specifically in its strategic plan and other documents to the “communities” it serves. The main campus serves primarily Folsom and El Dorado Hills, whose residents are on average better educated, and have higher median household incomes and lower poverty levels. The El Dorado Center (EDC) serves primarily Placerville and the surrounding area (e.g., Pollock Pines), which has a median household income about half of Folsom’s combined with considerably higher poverty levels. The Rancho Cordova Center (RCC) serves primarily the City of Rancho Cordova, which is more than one-fifth foreign born. While Rancho Cordova’s median household income is somewhat higher than that of Placerville, so is its poverty rate. The tables A and B, shown below, contrast the three different communities served (Ref. Intro.1).

**Table A – Demographic Differences of the Primary Communities Served**

	Population (7/07)	% Female	Median Age	% Non-White	% AfrAmr	% Hisp	% Foreign Born	% BA+ Degree	% Graduate Degree
Folsom	67,401	45%	36	26%	6%	10%	9%	38%	12%
El Dorado Hills	20,143	50%	38	13%	1%	5%	5%	52%	18%
Placerville	9,906	54%	38	17%	< 0.5%	13%	9%	20%	8%
Rancho Cordova	60,998	51%	32	39%	11%	13%	21%	18%	5%

**Table B – Socioeconomic Differences of the Primary Communities Served**

	Median Household Income	Median House or Condo Price	Avg. Household Size	Residents with income below poverty level ('07)	Residents with income below 50% of poverty level ('07)	Children below poverty level	Poverty rate among HS grads not in families	% Unemployed	Crime Index (higher means more crime)
Folsom	\$88k	\$493k	2.6	7%	4%	3%	21%	7%	159.7
El Dorado Hills	\$117k	\$735k	3.1	2%	1%	3%	6%	3%	n/a
Placerville	\$45k	\$407k	2.3	12%	7%	27%	11%	8%	309.6
Rancho Cordova	\$52k	\$293k	2.7	16%	6%	21%	16%	7%	n/a
CA, State of	\$60k	\$532k	2.9	14%	6%	17%	18%	- - -	320.9



Growth projections, adopted in February 2008 by the Sacramento Council of Governments (SACOG), suggest strong short and long-term growth in Rancho Cordova and El Dorado Hills, and moderate growth in most other areas served despite the current state of the economy and higher unemployment rates. Table C, below, contrasts SACOG’s latest growth projections (Ref. Intro.2).

Table C – Population Projections

	SACOG's Growth Projections						
	Projected Counts				Projected Percent Change		
	2005	2013	2018	2035	2005-13	2005-18	2005-35
Cameron Park-Shingle Springs	30,291	36,579	39,873	42,008	21%	32%	39%
El Dorado Hills	31,222	47,835	54,303	69,580	53%	74%	123%
Placerville & surrounding area	20,465	21,559	22,562	26,325	5%	10%	29%
Pollock Pines (near Placerville)	17,556	18,019	17,975	21,956	3%	2%	25%
Folsom	57,410	69,965	75,220	101,422	22%	31%	77%
Rancho Cordova	71,499	107,791	130,013	201,354	51%	82%	182%

Both recent trends and the analysis of data generated by the college’s feeder school districts suggest that the proportion of underrepresented and socioeconomically disadvantaged groups continues to rise in the communities the college serves. These are individuals who may have different educational needs for which the college’s outreach efforts may need to be modified. Using the California Department of Education’s Dataquest tool (Ref. Intro.3), reported counts confirm the ongoing growth in numbers of “English learners” (previously referred to as limited English proficient) entering and moving through both the Folsom-Cordova Unified School District (FCUSD) and El Dorado Unified School District (EDUSD), the college’s two primary feeder districts. Since 2003, the number of English learners enrolled within the FCUSD has increased 24%, and the number of English learners enrolled in the EDUSD has increased 56%.

Dataquest reports also show that the number of students qualifying in these two school districts for the Free and Reduced Price Lunch Program continues to rise precipitously. For instance, at Cordova High School the proportion of qualifying students has increased steadily from 43% in 2004, to 48% in 2005, to 50% in 2006, to 52% in 2007, all prior to the downturn in the economy, and finally to 57% in October of 2008.

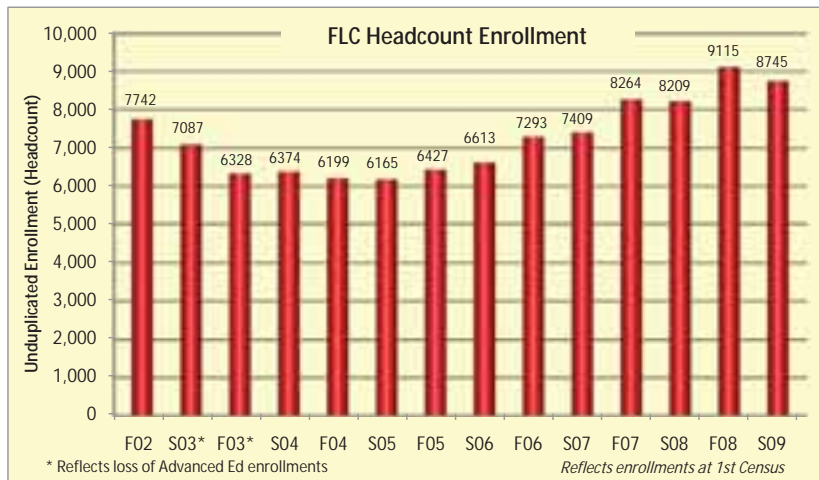
These statistics suggest the inexorable and rapid change of the communities the college serves and highlights the need for active and responsive planning processes, flexible outreach and marketing functions, as well as regular assessment of the needs of the communities the college serves.

**Student Enrollment Data**

The college’s enrollment has been quite dynamic during the last five years (Source: RDS Data Warehouse). A decline of more than 1,500 students between fall 2002 and fall 2003 reflects the outcome of a more conservative, district-wide interpretation of the requirements concerning concurrently enrolled high school students. Starting with the

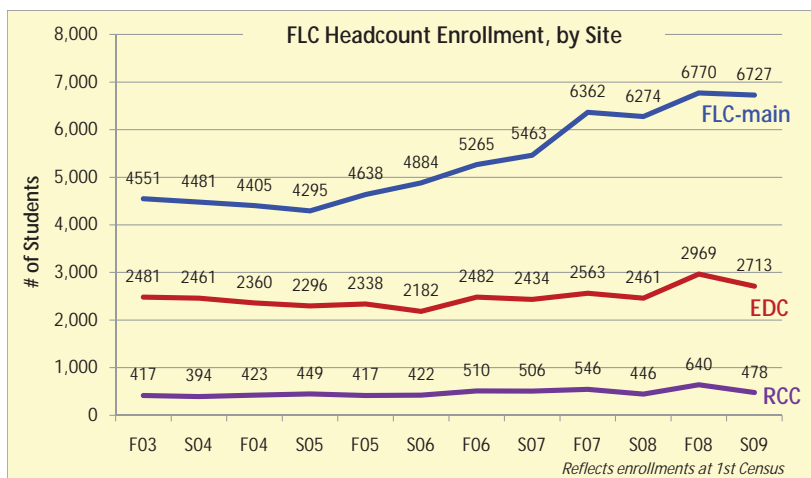
2004-05 academic year, fall headcount has consistently risen, resulting in a fall 2004 to fall 2008 gain of 42% (from 6,427 to 9,115 students) and a fall 2006 to fall 2008 gain of 25.0% (from 6,199 to 9,115). Total (duplicated) enrollment for the 2008-09 academic year averaged 25,800, or about 2.9 classes per student, on average. Chart 1 shows first census headcount enrollment since fall 2002.

Chart 1 – Student Headcount Enrollment



The spring 2009 first census headcount enrollment at the college’s three sites was 6,727 at the main campus (FLC-main), 2,713 at EDC, and 478 at RCC. FLC-main currently serves 2.5 times more individual students than EDC and 14.1 times more than that served at RCC. The three sites’ individual headcounts sum to 1,173 students more than the college’s unduplicated headcount, reflecting the number of students taking classes at more than one location. Fall 2004 to fall 2008 headcount growth at the three sites was 54% at FLC-main, 26% at EDC, and 51% at RCC. Chart 2 shows first census headcount enrollment since fall 2003, by educational site.

Chart 2 – Student Headcount Enrollment, by Site



In addition to the three primary educational sites, the college also offers a small number of courses at external facilities such as the El Dorado County Office of Education and the Franchise Tax Board. The college also offers a varied distance education curriculum in iTV, fully online, and hybrid modalities. In fall 2008, more than 1,600 students enrolled in one or more distance education classes at the college as a part of their overall course load.

The college’s recent growth has resulted in a dramatic shift in the overall age distribution of the student body. This is in part the result of greater numbers of students transitioning from local high schools but is also likely the result of the college opening facilities that are of particular interest to younger students (e.g., cafeteria, music department, a much richer selection of student activities and clubs) and the cumulative effect of the college’s outreach and marketing efforts. For instance, headcount enrollment of new first time students transitioning to the college from its six largest feeder schools increased from 463 to 686, or 48% between fall 2004 and fall 2008. Between fall 2003 and fall 2008 the number of 18 to 29 year old students enrolled at the college increased by 63%, compared to the number of all other age groups which increased by just 22%. Table D illustrates the extent to which this growth has occurred at the college’s largest six feeder schools (Ref. Intro.4).

Table D – Enrollment of Recent High School Graduates, by High School

	F03	F04	F05	F06	F07	F08	% chg. F03-F08
Cordova HS	12	9	22	18	39	48	300.0%
El Dorado HS	79	60	68	60	76	58	-26.6%
Folsom HS	91	113	116	164	146	207	127.5%
Oak Ridge HS	73	89	81	116	106	118	61.6%
Ponderosa HS	104	103	122	131	142	162	55.8%
Union Mine HS	104	80	95	85	123	93	-10.6%
Totals	463	454	504	574	632	686	48.2%

The proportion of the student body between the ages of 18 and 29 has increased from 55% to 67% between fall 2003 and fall 2008. During this same timeframe, the 40 to 49 year old group experienced the largest decline, falling from 17% to 11% of the student body. Chart 3 compares age proportions for fall 2003 and fall 2008 semesters. Chart 4 shows how the distribution of student ages differs at the three sites.

Chart 3 – Student Age

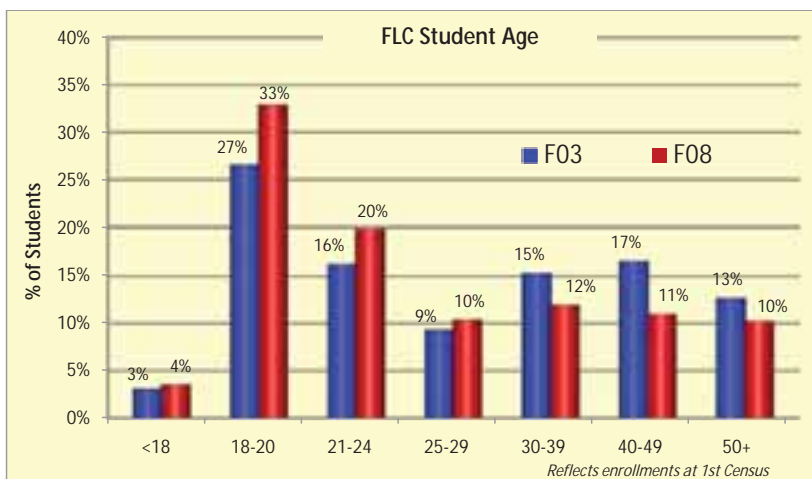
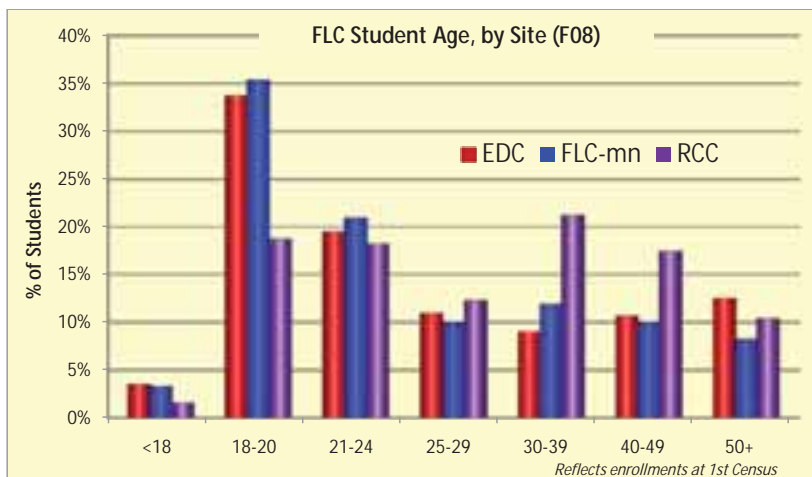


Chart 4 – Student Age, by Site

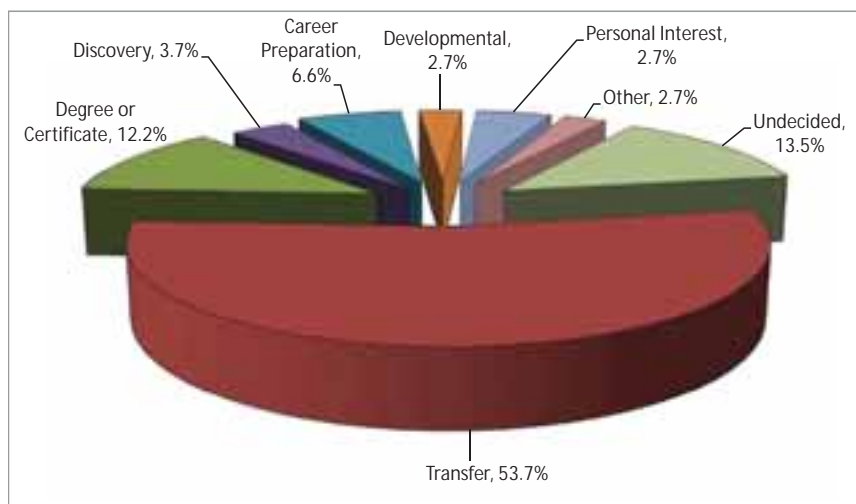


This influx of younger students has resulted in a shift in the ratio of full time to part time academic loads students carry. During the same fall 2003 to fall 2008 timeframe, the proportion of students enrolled full time (12 or more units) increased from 25% to 32%, with a slight increase in the proportion (to 30%) enrolled at the part-time level (6 to 11.5 units). Similarly, the proportion of students taking only day classes increased over this same timeframe from 31% to 40%, with a corresponding decline in the proportion taking only evening classes. The proportion taking both day and evening classes remained unchanged at 29%.

Aligned with the previously noted changes in the composition of the student body, the proportion enrolling as new, first time to college students increased from 16% to 20% between fall 2003 and fall 2008. This increase, as well as a slight upturn in the proportion of returning and continuing students, came at the expense of first time transfer students, those having previously attended a different community college, the proportion of which declined from 34% to 19%. Also aligned with this trend is the decline from 38% to 22% of students indicating they are employed at least 40 hours each week.

Students identify an educational goal upon admission; however, these goals are not always a good indicator of student intent. At Folsom Lake College, the proportion of fall 2008 students identifying transfer with or without first receiving an A.A. Degree is 54%, up from 42% in fall 2003. 12% indicated a goal of A.A. or A.S. Degree without transfer, or a vocational certificate. 7% specified career preparation oriented goals (e.g., acquire new job skills, update job skills, and maintain licensures). 5% identified a goal of educational development (personal interest). 4% indicated a goal of discovering career choices. 3% stated development (basic skills improvement) as their goal. 3% selected other goals such as Complete HS GED and Meeting a 4yr College's Requirements. 14% were undecided. Chart 5 shows the educational goals of the fall 2008 student body.

Chart 5 – Student Educational Goals



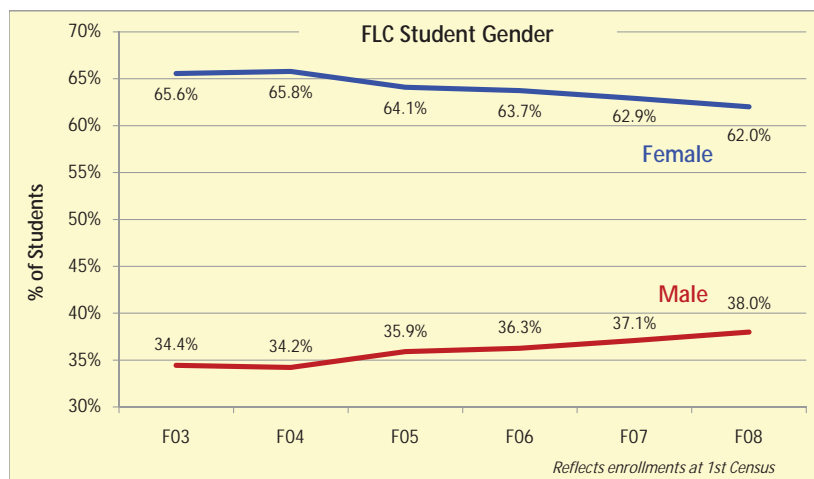
With regard to projected enrollment growth, the district institutional research office has used state chancellor's office, regional, and local data sources to derive a projected 2012 headcount enrollment for the college of nearly 12,000 and a projected 2017 headcount enrollment of more than 19,000 (Ref. Intro.5). The significant increase projected between 2012 and 2017 in part reflects the 2012-13 opening of a fully fledged educational center in Rancho Cordova that is expected to serve three to four times that of the leased, storefront space now in use. While these projected headcount enrollments were derived subsequent to the beginning of the recent economic downturn

and state budget crisis, potential student fee increases as well as a further deepening of the economy’s problems could clearly affect their accuracy. Even so, recent growth projections for the greater Sacramento area, and for the communities the college serves, suggest strong and continued enrollment demand. The primary obstacle will likely be the lack of sufficient full time equivalent faculty (FTEF) to support this potential growth.

**Student Demographics**

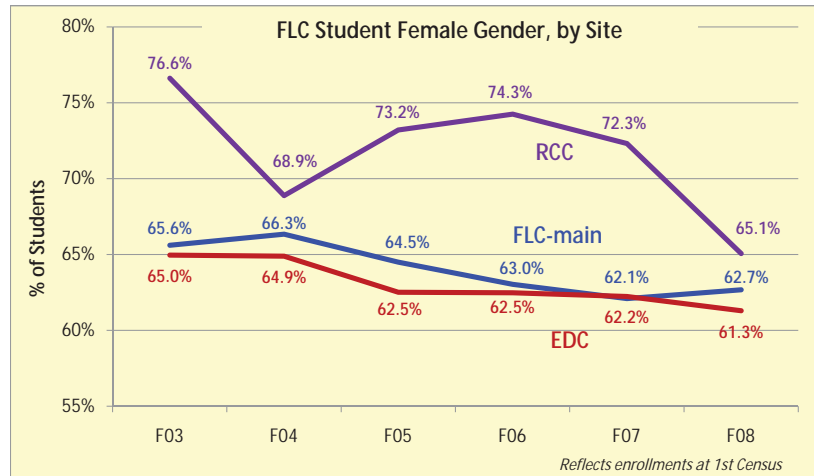
Since the college last performed a self study, the composition of the student body has changed in important ways. Those regarding the shift in the age and academic loads of the student body were discussed in the preceding section on enrollments. Student gender has also changed in that a female dominated student body is over time beginning to better reflect the gender ratio of the communities served. In fall 2008, female students comprised 62% of the fall 2008 student body, down from 66% in fall 2003. Chart 6 shows the proportion of each gender between fall 2003 and fall 2008. The trend continued into spring 2009 with a female-male ratio of 61:39.

Chart 6 – Student Gender



The gender ratio at EDC and at FLC-main have paralleled one another; however, that has not been the case at RCC, where the ratio increased considerably from fall 2005 to spring 2007, then declined to 65% in fall 2008, and again increased to 72% in spring 2009. With considerably fewer students enrolled at RCC, seemingly small changes in the types of courses offered can result in fairly dramatic changes such as these. Chart 7, below, shows how gender proportions have changed at the three sites since fall 2003.

Chart 7 – Student Gender, by Site



The current ethnic makeup of the college’s student body has changed considerably. Representation of all non-white ethnic groups, with the exception of the Native American group, has increased steadily since 2004. Between fall 2003 and fall 2008, the number of African American students enrolled at the college increased from 116 to 201, which reflects an increase in overall representation from 1.9% to 2.4% of the student body (2.6% for spring 2009). Over this same timeframe the number of Asian students (includes Filipinos and those of Pacific Island descent) increased from 512 to 845, which reflects an increase in overall representation from 8.5% to 10.1% of the student body (10.1% for spring 2009). Similarly, the number of Hispanic/Latino students increased from 521 to 907, which reflects an increase in overall representation from 8.6% to 10.8% (10.5% for spring 2009). The number of Native American students (labeled “American Indian” on the district’s admissions application (Ref. Intro.6)) increased from 120 to 155 over this same timeframe, but this resulted in a representational decline from 2.0% to 1.8% of the student body (1.7% for spring 2009). Collectively, non-white students in fall 2008 accounted for about 27% of all students, up from 23% in fall 2003. Chart 8 shows how the proportion of each non-white ethnic group has changed over time while Chart 9 shows ethnicity proportions for spring 2009.

Chart 8 – Student Ethnicity, Non-White Only

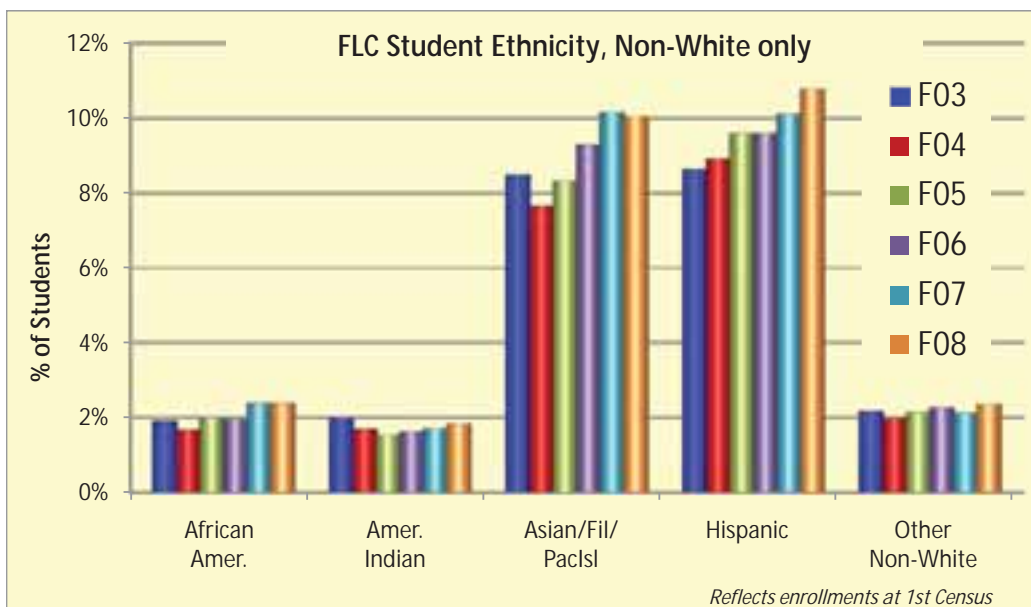
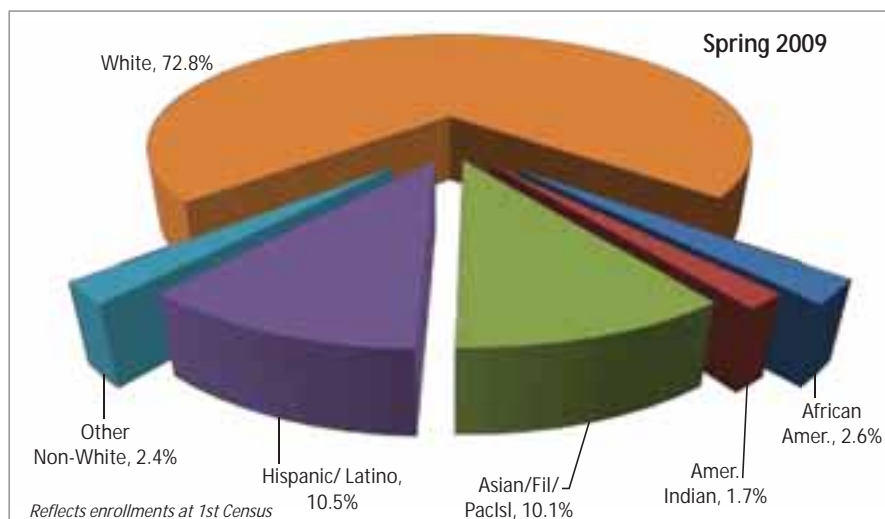


Chart 9 – Spring 2009 Student Ethnicity



These shifts reflect the changing face of the communities the college serves as well as the successes of the college’s outreach and marketing efforts. In the case of gender, the shift to a more balanced ratio is probably most reflective of the college’s expanding curriculum and ongoing development of new career and technical educational programs. The recent economic downturn and higher unemployment rates in the region may be responsible for further shifts in the demographics of the college’s student body, but to what extent this will occur remains unclear.



## **Student Preparedness for College**

Currently, college personnel provide approximately 6,300 assessment course placements for summer/fall classes and another 2,600 for spring classes, for an annual total of nearly 9,000. During the last academic year, approximately 2,800 English writing, 2,900 English reading, 3,000 math, and 325 ESL assessment course placements were provided. The proportion of English writing assessments resulting in basic skills level writing course placements averages 65%. The same is true (65%) for English reading assessments, but is 75% for ESL and 80% for math.

Of the college's six largest feeder high schools, the proportion of their graduates that place into English writing basic skills classes ranges between 45% and 80% depending on the high school. The proportion placing into English reading basic skills courses ranges between 18% to 20%, and the proportion placing into math basic skills classes ranges between 54% and 94% depending on the high school (Ref. Intro.4).

Results of the California English Language Development Test (CELDT) administered at high schools have shown a dramatic decline in the percentage of 12<sup>th</sup> grade test takers that score "Advanced" on the annual assessment. In the Folsom-Cordova Unified School District, the percentage of 12<sup>th</sup> grade students scoring at the advanced level declined from 33.0% in 2005-06, to 15% in 2006-07, to 3.0% in 2007-08 (Ref. Intro.3).

## **Student Performance**

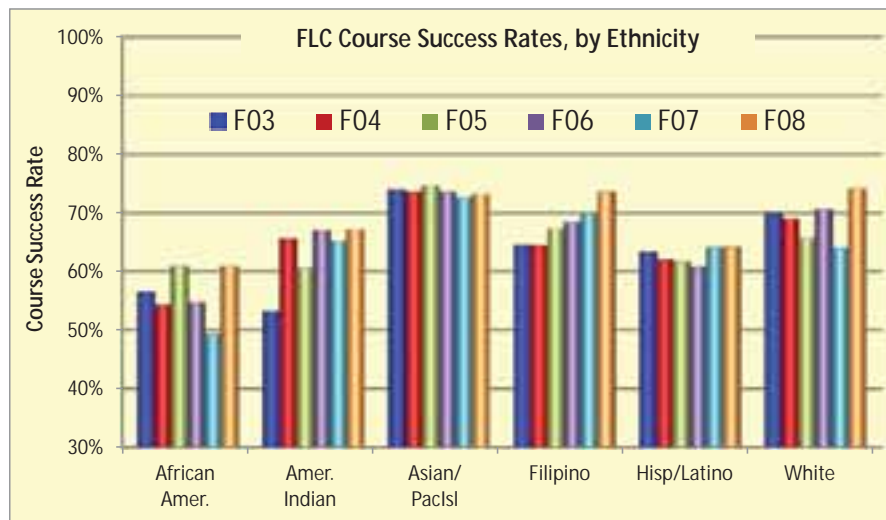
### Course Success Rate

One of the college's key performance indicators (Ref. Intro.7), course success rate, reflects the proportion of successful (A, B, C, Cr) grades awarded. This rate has increased fairly consistently since the college last performed a self study. For fall semesters from 2003 through 2008, course success rates were 68.9%, 69.3%, 69.6% 70.0%, 69.7% and 70.7% respectively, an increase of not quite 2 percentage points. The rates at each of the three educational sites reflect this same general trend.

The course success rate of new, first time to college students has increased almost 4 percentage points since fall 2003, rising from 67.3% to 71.0%. Rates for each of the different course types also increased during these five years, with the rate for transfer courses increasing from 70% to 72%, the rate for career and technical education (CTE) courses increasing from 68% to 70%, and the rate for basic skills courses increasing from 61% to 64%. In particular, the English basic skills course success rate increased from 61% to 67% and the math basic skills course success rate increased from 57% to 62%. Across ethnic groups, in fall 2008 there was a 10.3 percentage point disparity between the group with the highest course success rate (white at 74%) and the group with the lowest course success rate (African American at 61%), with the Hispanic/Latino group posting the second lowest rate at 64%. Even so, this disparity is considerably smaller than the 17 percentage point gap that existed in fall 2003 (then between the

Asian group at 74% and the African American group at 57%). Chart 10 shows how success rates have changed over time for each primary ethnic group.

Chart 10 – Course Success Rates, by Ethnicity



The success rate of females in fall 2008 was 6 percentage points higher than that for males, the same disparity that existed in fall 2003. The difference is that both groups' rates have increased by about 2 percentage points since that time.

Persistence

The college has established two additional key performance indicators for fall-to-spring (F-S) and fall-to-fall (F-F) persistence, which reflect the proportion of an initial fall semester's enrollees that re-enroll in a future semester (Ref. Intro.7). Overall F-S persistence at the college has risen fairly consistently since 2003, from 52.8%, to 53.7%, to 55.9%, to 57.2%, to 56.2% in fall 2008. The same is true with regard to F-F persistence with fall 2003 to fall 2008 rates of 36.0%, 35.9%, 38.6%, 40.9% and 39.9% respectively. EDC has experienced a decline since fall 2003 in its F-S and F-F persistence rates while rates have increased at the two other sites.

The persistence rates of new, first time to college students increased by about the same 3 to 4 percentage points as that of the overall student population. F-S persistence rates increased for all course types (transfer, vocational and basic skills). F-F persistence rates increased considerably for transfer and CTE courses but declined considerably for English and math basic skills courses. This decline may reflect the transition to collegiate level courses and is under study as a part of the college's implementation of the state-wide Basic Skills Initiative. Across ethnic groups, F-S persistence rates have increased by 5 to 7 percentage points for all groups with the exception of the Native American group, which declined from 56.2% in fall 2003 to 53.0% in fall 2008. The disparity between the white group at 58% and the ethnic group with the lowest rate (African American at 37.1%) was 21 percentage points. F-F persistence rates

increased modestly between fall 2003 and fall 2008 for all ethnic groups except the African American group, which declined 4 percentage points over this same time. The disparity between the white group at 41% and the ethnic group with the lowest rate (African American at 26%) was 15 percentage points.

The persistence rates of females and males have increased 2 to 7 percentage points since fall 2003, with the strongest gains posted by male students. The disparity between the genders is less than one percentage point. Chart 11 shows how F-S and F-F persistence rates have changed over time. Chart 12 shows F07-S08 persistence rates for each of the primary ethnic groups.

Chart 11 – Persistence Rates, F-S & F-F

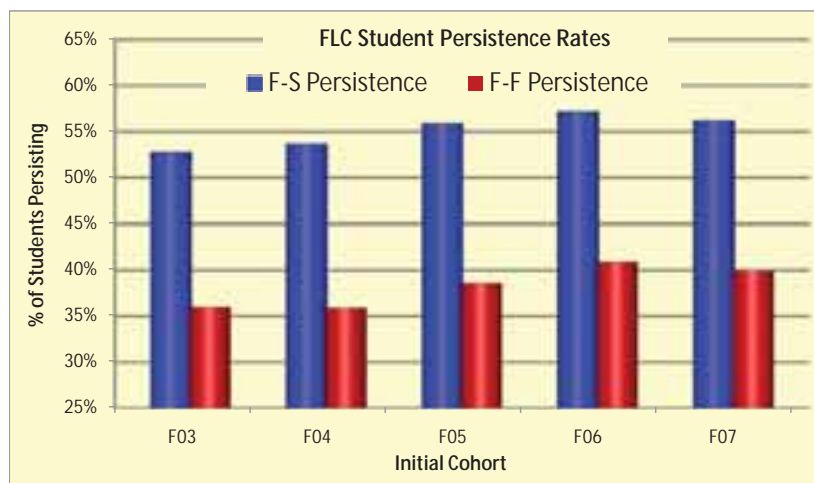
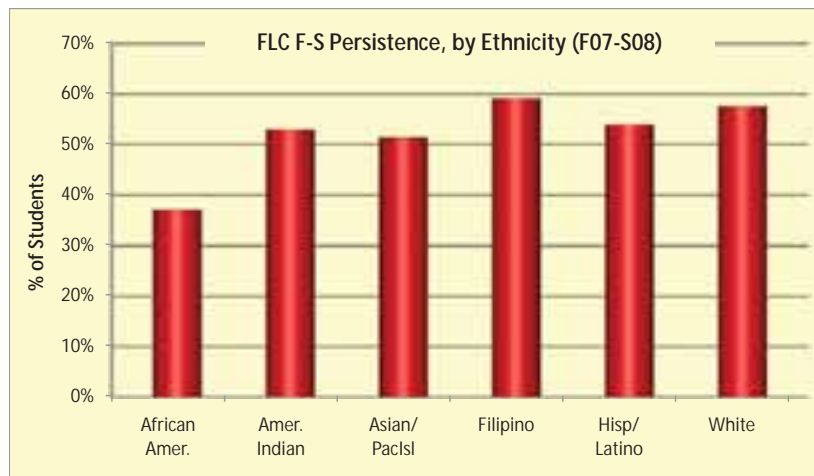


Chart 12 – F-S Persistence, by Ethnicity



Degrees and Certificates

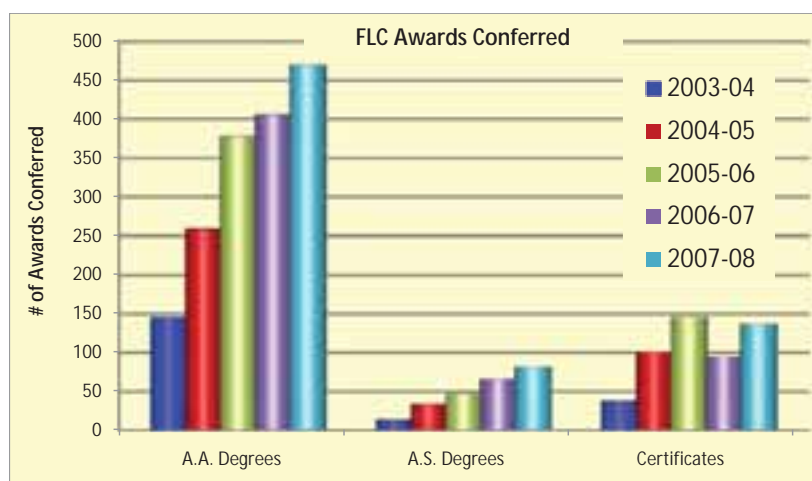
The number of degrees and certificates conferred has increased dramatically since the college’s last self study. Comparing just the last two years, 2006-07 and 2007-08,

the college has conferred 16% more Associate of Art Degrees, 24% more Associate of Science Degrees, and 44% more certificates. Currently, degrees are disproportionately awarded to female and white students. In 2007-08, female students comprising 62% of the student body were awarded 72% of all degrees conferred. White students comprising 70% of the student body were awarded 82% of all degrees conferred, a decline from 89% in 2003-04.

Currently, certificates are disproportionately awarded to female students. In 2007-08, female students comprising 62% of the student body were awarded 90% of all certificates conferred, a decline from 97% in 2003-04. The large proportion of female graduates at the college is to a great extent due to considerable student interest in the Early Childhood Education department and the fact that typically about 95% of the graduates from its six certificate programs are female (82 of 86 graduates in 2007-08). White students comprising 70% of the student body were awarded 68% of all degrees conferred, a decline from 79% in 2003-04. While this decline might suggest that there is now greater equity with regard to awards conferred to the various minority ethnic groups, certificates awarded to African American and Hispanic/Latino students are still strongly disproportionate (0.8% awarded to African Americans and 7.3% awarded to Hispanic/Latinos). The proportion of certificates awarded to Asian students has increased from 11% to 17% since 2003-04, a greater than 50% increase for a group whose headcount increased by just 33%.

Currently, 80% of all degrees conferred at the college are in the areas of general education, liberal studies and the social and behavioral sciences. 15% are in the area of math and natural sciences and another 3% in the area of business. 63% of all certificates conferred are in the social and behavioral science area with another 20% in the area of business and an additional 16% in CIS, computer applications and programming (Ref. Intro.7). Chart 13 illustrates how the number of degrees and certificates conferred has grown over time.

Chart 13 – Degrees & Certificates Conferred



### Retention Rates

Retention rates provide a general indicator of the extent to which students stay enrolled (i.e., do not withdraw from their classes). It is expressed by the number of all grade notations *except* 'W' (withdrawal) as a percentage of all grade notations *including* 'W', and so is not reflective of the number of students that stop attending without withdrawing. Since the college's last self study, retention rate has varied between 87.1% and 89.1%. In fall 2003, the rate was 88.1%, increasing to a five-year high of 89.1% in fall 2004. It then progressively decreased to a five-year low of 87.1% in fall 2007, after which it increased to 88.4% in fall 2008. Fall 2008 retention rates at the three educational sites differed by 3.3 percentage points with RCC having the highest rate at 90.1%, then FLC-main with a rate of 88.9%, followed by EDC with a rate of 86.8%.

The fall 2008 retention rate of new, first time to college students was 89.5%. Across ethnic groups, in fall 2008 there was a 6.7 percentage point disparity between the group with the highest retention rate (Asian at 90.3%) and the group with the lowest retention rate (Hispanic/Latino at 83.6%), with the African American group posting the second lowest rate at 83.7%. The fall 2008 retention rate of females (89.4%) was 2.5 percentage points higher than that for males (86.9%).

### Transfer

At the present time, the California Postsecondary Education Commission has only provided the college with two years of reliable transfer data. The college has now developed a *Key Performance Indicators: Transfers* report (Ref. Intro.7), which shows that over the two reported years transfers have increased by 6.4%. It also shows that the college increased its transfers to UC Davis by 23.1% and to Sacramento State University by 3.0%. Another potentially useful indicator of transfer effectiveness is the progress and achievement rate statistics cited as an element of the Accountability Report for Community Colleges (ARCC, AB1417) (Ref. Intro.8). Unfortunately, these statistics are not yet available for Folsom Lake College as they are based on a derivation methodology that tracks student cohorts over a five-year period. The college will begin calculating and reporting its own transfer directed and transfer ready rates in spring 2010, or before.

### **Basic Skills Completion**

Course success rates, also referred to as completion rates, express the number of successful (A, B, C, Cr) grade notations as a proportion of total grade notations. As seen in the college's key performance indicators: course success rate, the rate for basic skills classes increased from 62.0% to 68.4% between fall 2004 and fall 2006, after which it declined slightly to 67.7% in fall 2007, and then to 64.1% in fall 2008. It should be noted that the basic skills course completion rates, as reported by the Accountability Report for Community Colleges, show a much larger decline between the 2006 and 2007 years, the result of the state using a new, more restrictive derivation methodology

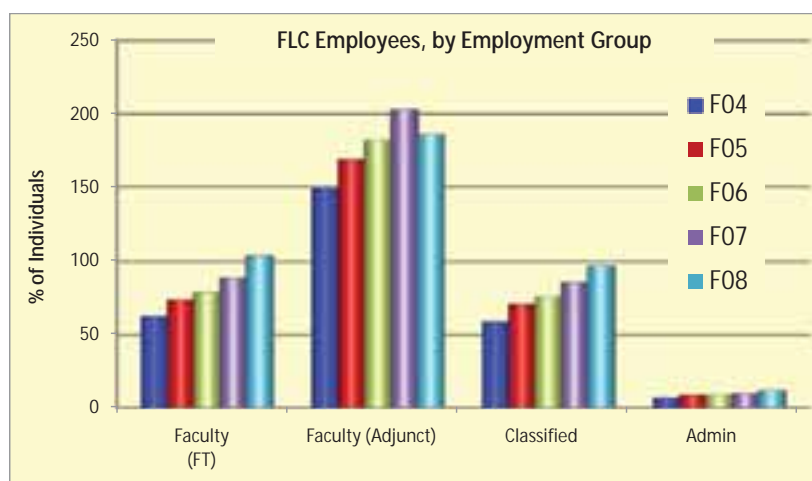
for 2007 (Ref. Intro.8). Unfortunately, the state did not recompute past years' data using the new methodology resulting in an inaccurate comparison.

Basic skills “completion” can also refer to the extent to which students transition through, and eventually out of, any given basic skills course sequence. Quantifying such improvement requires tracking groups of students across multiple semesters. The college is now designing a basic skills cohort tracking system, which will be developed during the implementation of its *Basic Skills Initiative Plan* (Ref. Intro.9). Until then, the best source for assessing improvement rates in ESL and credit basic skills courses for Folsom Lake College is that which appears in Table 1.5 of the 2009 Accountability Report for Community Colleges (2009 ARCC). This indicator shows the improvement rate of an initial cohort over a two-year period of time (e.g., a 2004-05 cohort tracked through 2006-07). Due to the college’s relative youth, the ARCC provides only two years of improvement rates, but these show that the college’s ESL improvement rate increased from 61.2% to 68.7%, and its credit basic skills improvement rate increased from 48.4% to 59.6%, which put the college at the very top of its peer group.

### Employees and Employee Diversity

Faculty, classified, and administrative positions have also grown in number to support the college’s considerable student growth. Between fall 2004 and fall 2008, the number of full time faculty increased by 70%, the number of adjunct faculty increased by 25%, the number of full time classified staff increased by 72%, and the number of administrators increased by 71%. Chart 14, below, shows how the number of positions has increased over time.

Chart 14 – Employees, by Employment Group



Between fall 2004 and fall 2008, the number of female employees has increased by 40% and the number of male employees has increased by 46% bringing the college's employee gender ratio to 56% female and 44% male. Table E shows how the number of female and male employees has increased over time.

Table E – Employees, by Gender

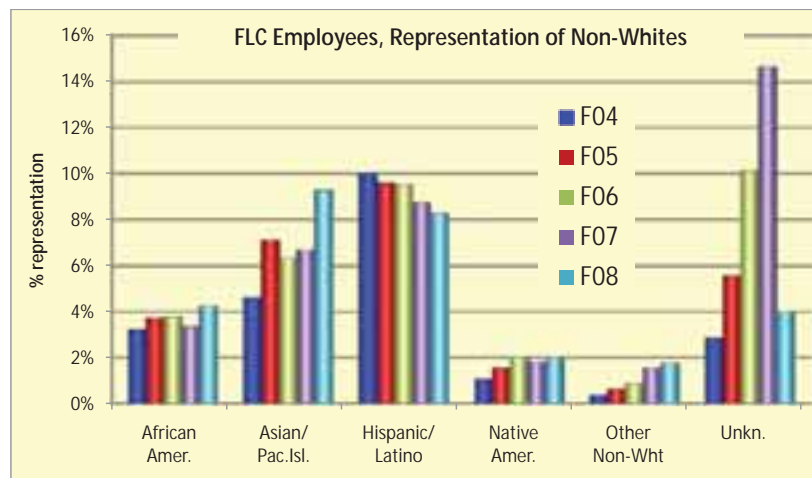
	F04	F05	F06	F07	F08	% chg.	delta
Female	160	186	193	214	224	40%	64
Male	120	137	153	175	175	46%	55

The college's hiring processes and practices have increased the representation of most non-white ethnic groups. The one exception is the Hispanic/Latino group, which has declined in representation from 10.0% in fall 2004 to 8.3% in fall 2008. Table F shows how the number of individuals in each ethnic group has increased over time. Chart 15 shows how representation for each ethnic group has changed over time.

Table F – Employees, by Ethnicity

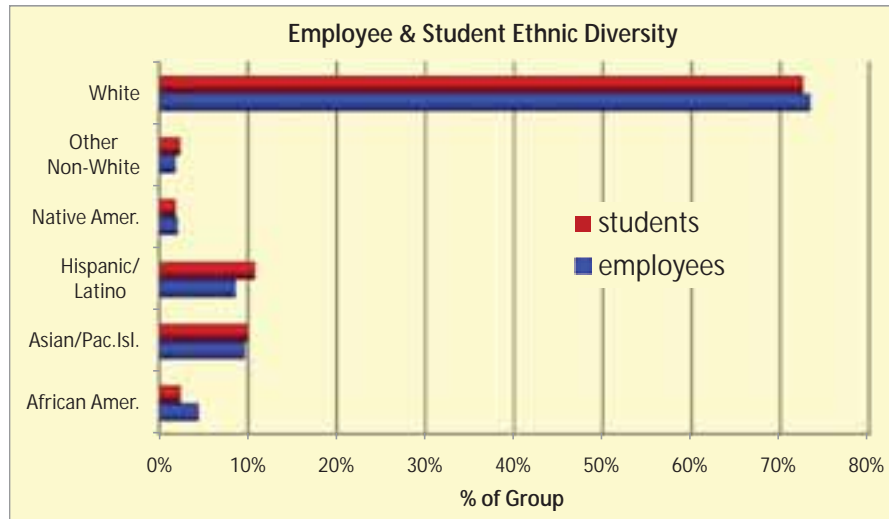
	F04	F05	F06	F07	F08	% chg.	delta
African American	9	12	13	13	17	89%	8
Asian/Pac.Isl.	13	23	22	26	37	185%	24
Hispanic/Latino	28	31	33	34	33	18%	5
Native American	3	5	7	7	8	167%	5
Other Non-White	1	2	3	6	7	600%	6
White	218	232	233	246	281	29%	63
Unknown	8	18	35	57	16	100%	8
TOTAL	280	323	346	389	399	43%	119

Chart 15 – Employees, by Ethnic Representation



Still, the ethnic diversity of the college’s employees is fairly similar to that of the fall 2008 student body, with the greatest difference being the underrepresentation of Hispanic/Latino employees. Chart 16 shows this comparison graphically.

Chart 16 – Employee and Student Ethnic Diversity Comparison





## **Progress on Self Identified 2003 Planning Agenda Items**

The *Folsom Lake College Report of the Institutional Self Study For Candidacy/Initial Accreditation, June 2003* document (Ref. Intro.10) includes a planning agenda that lists thirty-five strategic planning items that were grouped into five themes. In spring 2004, the accreditation steering subcommittee met regularly to develop the *Accreditation Strategic Planning and Operational Items* matrix (Ref. Intro.11), which lists the thirty-five planning items along with operational items, success indicators, lead unit(s), timeline for completion, and completion status. The matrix document has been updated at least annually by the accreditation steering subcommittee (now a subcommittee of the institutional planning committee) to reflect progress made. As indicated in the self study document, the college successfully implemented all 35 planning items by the end of spring 2008. The five broad-based strategic planning themes are listed below, along with a description of progress made.

### Theme One: Integrated Planning

Folsom Lake College has completed its planning agenda items 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* (Ref. Intro.12) (since replaced by the *FLC Planning and Evaluation Cycle* document (Ref. Intro.13)); the revisions of the *College Participatory Governance and Collegial Consultation (CPGCC)* document (Ref. Intro.14); the implementation of the institutional planning committee (IPC); the development of a research agenda (Ref. Intro.15) and provision of institutional research support and training; and the development and implementation of the program review cycles for instruction, student services, administrative services and president's services (Ref. Intro.16). Completion of planning agenda items in this area is evidenced further by: the organizational shift from area spokespersons to department chairs (Ref. Intro.17) and the creation of the department chairs collaborative, which meets regularly and reports to the academic senate (Ref. Intro.18); the annual revision by all departments of their educational master plans (Ref. Intro.19), which are integrated into the college budget proposal process; 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 completed its planning agenda items in this area as evidenced by: the several revisions of the *CPGCC* document (Ref. Intro.14), which clarifies college decision-making structures and processes; the creation of the institutional 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 meetings of both the classified senate and the academic senate (Ref. Intro.18); the electronic posting on the *Insider* website (Ref. Intro.20) of all senate

and participatory governance documents, including agendas and approved 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 (Ref. Intro.18); periodic department meetings; the distribution each semester of the instructional procedures document to all faculty (Ref. Intro.21); improvements to the college website, which provides information to students; improved student government membership, facilities, and events; and the offering of professional development and training workshops throughout the semester (Ref. Intro.22). In addition, the college president holds a campus dialogue at each of the college's three sites once a semester to listen to and share college highlights and concerns. Issues of concern are noted and addressed by appropriate college entities, and results are communicated back to the college (Ref. Intro.23).

#### Theme Three: Staffing Priorities

The college has addressed its planning agenda items in this area with the support of both the district and its sister colleges. The college has in place employee prioritization processes for new faculty, classified staff, and administrative positions. Since fall 2003 Folsom Lake College has been allocated 44 new instruction and student services faculty positions, 43 new classified positions, and five new administrative positions, an overall 70% increase in full-time positions. The college has also improved staffing processes, as evidenced by the academic senate's review of the faculty hiring manual and the productive discussions with administration that followed (Ref. Intro.24); the review and revision of both the classified and faculty hiring prioritization processes (Ref. Intro.25); training workshops for faculty and administrators serving on performance review teams (Ref. Intro.26); and ongoing professional development workshops and funding (Ref. Intro.27).

#### Theme Four: Research Development

The college has completed its planning agenda items in this area as evidenced by: the hiring of a research analyst and a senior instructional technology specialist; development of the *Insider* website and initial development of its automated decision support system; development of an annual *Key Performance Indicators* report (Ref. Intro.7) for use by the institutional planning committee (IPC); ongoing provision of information and training at weekly administration meetings; ongoing assistance and training for departments undergoing program review and annual educational master plan updates; 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 (Ref. Intro.28), including employee satisfaction surveys, campus climate surveys, and surveys in support of several career and technical education programs; and the ongoing production of various reports.

#### Theme Five: Learner Outcomes

The college has completed its planning agenda items in this area as evidenced by: workshops held by the curriculum committee (Ref. Intro.29) and student learning

outcomes coordinator to help faculty develop student learning outcomes (SLOs); revision of programs, courses, and general education areas to include SLOs (Ref. Intro.30); incorporation of SLO review into the program review process (Ref. Intro.31); administration of surveys in instructional programs to provide baseline data (Ref. Intro.32); ongoing workshops provided by the innovation center; expansion of library services at FLC; and enhancements to the college website.

## Rubric for Evaluating Institutional Effectiveness

### Program Review

Folsom Lake College received its initial accreditation in January 2004. Since that time it has initiated 6-year program review cycles for instruction, student services, administrative services and president's services (Ref. Intro.16). Almost all departments have undergone at least one review. (Career and technical education programs are required to complete reviews every two years.) Program review templates were intentionally designed to be in accordance with accreditation standards (Ref. Intro.31). Instruction and student services program reviews are supported by department student achievement data (Ref. Intro.33) and student and faculty satisfaction survey results (Ref. Intro.32). Administrative and president's services reviews are supported by general college effectiveness data. During this first review cycle, the review templates were updated to reflect feedback from departments that participated in the initial program review development process; the program review templates were also updated to include increased emphasis on student learning outcomes. Results of the reviews are used to inform department educational master plan processes, which when implemented lead to program improvement. The college's institutional planning committee is tasked with reviewing the college's program review processes, as outlined in the *FLC Planning and Evaluation Cycle* document (Ref. Intro.13), and ensuring that evaluation processes are integrated with planning, implementation, and resource allocation. The Los Rios Community College District also conducts regular program reviews of its departments that support college instruction, student services and administrative services functions (Ref. Intro.34). Program review processes are well established at Folsom Lake College and the district and are at the sustainable, continuous quality improvement level of the Commission's *Rubric for Evaluating Institutional Effectiveness Part I: Program Review* (Ref. Intro.35).

### Planning

The college engages in two primary types of planning: institution-wide planning and department/unit educational master planning. Institution-wide planning aligns closely with district planning (Ref. Intro.36) and includes such college plans as the *FLC Strategic Plan* (Ref. Intro.37), *FLC Facilities Master Plan* (Ref. Intro.38), and *FLC Technology Plan* (Ref. Intro.39). Planning processes are supported by internal and external scan data, including student achievement data, and support the college's mission, vision, and values. Institutional plans are designed to be thoroughly reviewed and updated every three to five years. Department and unit educational master plans (EMPs) are completed annually, must demonstrate alignment with the college mission, and include any appropriate institutional goals (Ref. Intro.19). Departments/units are required to complete annual EMPs in order to request and access resources such as equipment, classified and faculty full-time positions, and budget augmentations. Refinements to college planning processes and templates have occurred several times over the past five years. The instructional EMP process was expanded to include more student learning outcomes (SLO) data and moved to a college-created web application to streamline

completion of the annual plans and to store SLO data. The college's institutional planning committee is tasked with reviewing the college's planning processes, as outlined in the *FLC Planning and Evaluation Cycle* document (Ref. Intro.13), and ensuring that planning processes are integrated with evaluation, resource allocations, and implementation processes. Planning processes at Folsom Lake College and the Los Rios Community College District are well established and at the sustainable, continuous quality improvement level of the Commission's *Rubric for Evaluating Institutional Effectiveness Part II: Planning* (Ref. Intro.35).

### Student Learning Outcomes

Folsom Lake College has student learning outcomes (SLOs) in place for degrees, certificates, general education areas (Ref. Intro.30), and student services programs/units (Ref. Intro.40). Degree and certificate outcomes are clearly identified in the college catalog. Beginning in fall 2009, all college courses must have SLOs identified in their course outlines and in course syllabi if they are to be offered in the schedule of classes. Processes are in place to ensure any proposed new courses/programs must have SLOs before they can be approved by the curriculum committee. These requirements are well supported by the academic senate, the curriculum committee and the college administration. Likewise, student services learning outcomes are in place.

The SLO subcommittee of the curriculum committee has worked closely with the faculty SLO coordinator to identify a variety of processes individual faculty and disciplines can use to assess student progress in achieving course and program SLOs (Ref. Intro.41). Also, the instructional program review and educational master plan processes/templates have been revised to incorporate SLO assessment results so that plans for improvement can be generated. Instructional faculty are actively engaged in dialogue regarding assessment implementation. Student services faculty and staff have begun implementation of assessments in their areas. Until departments/units complete more assessments and use the results in their program reviews and EMPs to improve student learning, the college remains at the end of the development phase of the Commission's *Rubric for Evaluating Institutional Effectiveness Part III: Student Learning Outcomes* (Ref. Intro.35). However, the college is actively working to reach the proficiency rubric level by 2012.

### **Audit on Federal Grant Monies**

The Los Rios Community College District regularly undergoes and makes available an external financial audit for the district and its colleges by a certified public accountant. The audit includes federal grant monies (Ref. Intro.42).

## **Abstract of the Report**

The *Folsom Lake College Institutional Self Study Report in Support of Reaffirmation of Accreditation* describes what the college is doing to meet the accreditation standards of the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, how well the college believes it is meeting each standard, and provides self identified planning agenda items for those standards where additional work may be needed. The self study reflects thousands of hours of dialogue among individuals and groups throughout the college as well as with colleagues district-wide. The college and district have used the self study process as an opportunity to re-examine and improve evaluation and planning processes, increase institutional effectiveness, strengthen communication within the organization and with its communities, and affirm the college and district's long standing dedication to institutional integrity. The college is committed to completing the work required to reach the proficiency level of the Commission's *Rubric for Evaluating Institutional Effectiveness Part III: Student Learning Outcomes* by 2012 (Ref. Intro.35). Folsom Lake College believes this self study report provides evidence that the college is meeting and at times exceeding the standards as a whole, even as it remains committed to continuous improvement.

## Organization for the Self Study

The Los Rios Community College District has four colleges, all of which are on the same accreditation cycle. To prepare for the self study process, the college sent its vice president of instruction, academic senate president, college union president, college researcher, and an instructional dean to the statewide academic senate's Accreditation Institute 2007. The accreditation chair and self study writer attended Accreditation Institute 2008. In late spring 2007, representatives from each college met at the district office to discuss the formation of a district accreditation coordinating committee (Ref. Intro.43) and to review self study timelines to coordinate college and district efforts. One week later, the college president met with the college's accreditation liaison officer (ALO), the academic senate president, and the current accreditation faculty chair to select the self study faculty chair and writer, to determine the number of standard committees needed, to discuss potential standard chair candidates, and to develop a tentative accreditation self study timeline. It was determined that the college would need six standard committees: Standard I, Standard II (A and C), Standard II (B only), Standard III (A only), Standard III (B, C, and D), and Standard IV.

In early fall 2007, the academic senate president, in coordination with the faculty chair and the ALO, appointed faculty co-chairs to each of the six standard committees, and the college president appointed administrative co-chairs. In September, the faculty chair and ALO attended accreditation training by Commission staff at the district office on the self study standards and best practices, and in October the faculty chair and ALO led a training session at the college for the standard co-chairs. Also in October, faculty, classified, administration, and student members were appointed to each standard committee by their respective constituency presidents. The standard committees met in December to determine what information was needed to respond to the standards, where that information could be found, and who would be assigned to collect it. The gathering of information would occur throughout the spring 2008 semester.

Also in fall 2007, the college's accreditation steering subcommittee (Ref. Intro.44) met (it had been meeting annually) to continue its work on assessing progress made on the college's self identified planning items from the 2003 self study (Ref. Intro.11). During this time the steering subcommittee also reviewed and approved the self study timelines as well as the accreditation employee (Ref. Intro.45) and student (Ref. Intro.46) surveys, which were developed by the college's office of institutional research (OIR). The surveys were administered towards the end of the semester so that the results would be available to the standard teams in spring 2008, when they would be developing their reports.

During spring 2008, the standard committees were asked to provide updates to the steering subcommittee in February, March, and early May to help ensure that their first drafts would be completed by the end of the semester. The writer began working on second drafts during summer 2008, and it was quickly determined that more information

would be needed. During fall 2008 the writer, faculty chair, and ALO met with the chairs of each committee to discuss additional information that was needed. The writer also met repeatedly in the fall with several committee chairs to develop further information. In September, district office personnel held question and answer meetings for each standard, during which committee co-chairs from each of the colleges were able to gather additional information from district personnel, and in November members of the Board of Trustees met with Standard IV co-chairs from across the district to answer questions and provide additional information (Ref. Intro.47). The district also created an accreditation website that provided reports and information relating to each standard (Ref. Intro.48).

The second draft of Standard I was completed in October 2008, Standard IV in December 2008, Standard II in January 2009, and Standard III in February 2009. As second drafts were completed, they were reviewed by the steering subcommittee and then posted to the *Insider* website, where they underwent college-wide review. Suggested edits and corrections were reviewed and approved or rejected by the steering subcommittee, after which a third draft was completed. Third drafts were then submitted to the academic senate, classified senate, and student government for approval. The final draft of the entire self study was submitted to the Board of Trustees in May and acted upon at their June meeting (Ref. Intro.49).

### **Accreditation Steering Subcommittee**

Gordon Lam, Subcommittee Chair and Faculty Self-Study Chair  
John Alexander, Faculty Writer  
Sue Lorimer, Accreditation Liaison Officer  
Tammy Montgomery, Academic Senate (Past) President  
Thelma Scott-Skillman, College President  
Scott Crow, Classified Senate President  
Caroline Swanson, Student Association President  
Chris Olson, Research Analyst

### **Standard Chairs**

#### Standard I.A & B: Mission and Effectiveness

Jason Pittman (Geology)  
Stu Van Horn (Dean, Instruction, Career and Technical Education)

#### Standard II.A & C: Instruction and Library

Matt Torrez (Physical Education), Stacia Thiessen (Library)  
Dale van Dam (Dean, Instruction, El Dorado Center)



Standard II.B: Student Services

Tim McHargue (Counseling)

Denise Noldon (Vice President, Student Development and Enrollment Management)

Standard III.A: Human Resources

Bernard Gibson (Business)

Monica Pactol (Dean, Instruction, Folsom Lake College Main Campus)

Standard III.B, C, & D: Physical, Financial and Technology Resources

Steve McFaul (Math), Zack Dowell (Instructional Design and Development Coordinator)

Kathleen Kirklin (Vice President, Administration), Gary Hartley (Dean, Instruction and Technology)

Standard IV.A & B: Leadership and Governance

Tammy Montgomery (Philosophy), KC Boylan (Communications)

Sue Lorimer (Vice President, Instruction)

**Self Study Timeline**

Spring 2007

- Key personnel attend Accreditation Institute 2007
- District-wide meeting to review self study timelines and coordinate district efforts
- Self study chair and faculty writer appointed
- Number and structure of standard committees determined
- Draft timeline established

Fall 2007

- Standard committee co-chairs appointed
- Faculty chair, accreditation liaison chair (ALO), and standard committee co-chairs participate in Commission-led training at district office
- Constituency leaders appoint standard committee members
- Standard committee members receive training from faculty chair, ALO, and standard committee co-chairs
- Standard committees review standards and identify information sources
- Steering subcommittee continues review of self identified planning items from 2003 self study
- College office of institutional research (OIR) develops and deploys accreditation employee and student surveys

Spring 2008

- Accreditation chair and writer attend Accreditation Institute 2008
- Standard committees gather information and co-chairs report regularly to steering subcommittee on progress made

- OIR completes accreditation employee and student survey reports
- Standard committees complete first drafts
- College completes implementation of self identified planning items from 2003 self study
- District accreditation coordinating committee (DACC) meets regularly

#### Fall 2008

- Faculty chair, ALO, and faculty writer follow up with standard committee co-chairs to identify additional needed information
- District office develops accreditation resource website
- District personnel participate in question and answer meetings for each standard
- Board of Trustee members meet with Standard IV co-chairs
- Second drafts of Standards I and VI completed and posted on the *Insider* for college-wide review
- DACC continues to meet regularly

#### Spring 2009

- Second drafts of Standards II and III completed and posted on the *Insider* for college-wide review
- Governance groups approve final drafts of all four standards
- Faculty writer, faculty chair, and ALO complete self study introduction
- Steering subcommittee approves self study final draft
- Board of Trustees approves self study final draft
- Self study printed and sent to the Commission

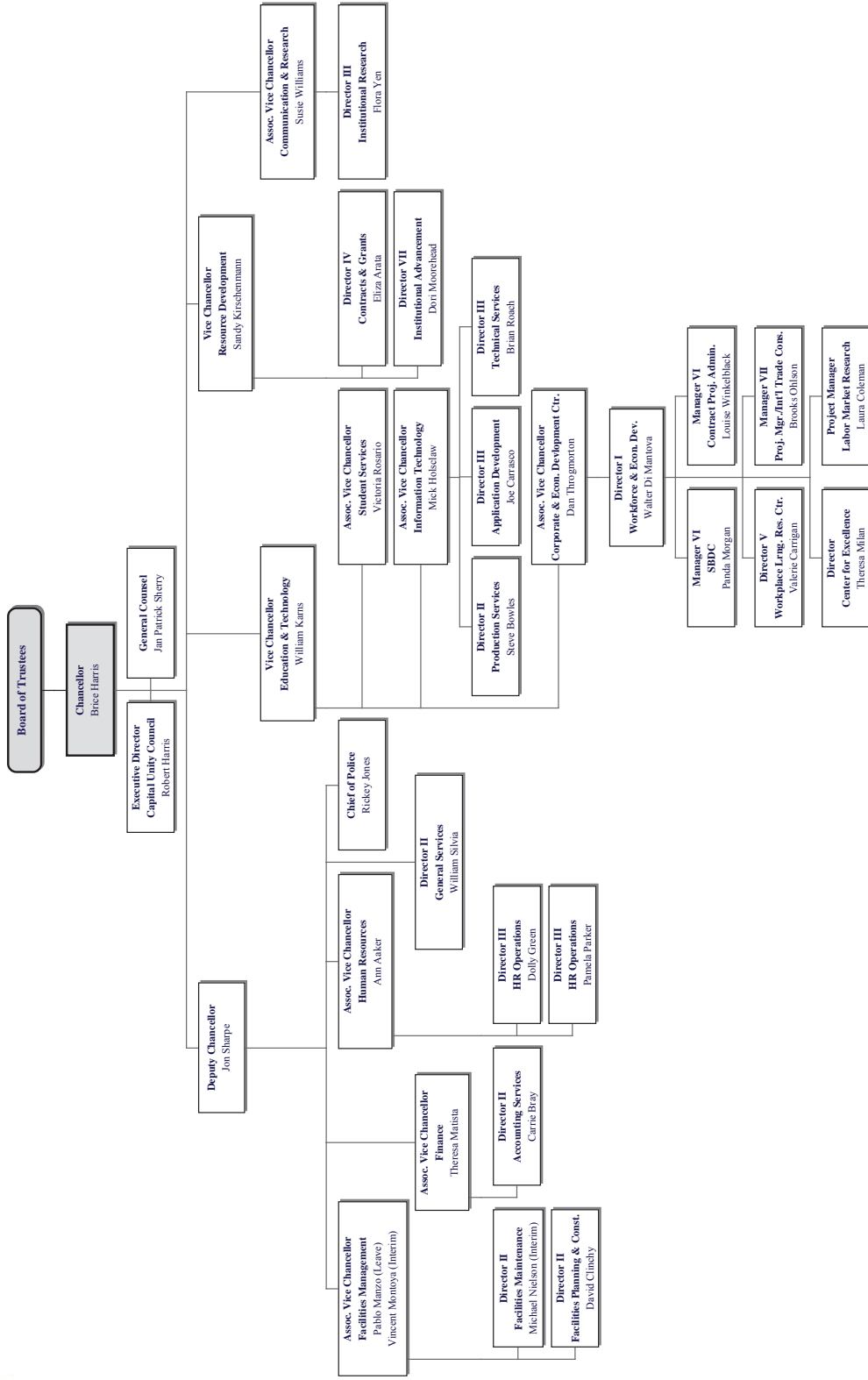
#### Fall 2009

- Accreditation team visit

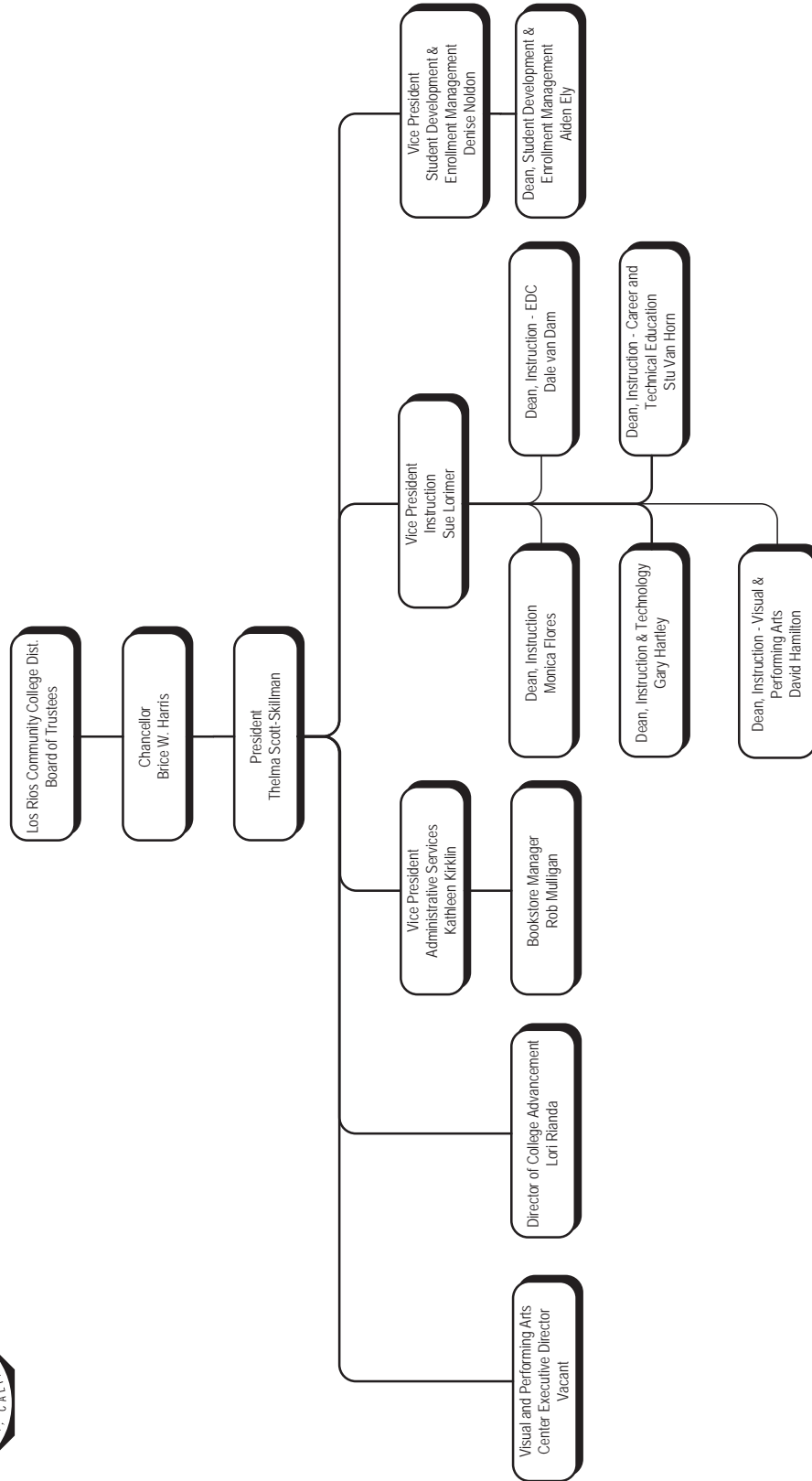
## **Organization of the Institution**

The following pages contain charts depicting the organizational structures of Folsom Lake College and Los Rios Community College District as well as a description of how the college functions within a multi-college district. The organizational charts reflect the formal reporting relationships among and between the various units of the college and the district. In addition to the direct reporting relationships indicated in the charts, there is frequent informal communication and collaboration among all college personnel and with personnel throughout the district. The Los Rios Community College District Function Map (Appendix A, Ref. Intro.50) was created to document how the colleges and district share responsibility for meeting accreditation standards. A description and analysis of the function map follows the organizational charts.

# Los Rios Community College District



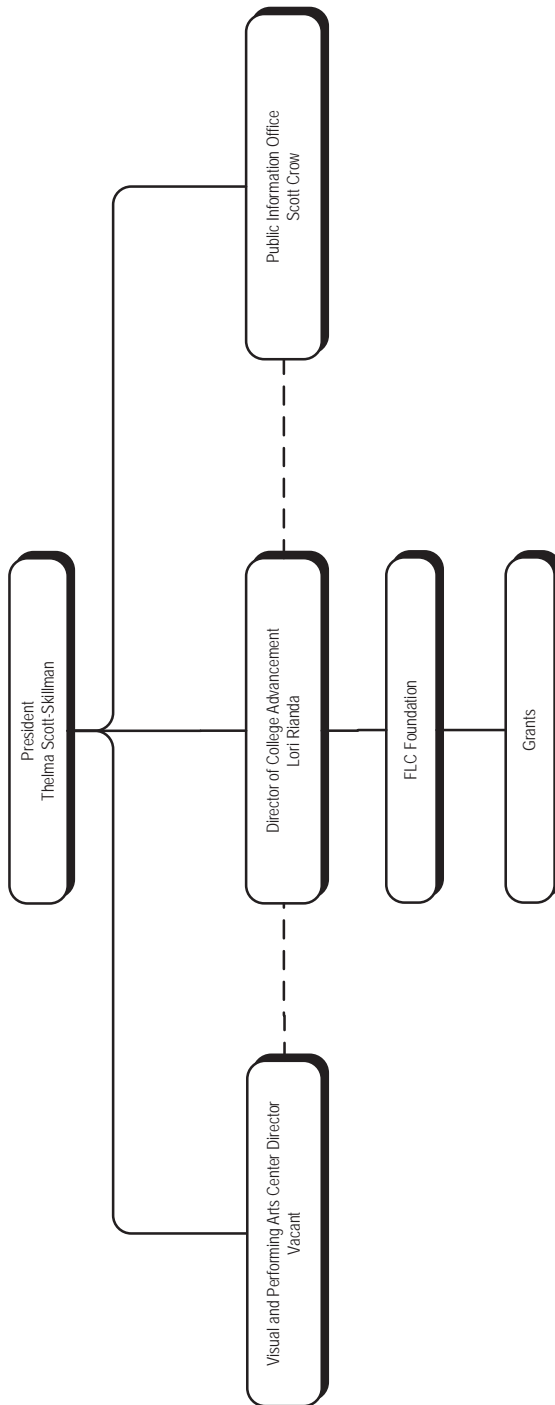
# Folsom Lake College Administration



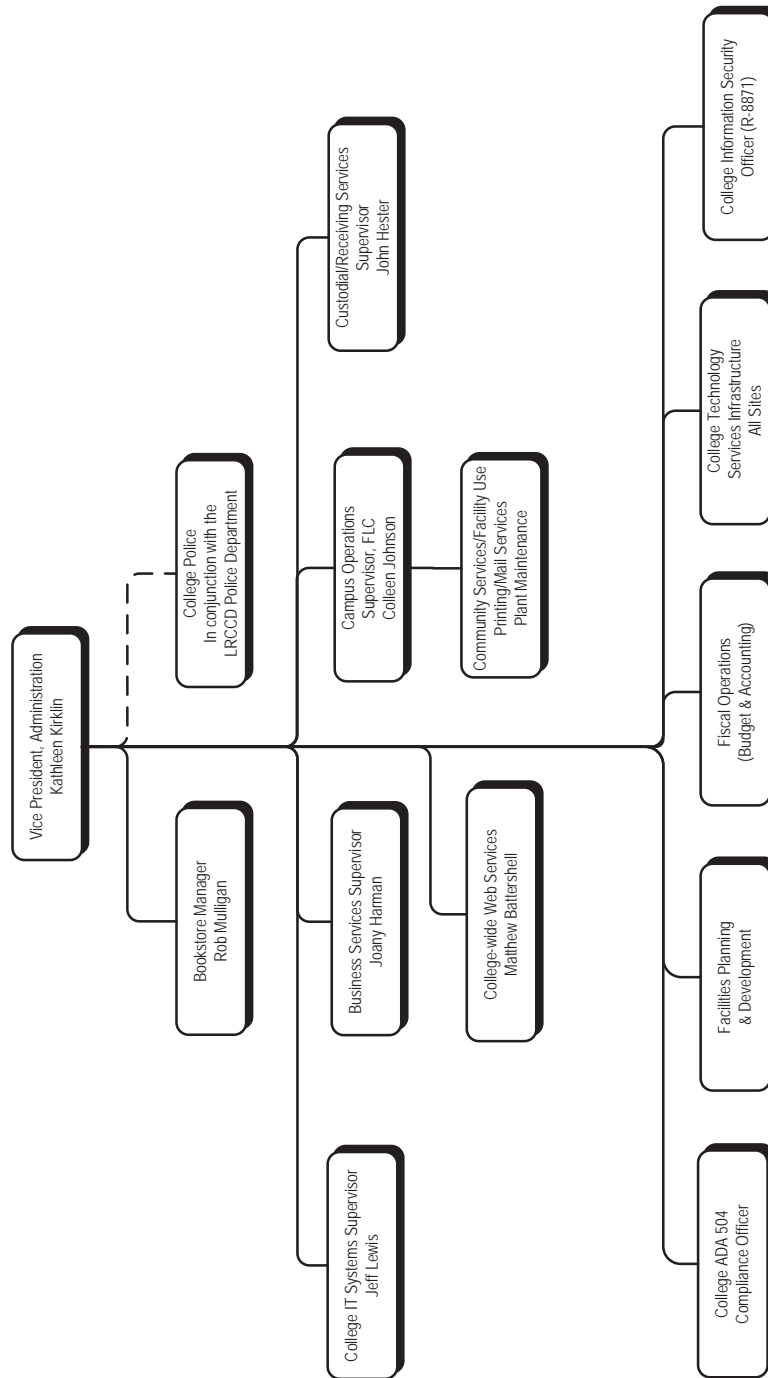
04/09  
P/O



# President's Services

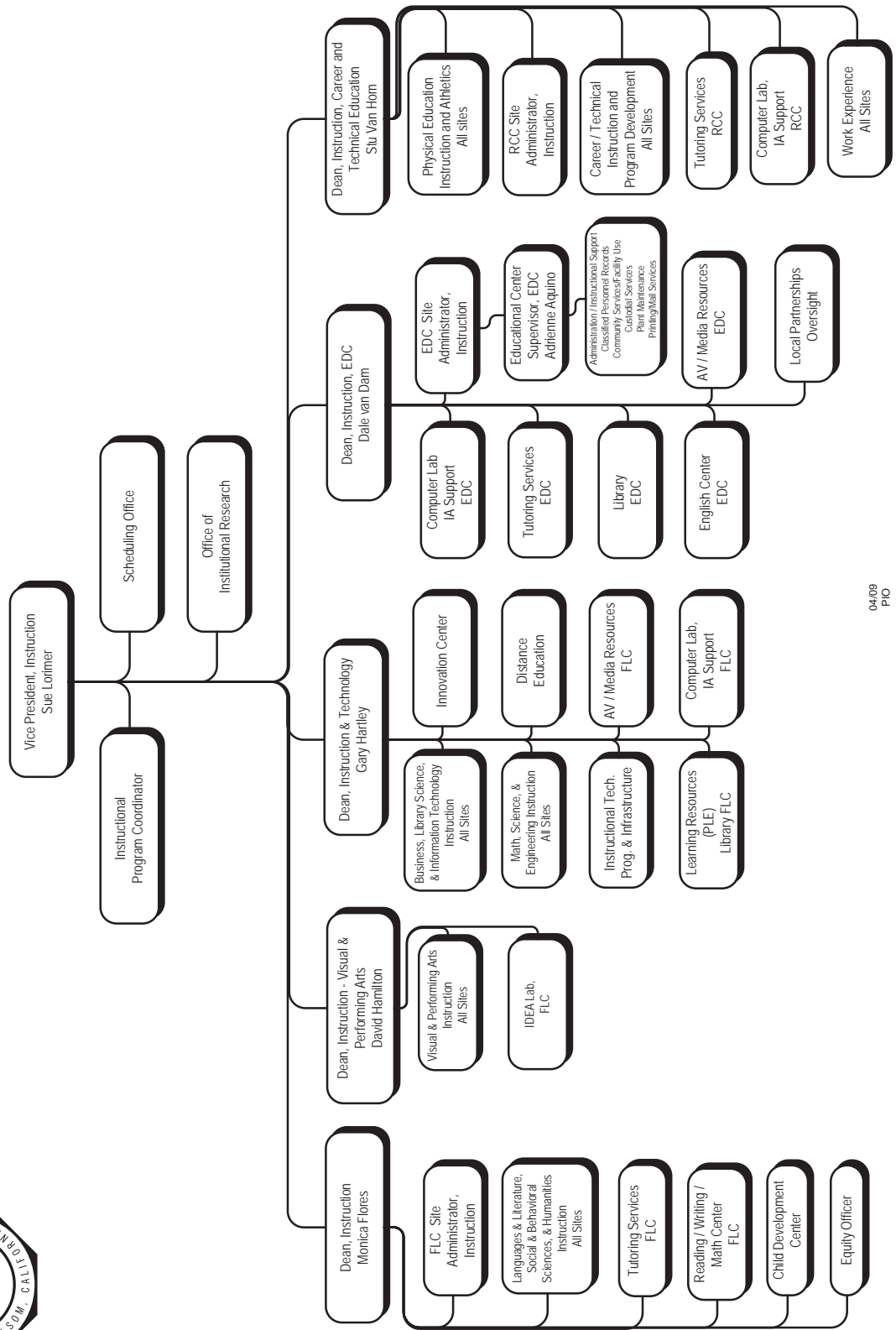


# Administrative Services



08/08  
PIO

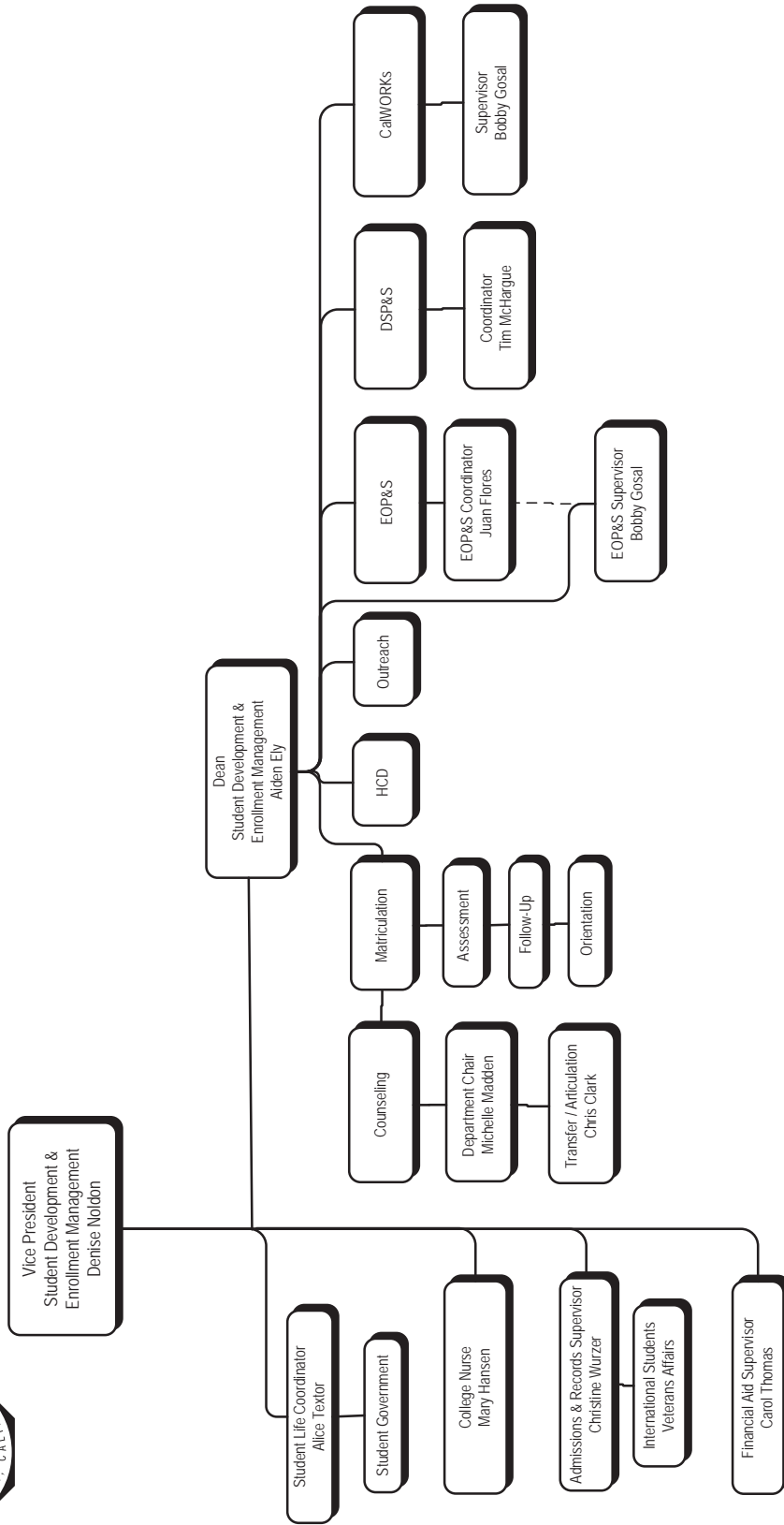
# Instruction



04/09  
PIO



# Student Development and Enrollment Management Services



04/09  
PIO

## **Los Rios Community College District Functional Mapping**

In preparation for the 2009 self study process, representatives from the Los Rios Community College District and its four colleges attended an accreditation retreat on November 2, 2007 (Ref. Intro.43). The representatives included the colleges' self study chairs, accreditation liaison officers, the district accreditation co-chairs, and district institutional research and information technology staff. This group, the district accreditation coordination committee (DACC), was tasked with overseeing the district mapping process. Various models and processes were discussed, resulting in the selection of a model used by San Mateo Community College District. The functional map was organized by accreditation standard and required users to identify for each standard whether it was a primary, secondary, or shared responsibility of the district and colleges. Following completion of the first draft of the Los Rios Community College District Function Map (Appendix A, Ref. Intro.50), DACC members asked their respective college or district colleagues who provided or frequently interacted with the specific function undergoing analysis to determine where responsibility lay. Dialogue occurred with function providers and users as well as with college and district committees responsible for activities related to the identified functions. Based on such district-wide input, the DACC agreed upon a version of the map to be used to start the self study process. DACC members were requested to dialogue with their respective colleagues throughout the self study year to determine if findings from the self study activities warranted a change to the mapping document.

Folsom Lake College accreditation steering subcommittee members, participatory governance leaders and those with frequent involvement in the identified map functions agreed that the self study map version accurately represents how the college and district delineate their functions (Ref. Intro.44). Further, college participants believe the current district support services meet the needs of the college. College representatives on district committees and work groups feel they have sufficient input to district processes and decisions. Finally, the college realizes that its success as the newest college in the district is largely due to the strong support of the Board of Trustees, district office leaders and departments, and colleagues from the other colleges within the district. DACC members have agreed to review the current district function map regularly over the next 6-year accreditation cycle and to update it as needed (Ref. Intro.43).

## Responses to Recommendations from 2003 Comprehensive Evaluation

**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).**

### Part A

As indicated in the *Midterm Report* (Ref. Intro.51), the college developed a *Blueprint for FLC Mission, Research, Planning and Evaluation Cycle* (Ref. Intro.12), which identified tasks to be completed, their completion timelines, and those responsible for their completion. The blueprint proved useful in the development of college plans and planning processes. Most notably, the college revised its mission, vision, and values statements in 2004-05 in preparation for development of the college's first strategic plan, which was subsequently completed and approved along with the college's new mission statement by the Board of Trustees in spring 2006 (Ref. Intro.37). The blueprint was evaluated periodically, with a revision occurring in fall 2006. In fall 2008, the blueprint document was replaced by the *FLC Planning and Evaluation Cycle (Cycle)* document (Ref. Intro.13), which more effectively illustrates the linkages between college planning processes. 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. Details regarding individual planning processes are documented elsewhere, such as in the plans themselves (e.g., *Strategic Plan* (Ref. Intro.37), *Enrollment Management Plan* (Ref. Intro.52), *Technology Plan* (Ref. Intro.39)), in committee handbooks, and on the *Insider* website (Ref. Intro.20). Implementation progress on most college plans is documented annually via a planning progress matrix document (Ref. Intro.53). The *Cycle* document also includes a longitudinal timeline that lists each planning and/or evaluation task, the date of the last update, and the date(s) of the next review(s). The document is posted on the college's *Insider* website as well as in all meeting rooms, where it serves as a reminder of how college processes are linked to one another. In addition, the college's annual *Key Performance Indicators (KPI)* report (Ref. Intro.7) provides the college with an overall update on how the college is performing in its key mission areas, which in turn informs planning processes throughout the college.

## Part B

The college's first research analyst was hired in fall 2004 following the previous accreditation team visit, and shortly thereafter the college's office of institutional research (OIR) was established. As indicated in the *Midterm Report* (Ref. Intro.51), the OIR provides extensive training in support of college decision making, including the following: ongoing training to faculty on how to access and use data reports relative to the educational master plan (EMP) and program review planning processes; frequent support/training at college governance committees and at weekly administrative and instructional staff meetings; regular semester workshop presentations regarding updated program review and EMP processes; and presentations at new faculty orientation meetings. The OIR provides research support and analysis regarding periodic surveys and environmental scans for college, district and state initiatives such as the district's Educational Initiative (Ref. Intro.54) and the state Basic Skills Initiative (Ref. Intro.9). The OIR also provides research for state requirements such as assessment validation. The OIR has continually and substantially updated the *Insider* website to include various process instructions, forms, participatory governance committee handbooks, enrollment data, schedule development spreadsheets, and EMP and program review supporting data and other statistical reports. In spring 2007, the college hired a senior IT support specialist to support the research function by developing databases (assessment, KPI, and EMP databases), applications (web-based EMP system), and automated reporting processes (daily enrollment sheets).

**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)**

In spring 2007 the Board of Trustees approved the district's *Centers Development Guidelines* document (Ref. Intro.55), which addresses the delivery of necessary instructional and student support services at educational centers throughout the district. The document was most recently updated in fall 2008. An "educational center," per state definition, includes 500+ full time equivalent students (FTES), on-site administration, and programs leading to certificates or degrees. The district has six centers, three of which have reached educational center status and been approved as such by the California Community Colleges Board of Governors. The remaining three centers are referred to as outreach centers.

It is intended that educational centers will support the first year of general education, transfer, and appropriate career and technical education programs, with second year coursework being completed at the supporting college's main campus; second year coursework will be supported at educational centers only when it does not require

specialized facilities. Educational centers will also provide basic student support services, such as bookstore, counseling, financial aid, library and enrollment services. It is expected that there will be a full-time faculty presence at educational centers along with a base level of seven classified positions. Additionally, college police or other security services will be provided based on the individual needs of each educational center. Each educational center will be administered by a dean or an associate vice president.

Folsom Lake College operates two centers, the El Dorado Center (EDC) and the Rancho Cordova Center (RCC). EDC is the oldest and most fully developed educational center in the district. RCC is currently at outreach center status, though the Board of Governors has approved the district's letter of intent to expand RCC to full educational center status (Ref. Intro.56). RCC is currently staffed by three full time employees, with provision made for bookstore, counseling, financial aid, library and enrollment services. As RCC moves closer to educational center status, the college will be able to request three additional staff positions from banked full time classified positions. The district police department will be responsible for requesting an officer position.

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

The college and district utilize various planning processes to develop distance learning support services, and significant progress has been made regarding the delivery of these services. It should be noted that these services provide added convenience and access to all students, not just those enrolled in distance education classes. During spring 2007, the district began experiencing problems with its BlackBoard learning management system (LMS), which enabled the online posting of course content, testing materials, and grades. The system was so popular that it began to fail due to the overwhelming number of users. As a result, the district education technology committee (EdTech) formed a district-wide LMS workgroup during the 2007-08 academic year, and following an exhaustive and inclusive evaluation process, the workgroup proposed that the district abandon BlackBoard and adopt Desire2Learn (D2L) as the district LMS. This proposal was affirmed by EdTech in spring 2008, and the transition to D2L is scheduled to be completed by the end of the 2008-09 academic year (Ref. Intro.57).

The college's educational master plan (EMP) process (Ref. Intro.19) has led to improvements in distance learning support programs, especially in regards to student support services and library services. All college departments and operating units use the EMP process to document annual plans, goals, and progress made. For example, the admissions and records EMP (Ref. Intro.58) includes data regarding improvements made to online application and registration services, with an increasing majority of students utilizing these services. Students can apply to the college, register for classes, add/drop classes, purchase parking, and will soon be able to review their progress

toward degree and certificate completion using the district's eServices. Financial aid services, including the Free Application for Federal Student Aid (FAFSA) application, online state fee waiver application, financial aid orientation, and financial aid handbook (Ref. Intro.59) are also available online. The counseling services EMP (Ref. Intro.60) indicates increasing demand for alternative counseling delivery modes, including online advising. The department has examined distance counseling models and practices across the state in preparation for the piloting of an online advising program. Library services has used their EMP (Ref. Intro.61) to request a new public services librarian position that would allow for the exploration of online library tutorials, synchronous virtual reference assistance, and library instruction for online students. Currently, the libraries provide remote access to over 40 research databases, which include over 14,000 periodical titles and more than 10,000 eBooks. Students, faculty and staff can access these databases from any district computer or from remote locations using their unique library barcode and personal identification number. Individual database tutorials are available online 24 hours a day, 7 days a week, and librarian assistance is available in-person, by phone, or via e-mail during open library hours. Additional materials and services that can be accessed remotely include internet subject directories, eReserves (electronic course reserves), research guides, tutorials, handouts, interlibrary loan (ILL) requests, "Ask a Librarian" e-mail service, telephone reference, and the ability to apply for a library card, renew books, and check one's library account online.

In spring 2009 the college will adopt its first *Technology Plan* (Ref. Intro.39), which provides direction for further development of distance learning support services in student services, library services, and distance learning. The plan includes action plans and calls for annual reporting on progress made. The college's *Strategic Plan* (Ref. Intro.37) also addresses the development of distance learning support services, including the use of emerging technologies to promote student access and support. The plan lists several future directions, including expanding student awareness of the availability of online student support services; continuing to work at the district level to enhance online registration processes; and offering full-service career/transfer services electronically.

**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).**

The college's classified staffing plans are initially developed through the educational master plan (EMP) process (Ref. Intro.19), which includes documentation of new staffing needs. All departments and operating units throughout the college review and revise their EMPs annually in the spring. In the fall, departments and operating units develop requests for new permanent staffing and forward them, along with supporting EMPs, to their area administrator. The area administrator prioritizes all area requests with input

from the department/unit supervisors and staff, and then forwards the prioritized requests to the appropriate vice president for further review. The area lists are then forwarded to the vice president of administration, who chairs the classified hiring prioritization committee. The committee prioritizes all requested new classified positions into a single college list and forwards it to the college president for review, possible reprioritization, and approval (Ref. Intro.62). The list is then forwarded to the district office.

At district office, the four Los Rios Community College District college vice presidents of administration along with district representatives recommend allocation of available classified permanent positions. The district does not use set formulas for the distribution of new positions among the colleges, which enables it to place new positions where they are most needed. The district office as well as the three sister colleges have recognized Folsom Lake College's need for increased personnel to support its new facilities, new programs, and rapid student enrollment growth, with the result that new classified positions have been forthcoming. Although there are five entities contending for new classified positions (four colleges and the district office), the college received 32% of the general fund positions available district-wide during the five-year period ending June 30, 2008. During that time the college was awarded 43 new classified positions, which resulted in a 72% increase in college classified staffing.

**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 10B.6 and 10B.8).**

The college clearly outlines and guarantees the roles and responsibilities of faculty, staff and administrators in the *College Participatory Governance and Collegial Consultation (CPGCC)* document (Ref. Intro.14), which was substantially revised in spring 2006. The participatory governance (PG) portion of the document specifies the membership and charge of each participatory governance committee. Committees that frequently address academic and professional matters have faculty chairs as well as faculty weighting in the membership. These include the curriculum committee, the matriculation/student success committee, and the professional development committee. Committees that address matters that typically are not academic and professional have administrative and faculty co-chairs, with more balanced weighting in their membership of administrators, faculty, and classified. All PG committees include students in their memberships. The PG portion of the document has been revised several times since spring 2006 to address needed changes in the governance structure. The collegial consultation (CC) portion of the document outlines the roles and responsibilities of the academic senate and the college president. Since the revision in 2006, both parties have adhered to the outlined roles and responsibilities. The CC portion has proved to be adequate with no further revision needed since the 2006 revision.

The college has taken additional steps to improve understanding of college decision making processes and the roles and responsibilities of faculty, staff, and administrators. The college has developed the *Insider* website (Ref. Intro.20), which includes an extensive array of documents relating to college planning, instructional support, student support, governance, and other resources. Also, the college president personally hosts the “campus dialogues” each semester at all three campuses, providing a forum in which college employees can air concerns, share successes and make suggestions (Ref. Intro.23). The issues that arise are communicated to all via e-mail, with follow up communication occurring as action is taken to remedy the issues. The college has also transitioned to a department chair structure (Ref. Intro.17), which has led to the founding of the department chair collaborative. The group meets twice a month to discuss instructional issues, and administrators are frequently invited to participate in discussions.



## References for Introduction

<b>Reference</b>	<b>Documents</b>
Ref. Intro.1	California Census Data at city-data.com
Ref. Intro.2	LRCCD Projected Growth for Communities in Primary Service Areas Report
Ref. Intro.3	California Department of Education DataQuest Tool
Ref. Intro.4	FLC Feeder High School Report
Ref. Intro.5	LRCCD Institutional Research Office External Scan
Ref. Intro.6	LRCCD Admissions Application
Ref. Intro.7	FLC Key Performance Indicators Report
Ref. Intro.8	FLC Section of the Accountability Report for Community Colleges
Ref. Intro.9	FLC Basic Skills Initiative Plan
Ref. Intro.10	FLC Report of the Institutional Self Study for Candidacy/Initial Accreditation, June 2003
Ref. Intro.11	FLC Accreditation Strategic and Operational Planning Items Matrix
Ref. Intro.12	FLC Blueprint for the FLC Mission, Research, Planning, and Evaluation Cycle
Ref. Intro.13	FLC Planning and Evaluation Cycle
Ref. Intro.14	FLC College Participatory Governance and Collegial Consultation Document
Ref. Intro.15	FLC Research Agenda
Ref. Intro.16	FLC Program Review Cycles
Ref. Intro.17	FLC Area Reorganization Matrix
Ref. Intro.18	FLC 2008-2009 Meeting Schedule
Ref. Intro.19	FLC EMPs
Ref. Intro.20	FLC Insider Website
Ref. Intro.21	FLC Instructional Procedures Document
Ref. Intro.22	FLC Professional Development Committee End of Year Report
Ref. Intro.23	FLC Campus Dialogues Notes
Ref. Intro.24	LRCCD Faculty Hiring Manual
Ref. Intro.25	FLC Academic Senate Faculty Hiring Prioritization Process
Ref. Intro.26	FLC Faculty Peer Review Workshop Trainings
Ref. Intro.27	FLC Professional Development Committee Minutes
Ref. Intro.28	FLC Surveys
Ref. Intro.29	FLC Curriculum Committee Minutes
Ref. Intro.30	FLC 2009-2010 College Catalog
Ref. Intro.31	FLC Program Review Template
Ref. Intro.32	FLC Sample Program Review Surveys
Ref. Intro.33	FLC Sample Program Review Student Achievement Data
Ref. Intro.34	LRCCD Program Reviews
Ref. Intro.35	ACCJC Rubric for Evaluating Institutional Effectiveness
Ref. Intro.36	LRCCD Strategic Plan
Ref. Intro.37	FLC Strategic Plan

- Ref. Intro.38 FLC Facilities Master Plan
- Ref. Intro.39 FLC Technology Plan
- Ref. Intro.40 FLC Student Services SLOs
- Ref. Intro.41 FLC SLO Assessment Guide
- Ref. Intro.42 LRCCD Annual Independent Audit
- Ref. Intro.43 LRCCD District Accreditation Coordination Committee Minutes
- Ref. Intro.44 FLC Accreditation Steering Subcommittee Minutes
- Ref. Intro.45 FLC Accreditation 2009 - Employee Survey Report
- Ref. Intro.46 FLC Accreditation 2009 - Student Survey Report
- Ref. Intro.47 LRCCD Notes from Standard Meetings with College Representatives
- Ref. Intro.48 LRCCD Accreditation Website
- Ref. Intro.49 LRCCD Board Agenda Item for Approval of FLC Accreditation Self Study
- Ref. Intro.50 LRCCD Function Map
- Ref. Intro.51 FLC 2006 Accreditation Midterm Report
- Ref. Intro.52 FLC Enrollment Management Plan
- Ref. Intro.53 FLC Strategic Plan Progress Matrix
- Ref. Intro.54 FLC Education Initiative Plan
- Ref. Intro.55 LRCCD Centers Development Guidelines
- Ref. Intro.56 FLC Letter of Intent Regarding the Rancho Cordova Center
- Ref. Intro.57 LRCCD Learning Management System Review Process and Recommendation
- Ref. Intro.58 FLC Admissions and Records EMP
- Ref. Intro.59 FLC Financial Aid Handbook
- Ref. Intro.60 FLC Counseling Services EMP
- Ref. Intro.61 FLC Library EMP
- Ref. Intro.62 FLC Classified Hiring Prioritization Committee Lists



# Standard I

## Institutional Mission and Effectiveness



**Construction of El Dorado Center - Building B - 1992**

### STANDARD CHAIRS

Jason Pittman  
Stu Van Horn

### COMMITTEE MEMBERS

Bernadette Anayah  
Tim Curran  
Chris Olson  
John Popenuck  
Dan Ross  
John Shirley  
Carol Thomas  
Diana Tinoco



**African Dance Class performing at the El Dorado Center 40th anniversary celebration in 2008**

## **Standard I: Institutional Mission and Effectiveness**

**The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.**

### **A. Mission**

**The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.**

#### **Introduction**

Folsom Lake College has the following vision and mission statements (Ref. I.1), which were approved by the Los Rios Community College District Board of Trustees on September 6, 2006.

#### **Vision Statement**

Folsom Lake College, as a learning community committed to pursuing excellence and inspiring achievement, provides quality educational programs and services to enrich and empower students to reach their full potential as informed and productive members of the community.

#### **Mission Statement**

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

The broad educational purposes indicated in these statements are consistent and aligned with those listed in the district vision and mission statements (Ref. I.2). Further, the college's broad educational purposes are also consistent with those listed in the California community colleges system mission (Ref. I.3), which include transfer education; basic skills and English language proficiency; economic and workforce development; lifelong learning; and associate degrees and certificates. The mission and purposes of the institution are therefore appropriate to an institution of higher learning.

The college mission statement infers an intended student population that extends to most everyone in the community, age 16 or older. This includes but is not limited to junior and senior high school students who want to take transfer-level courses through the college's advanced education program; former high school students working towards their high school GED; high school graduates as well as older, return-to-school students working on transfer and degree programs; employed and unemployed students enrolled in career and technical education programs designed to enhance employment and career skills; working professionals enrolled in courses to maintain work certificates and licenses; non-traditional students enrolled in basic skills and ESL courses; and life-long learning students of all ages enrolled in personal interest courses.

The college is able to determine that this full range of educational needs exists within the community through periodic review of census data (Ref. I.4), local high school graduation rates (Ref. I.5), environmental scans (Ref. I.6), and regional labor market data gathered from a variety of sources, including the district's own Center for Excellence (Ref. I.7), all of which inform the college vision and mission development process. This intended population reflects and is therefore a reasonable match for the college's regional location, which extends into El Dorado County and includes proximity to multiple high schools, two major transfer institutions (CSU Sacramento and UC Davis), and a rapidly expanding Highway 50 business corridor.

The vision statement clearly states the college's commitment to student learning, and that commitment is fostered as well as ensured through the college's participatory governance (PG) structure. PG committee membership and charge are described in the *College Participatory Governance and Collegial Consultation (CPGCC)* document (Ref. I.8), which is reviewed and revised periodically as needed. All committee memberships include faculty, staff, administrators and students from all areas of the college.

**Standard I.A.1: The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.**

**Description**

The college has established instructional programs for associate degrees and transfer to a four-year college, career education, remedial or basic skills, and continuing education as well as a variety of student development programs and services. These programs

and services are consistent with the college mission, which includes the following statements:

- Inspire and prepare our students to reach their educational goals by providing:
  - Rigorous academic programs for completion and transfer
  - Training to enhance employment and career skills
  - Preparatory programs for student success
- Provide curriculum, instruction, and comprehensive student support programs that promote the participation and success of all students (Ref. I.1).

The college's program planning and review processes, as well as the annual educational master plan (EMP) process, require program developers and reviewers to connect program outcomes to the college mission, thereby ensuring their alignment. The college's office of institutional research (OIR) supports these processes, producing a variety of reports that help the college assess how well college programs are meeting student needs. The annual *Key Performance Indicators (KPI)* report (Ref. I.9), which provides a very broad look at institutional effectiveness and student success, is used to monitor how effectively strategic planning activities and strategies are moving the college towards achieving its goals. The *Folsom Lake College Environmental Scan 2005* (Ref. I.10) contains both external and internal scan data and analysis. The external data includes population trends, economic trends, education performance trends, and political trends, while the internal data includes current enrollment trends, projected enrollment trends, and student performance data. The high school enrollment and performance reports and the high school course placement reports (Ref. I.5) provide the college with a better understanding of entering students' educational skill levels and needs. The OIR also conducts student and employee surveys every three years in support of accreditation and also the strategic planning process. Finally, the *Noel-Levitz Student Satisfaction Inventory* (Ref. I.11), conducted in conjunction with the district institutional research office, helps the college assess institutional climate and overall satisfaction.

The college also meets regularly with advisory groups to ensure that services and programs meet student needs as well as those of local business and industry. During 2006-08, the Earmark grant advisory planning team met 18 times to discuss local workforce trends and training needs. This planning team included nearly 100 representatives from industry, education, and business entities as well as public and private sector vendors, suppliers, consortia, economic development groups, chambers of commerce workforce committees, and other business leaders (Ref. I.12).

### **Analysis**

The college uses established processes to ensure that student learning programs and services are aligned with its purposes, character, and student population. These processes are linked to the college mission, which explicitly addresses student learning programs and services. The college has invested in research-oriented resources and infrastructure, which it uses to assess overall institutional effectiveness. The college engages in extensive discussion with key constituents both inside and outside the



college to ensure that programs and services address student and community needs. Assessment data and information gathered from discussion is recorded in program review documents as well as in departmental educational master plans (EMPs).

**Plan**

None.

**Standard I.A.2: The mission statement is approved by the governing board and published.**

**Description**

The college vision, mission, and values statements (Ref. I.1) were approved by the Los Rios Community College Board of Trustees on September 6, 2006. The mission statement is published in the college catalog, which is available in hard copy as well as online at the college website and on the *Insider*. Additionally, the college vision and mission statements are posted throughout the college in various rooms commonly used for college planning and other meetings.

**Analysis**

The mission statement has been approved by the Board of Trustees and is appropriately published.

**Plan**

None.

**Standard I.A.3: Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.**

**Description**

The FLC *College Participatory Governance and Collegial Consultation (CPGCC)* document (Ref. I.8), which describes the membership and charge of all college participatory governance (PG) committees, states that the institutional planning committee (IPC) is responsible for the periodical review of the vision and mission statements. The college developed its first mission statement in 2000, while it was still connected to Cosumnes River College. In fall 2004, the educational planning committee (EPC, a predecessor to IPC) was charged with facilitating a review of the 2000 vision and mission statements to determine whether revisions should be made, and if so, what the revisions should be. The review process began with a survey of students, full and part time faculty, classified staff, and administrators (Ref. I.13). Survey respondents were provided with copies of the 2000 vision and mission statements, the text of accreditation Standard I, and the California community college system and district mission statements,

and asked to determine whether each portion of the 2000 vision and mission statements should remain the same, be modified, or be eliminated. Respondents also had the opportunity to suggest specific edits, if they so desired (Ref. I.14). On October 22, 2004 a “Mission and Vision Review Event” (Ref. I.15) was held for participants selected by the appropriate constituency leaders. The outcome of the event was a draft document (Ref. I.A.16) suggesting possible revisions to the vision and mission statements. The draft was approved by EPC at its November 8, 2004 meeting and distributed to the entire college for review and comment (Ref. I.17). On February 25, 2005 a special college-wide forum was held for all interested college members to review the feedback on the draft statement and to suggest further edits (Ref. I.18). The comments gathered at the forum were shared with the constituency groups for their formal recommendations to the college president. The current vision and mission statements were approved by the college president on May 16, 2005 (Ref. I.1). The Board of Trustees approved both the statements as well as the college strategic plan on September 6, 2006 (Ref. I.19). The next review is scheduled to occur in 2010.

### **Analysis**

The 2004-2005 vision and mission statements review process reflected a significant change at the college. The previous process of developing the vision and mission statements in 2000 had involved every employee of the college as well as student representatives, but by 2004 the number of college employees had increased to the point that a retreat with everyone in attendance would have proven too cumbersome. Therefore, although all employees and students could provide input to the initial survey and provide feedback to the draft statements, attendees at the October 22, 2004 retreat were limited to selected representatives of each constituency group. The college’s new process for periodic review of the mission statement is effective and allows for the incorporation of stakeholder interests, as evidenced by the college-wide participation in the recent review. All four constituencies—faculty, staff, students, and administration—were strongly encouraged to participate in the process, with the result that participation was broad and inclusive. The next review is scheduled for spring 2010, and is timed to address any pertinent accreditation recommendations resulting from the fall 2009 accreditation team visit.

There are several circumstances that could prompt changes to the college mission in the future. Student enrollment continues to grow rapidly (42% since 2004) and that growth has led to changes in the composition of the student population. For instance, the college knows from admissions data that the student body has changed considerably in becoming proportionally younger, more diverse ethnically and more balanced in terms of gender (see p. 9 in introduction for demographic trends). Also, the college has experienced rapid growth in the number of faculty and staff, with the number of employees increasing by approximately 70% in the past five years. Further, there have been and continue to be new buildings coming online nearly every year, as well as new programs that are sited in those buildings. Finally, the college has devoted much effort and resources over the past three years towards the development of student learning

outcomes for both courses and programs, yet the current mission makes no mention of outcomes. The college needs to consider these changes and circumstances carefully when it reviews its mission and consider whether any changes to the mission statement are warranted.

### **Plan**

None.

## **Standard I.A.4: The institution's mission is central to institutional planning and decision making.**

### **Description**

Along with the values statement, the college vision and mission statements provided the foundation for the development of the strategic plan. This is explained in the strategic plan itself, which prominently lists both the vision and mission statements and the values statement (Ref. I.19). The college mission also has a prominent position in educational master plan (EMP) and program review documents, which reference it and require departments to provide their own mission statement, which must be aligned with the college mission. These documents are structured such that they require departments to link specific planning objectives with the departmental mission. Additionally, the college mission's central role is evident in the facilities planning portion of the budget and facilities planning committee's (BFPC) *Budget and Facilities Planning Handbook* (Ref. I.20), which indicates the committee's intention "to ensure that facilities planning ... meets the vision and mission statements [and goals] of the college" (page 29).

### **Analysis**

The college mission and vision statements explicitly or implicitly inform all key institutional planning and decision making processes. The key planning documents listed above are derived from the mission and vision and are used on an ongoing basis for planning and decision making processes at both the college and department level. Thus the college mission effectively prompts planning and decision making in these areas. Further, the college intends that all future college-initiated planning documents, such as the *Enrollment Management Plan* (Ref. I.21), will reference the college mission.

There is broad acknowledgement among college employees that the college mission informs planning and decision making, as evidenced by the positive response to several accreditation employee survey items (Ref. I.22). The survey results that follow reflect mean (average) responses to a four point Likert scale (4 = strongly agree, 3 = mostly agree, 2 = mostly disagree, and 1 = strongly disagree). For example, a mean response of 3.5 indicates an opinion average half way between "mostly agree" and "strongly agree." Regarding survey item #1, "The college's mission statement effectively informs planning and decision making," the overall mean response was 3.26, with means for individual employment groups as follows: full-time faculty, 3.07; adjunct faculty, 3.21; classified employees, 3.31; and administrators, 3.33. Employee responses were also positive

regarding survey item #39, “The college’s President makes decisions consistent with the college’s mission.” The overall mean response was 3.27, with means for individual employment groups as follows: full-time faculty, 3.19; adjunct faculty, 3.33; classified employees, 3.31; and administrators, 3.56. Further, the district recently conducted its own survey, the *How Are We Doing Employee Survey: Spring 2008* (Ref. I.23), in which 88.5% of FLC respondents agreed or strongly agreed with the statement, “I understand how my job contributes to the general mission of the district.”

Additionally, the college conducted the accreditation student survey (Ref. I.24), in which 50% of student respondents mostly agreed or strongly agreed with the item #19 statement, “I am aware of FLC’s mission, vision, and values.” Given that the fall-to-spring persistence rate is around 56% and the fall-to-fall persistence rate is lower at 40%, it is evident that the college experiences a high turnover rate among its students, with many new students enrolling each semester; thus the student response rate to item #19 is surprisingly high and suggests that the college does a good job of conveying its mission to the student body.

#### **Plan**

None.

### **B. Improving Institutional Effectiveness**

**The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.**

#### **Introduction**

The college’s planning, implementation, and evaluation processes align with Los Rios Community College District (LRCCD) processes and follow applicable federal and state laws, LRCCD board policies and regulations, and collective bargaining agreements. In spring 2008 and continuing through fall 2008, the institutional planning committee (IPC), the college’s primary planning council comprising all constituent groups, developed and approved the *FLC Planning and Evaluation Cycle* (Ref. I.25), a document that illustrates the college’s consultative processes for institutional planning and evaluation. The processes include institutional planning, resource allocation, plan implementation, and program assessment and evaluation, including assessment of the cycle itself. To facilitate ongoing implementation of the cycle, the document includes a timeline through 2015.

**Standard I.B.1: The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.**

**Description**

The college engages in ongoing, collegial, self-reflective dialogue regarding the continuous improvement of student learning and institutional processes in a variety of forums. First and foremost, dialogue occurs through the college participatory governance (PG) structure, which includes the following committees: budget and facilities planning; curriculum; institutional planning; matriculation and student success; professional development; and safety. Most of these committees have standing subcommittees that meet regularly. The entire structure is described in the *College Participatory Governance and Collegial Consultation (CPGCC)* document (Ref. I.8), which is reviewed on an as-needed basis. As described in the *CPGCC* document, the college relies primarily on the academic senate when making decisions regarding academic and professional matters, as defined by AB 1725. Generally, the academic senate refers such matters to the PG committees, with proposals being routed back to the academic senate for further dialogue and subsequent recommendation to the college president. Dialogue regarding matters that are not academic and professional typically occurs in committee, with proposals being routed to the institutional planning committee (IPC), whose membership includes the college president.

The curriculum committee, via its program development and planning (PDP) subcommittee, engages in ongoing dialogue regarding program review and proposals for new and revised programs, all of which fosters continuous improvement in student learning. The committee also has a student learning outcomes (SLO) subcommittee, whose purpose is to review program and course SLO processes. Further, the college has an SLO coordinator who meets regularly with discipline faculty to assist in the development of course and program SLOs and methods of assessment; the SLO coordinator also reports regularly to IPC and the academic senate. There is ongoing discussion at the department level regarding SLOs, curriculum, and program development. Much of this dialogue is informed by data provided by the college office of institutional research (OIR), which provides supporting data for program review, including faculty and student survey reports, program enrollment, course success rates and student demographic data. The OIR also conducted the spring 2008 *Student Satisfaction with Support Services Survey* (Ref. I.26) in support of student services program reviews and student services learning outcomes assessment, as well as the fall 2007 *Library Satisfaction Survey* (Ref. I.27) in support of the assessment of students' needs, satisfaction, and perceptions with respect to the quantity, depth, and variety of offerings at each of the college's two libraries.

Career and technical education (CTE) program faculty also engage in periodic dialogue with their advisory boards. For example, the college's administration of justice/criminal justice advisory board met in May 2008 to assess and evaluate instructional offerings. Twenty individuals representing law enforcement and corrections collaborated with

five FLC faculty and four FLC students. The board, chaired by the City of Folsom Police Chief, assisted FLC faculty and the dean in evaluating program and course student learning outcomes to ensure congruence between the program's offerings and the workforce needs of area employers. Additionally, the college has used industry representatives to assist in creating new programs in public management, nonprofit organization management, project management, fire technology, fitness trainer, water management, and wastewater management.

Other dialogue intended to facilitate improvement in student learning and institutional processes occurs via the district-wide Education Initiative, which was launched in January 2004 with the goal of improving student success for new, first time college students in the 18 to 20 age range (Ref. I.28). College activities to support the Education Initiative have included increased tutoring services, student mentoring by faculty and staff volunteers, improved new faculty orientations, and student access to additional counseling appointments. The college is also participating in the Basic Skills Initiative (BSI), a statewide program designed to foster increased student success in basic skills (math, reading, writing, and ESL). Beginning in fall 2007, the BSI Task Force met regularly to develop the college's BSI plan (Ref. I.29), and continues to meet each semester to review and assess program effectiveness. Additionally, dialogue occurs regularly during flexible calendar program (Flex) presentations as well as during various professional development workshops that occur throughout the year. Also, the college's innovation center provides yet another forum for dialogue, specifically in regards to how technology resources can be incorporated into instruction to improve student learning. Other dialogue includes articulation discussions with local high schools and transfer institutions, as well as the college president's Coffee Exchange meetings with local high school administrators, held annually at the college (Ref. I.30). The college president also holds "campus dialogues" each semester at all three college sites (Ref. I.31).

### **Analysis**

It is evident from the extensive dialogue described above that the college embraces and understands the purpose and necessity of dialogue aimed at improving student learning and college processes. Further evidence can be found in the accreditation employee survey report (Ref. I.22). Employee responses were quite positive to survey items #2 and #3, "Sufficient opportunities exist at the college for collegial, thoughtful dialogue aimed at improving student learning outcomes" (3.18 overall mean) and "Sufficient opportunities exist at the college for collegial, thoughtful dialogue aimed at improving institutional processes" (3.12 overall mean). Additionally, all constituent groups value and honor the *CPGCC* document, which is mentioned repeatedly in this self study. The document outlines the composition and charge of each committee, as well as the collegial consultation agreement between the academic senate and the college president in regards to academic and professional matters, and therefore describes the structure in which much of the college dialogue occurs. Finally, that the college embraces and understands the purpose of dialogue is evidenced by the collaborative nature and functionality of the participatory governance committees, which undertake

and complete an enormous amount of work every semester.

The implementation of SLO assessments and the collection of longitudinal outcomes data will enable the college to trace improvements in student learning back to specific dialogue, plans, and actions. While SLOs have been created for courses and programs, there is not yet enough outcomes data to enable the college to determine the impact of dialogue on student learning. Prior to the implementation of SLOs, the college relied primarily on broad institutional outcomes data (retention, persistence, and completion data) to determine student success, and that data is insufficient to help the college connect specific dialogue and action with specific changes in student learning. The current program review template, developed in fall 2007, requires faculty to state the degree to which students are achieving SLOs, as well as how they intend to improve student achievement, and faculty will need longitudinal data to fully complete these tasks.

The dialogue described above has led to changes in institutional processes, and continues to do so. Certainly there have been changes related to SLOs, particularly in the curriculum development, program review, and EMP processes. It should also be noted that the faculty union negotiated a change to the performance review process, such that the “Standards and Criteria for Performance Review” now include the SLO-related item, “Adheres to the approved course outline and effectively assesses the student learning outcomes as stated in the approved course outline” (Ref. I.32). Additionally, several changes have been made to the participatory governance structure, which can only be carried out by the coordinating council. The council, which has been activated on several occasions, includes two members from each of the four constituencies. The changes have included the dissolution of the educational planning committee and the professional activities committee, and the addition of the institutional planning committee, the professional development committee, the safety committee, as well as various subcommittees. Ongoing dialogue has also led to changes in several processes, most notably the budget process, which was significantly revised in 2006-07. Under the new process, area faculty and their deans—those people most knowledgeable about department needs—are responsible for prioritizing the budget requests of all departments within the area. Likewise, in non-instruction areas unit staff and their supervisors are responsible for prioritizing their budget requests. Previously, the committee prioritized requests.

The college OIR participates in much of the dialogue aimed at improving student learning and institutional processes, providing research data, information, and analyses that inform discussions. Inevitably, this participation facilitates a broader, more collective understanding of the meaning and importance of data, research, and information in the evaluation of student learning. For example, there has been ongoing dialogue involving student services, department faculty, and the OIR regarding the validation of assessment tests in math, English and ESL, and OIR participation and data has strongly influenced that dialogue. Also, as part of program review departmental faculty are required to

report on student achievement (in section VIII of the template). Specifically, they must describe how their department measures student achievement of program and course learning outcomes, as well as the degree to which students achieve those outcomes. As evidenced by approved program review documents, available on the *Insider*, OIR data is almost always provided in that section. The college now needs to gather and store longitudinal SLO data as it becomes available so that departments are better able to facilitate improvement in student SLO achievement.

### **Plan**

1. Create a database in which to store longitudinal SLO data and assessment results.

**Standard I.B.2: The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.**

### **Description**

The college's strategic plan (Ref. I.19), approved in spring 2006, includes five overarching goals, specific strategies pertaining to those goals, and future directions for achieving the goals. The plan is founded upon the college vision, mission, and values statements. Further, the five overarching goals are identical to those found in the district strategic plan (Ref. I.33). These include student success; teaching and learning effectiveness; access and growth; community, economic and workforce development; and organizational effectiveness. Additionally, each year the college president develops a list of measurable outcomes relative to each of the five overarching strategic plan goals. These outcomes, along with success indicators and responsible unit(s), are documented on the *Insider* under "College Goals and Achievements" (Ref. I.34).

All college operating units work collaboratively to achieve college goals via the educational master plan (EMP) process. The process is designed to align with and provide linkage to the college mission as well as the strategic plan. Collectively, these plans make up a major part of the ongoing institutional planning, implementation, and evaluation cycle necessary to ensure continuous program and service improvement. EMPs are updated annually.

Additionally, strategic plan goals are achieved via the participatory governance (PG) process. All members of the college community—students, faculty, classified staff, and administrators—are encouraged to participate on PG committees, for each individual's perceptions, expertise, and contributions are valued. The overall goal of participatory governance at FLC is to facilitate the success of students and to provide effective decision-making processes for the college.



### **Analysis**

The overarching goals described in the college strategic plan are identical to the overarching goals in the district strategic plan, which ensures alignment of college and district effort and direction. IPC is charged with reviewing the strategic plan annually to assess progress made as well as every three years for the purpose of updating the plan itself. The next update of the college strategic plan is scheduled for fall 2010.

There is broad-based understanding of the strategic plan goals as well as the processes to implement them. This is evidenced by, among other things, the broad-based participation in the plan's initial development. As described in the plan itself, the development process involved representatives from all constituencies as well as the academic senate, the classified senate, and student government. The process culminated in an all day retreat at which 70 faculty, staff, students and administrators met to develop the strategies and future directions included in the plan. The EMP process is further evidence of broad-based understanding and collaborative effort, for all operating units update EMPs annually, and all EMPs must be aligned with the strategic plan as well as the college mission. Further, all major college plans and planning processes that arise through PG processes must also be aligned with the strategic plan. These include plans and processes found in the *Budget and Facilities Planning Handbook* (Ref. I.20), the *Enrollment Management Plan* (Ref. I.21), the *Matriculation Plan* (Ref. I.35), and the *Technology Plan* (Ref. I.36). Finally, the institution's collaborative nature is reflected in the very positive responses (3.20 overall mean) to accreditation survey item #4, "Faculty, staff, and administration work collaboratively toward the achievement of institutional goals" (Ref. I.22).

### **Plan**

None.

**Standard I.B.3: The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.**

### **Description**

In fall 2008 the institutional planning committee (IPC) developed the *FLC Planning and Evaluation Cycle* (Ref. I.25), which illustrates the ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation that occurs at the college. The document also includes a timelines page that lists planning and/or evaluation tasks, date of last update, and date of next review. This document is posted electronically on the *Insider* and in hard copy throughout the various college sites.

In spring 2008, IPC also implemented a formal reporting process regarding progress made on the strategic plan. As part of that process, the college's vice presidents and appropriate participatory governance committee chairs are assigned specific portions of the plan, and each year in the spring they report to IPC. As part of this reporting process, the vice presidents update their portion of the *Strategic Plan Progress Matrix* (Ref. I.37), which lists the strategic plan goals, strategies, lead individual or unit(s), consulting/supporting individuals or unit(s), and status notes. The matrix, along with the strategic plan itself and other related documents, is posted on the *Insider*.

The college's program review and educational master plan processes provide further means of assessing progress made toward achieving the college's stated goals. Both processes are linked to the college mission as well as the strategic plan, and both processes require the use of quantitative and qualitative data as evidence of progress made. Program reviews are conducted on a six-year cycle, and EMPs are updated annually. All completed program review and EMP documents are posted on the *Insider*.

The college goals and achievements (Ref. I.34), developed annually by the college president, include a list of measurable outcomes relative to each of the five overarching strategic plan goals, along with success indicators and responsible unit(s). The document, which is posted on the *Insider*, is updated at the end of each year with data to indicate the level of progress made. This is then used by the chancellor and the Board of Trustees in their annual evaluation of the college president.

The college office of institutional research (OIR), working in conjunction with the district's institutional research (district IR) office, provides all operating units with quantitative data derived from enrollment and admissions records, as well as qualitative data derived from surveys and focus groups. Of particular significance is the college *Key Performance Indicators (KPI)* report (Ref. I.9), which is published annually. Additionally, district IR is able to provide special reports upon request. The OIR has a substantial resource page on the *Insider*, and district IR maintains the eSearch Research Information Library on the district website.

### **Analysis**

Though most of the activities listed in the *FLC Planning and Evaluation Cycle* document occurred prior to its development, the document effectively illustrates the ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation that occurs at the college. It is an excellent reference that informs planning and evaluation discussions throughout the college. Further, it helps the college to ensure that planning and evaluation occurs in a cyclical as opposed to a haphazard manner.

The *Strategic Plan Progress Matrix* provides an easy and effective way to monitor progress and determine the extent to which strategic plan goals are being achieved. A similar matrix was used to implement planning items from the 2003 accreditation self

study, and it proved very useful, with all planning items being completed by the end of spring 2008 (Ref. I.38). Thus the method is proven, and there is great confidence in the process. The strategic plan reporting process was first implemented in spring 2008 with the result that the college is making steady progress in carrying out its strategic plan and achieving the goals described therein. Accomplishments are documented in the *Strategic Plan Progress Matrix*, which is posted on the *Insider*.

The college OIR and district IR provide extensive data and information that adequately informs all assessment processes, including the program review and EMP processes. Data and information are readily available such that assessment processes are not delayed.

### **Plan**

None.

**Standard I.B.4: The institution provides evidence that the planning process is broad based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.**

### **Description**

The *College Participatory Governance and Collegial Consultation (CPGCC)* document (Ref. I.8) guarantees each constituency the right to participate in college governance, which is where much college planning occurs. The *CPGCC* document has three sections. The first section lists the participatory governance committees, along with their objective, purpose, responsibilities, membership, and subcommittees. The membership section specifies the number of faculty, classified, student, and administrative members. It also specifies whether the committee has a faculty chair with an administrative liaison, faculty and administrative co-chairs, or faculty and classified co-chairs. This document was agreed to and signed by the college president, the academic senate president, the classified senate president, and the student government representative. The second section describes the collegial consultation process involving the academic senate and the college president in regards to academic and professional matters. That section was agreed to and signed by the academic senate and the college president. The third part describes the coordinating council, which must be called in order for changes to be made to the *CPGCC* document. The council comprises eight members, two from each constituency, ensuring equal opportunity for each constituency to provide input whenever changes to this guiding document are proposed.

Most college-wide planning occurs via the participatory governance committees. Most notably, the strategic planning process is directed by the institutional planning committee. The budget and facilities planning committee oversees the facilities planning process, which involves all constituencies along with representatives from the district, the architectural firm, and the public. The process is described in the *Budget and Facilities*

*Planning Handbook* (Ref. I.20). New program planning also occurs through committee, usually the curriculum committee or the matriculation/student success committee. Additional planning occurs outside the participatory governance process, particularly through the annual EMP process, in which operating units identify future projects and needed resources.

The college uses various prioritization processes to determine resource allocation, the most significant being the annual budget process and the faculty and classified hiring prioritization processes. The budget and facilities planning committee is charged with overseeing and periodically reviewing budget allocation models used for all budget development revenue sources. The actual prioritization process occurs outside the committee, starting at the discipline/operating unit level and working its way up through the department and area levels until it eventually ends with the college president, thereby ensuring broad-based participation in financial resource allocation decision making.

The faculty and classified hiring prioritization processes are separate and are conducted by representatives of the respective groups as well as administrative representatives. Requests for new positions typically originate in unit EMPs, though the processes do allow for administration to submit additional positions prior to prioritization. Once the requests for new positions have been prioritized and approved by the president, the vice presidents of instruction, student services, and administrative services advocate with their district colleagues regarding the allocation of new faculty and staff hires throughout the district. The college is allocated a certain number of new faculty and staff, and the prioritized lists are used to identify the new permanent positions.

When funding and staff resources needed to fulfill planning items are not forthcoming through these processes, the college sometimes has alternative means for securing short-term resources. For example, the college's tutoring program has steadily expanded such that additional funding was needed for more tutors. Fortunately, the Basic Skills Initiative (BSI) planning team identified tutoring as part of its plan (Ref. I.29), enabling the college to augment its annual tutoring budget. Sometimes grant money can be used in the same way, so occasionally there are alternative means, usually short-term, to fund or augment funding for college plans.

### **Analysis**

The college has developed dramatically since the previous comprehensive accreditation site visit, and that development has been supported by the broad-based, inclusive planning processes described above. In 2003 the college had just one permanent building at FLC-main, Aspen Hall, which had been completed in fall 2001 and three permanent buildings at the El Dorado Center (EDC). Since that time, the college has completed construction on the following new buildings:

- Cypress Hall (FL2), fall 2005
- Buckeye Hall (FL3), fall 2005
- Aspen Hall (FL1) expansion, fall 2005

- Falcon's Roost (bookstore/cafeteria), spring 2006
- Building C (EDC), spring 2006
- Campus Services building, fall 2006
- College Administration building, fall 2006
- Dogwood Hall (FL4), spring 2007
- Lilac Hall (FL5), spring 2007
- Physical Education building, spring 2009.

In summer 2008 the college began construction at FLC-main on the Visual and Performing Arts Center, which is scheduled for completion by spring 2011. In fall 2009, the college will break ground at FLC-main on an expansion of the Falcon's Roost, which is scheduled for completion in fall 2010. In late summer 2010, grading and construction will begin on the PE/athletic fields. Work is currently underway to design the new career and technical education building at FLC-main (although state funding and a completion date are now uncertain). The district is currently pursuing property on which to site permanent facilities for the Rancho Cordova Center, and the college will soon commence work on building design. Meetings and discussions regarding the design and layout of these buildings, as well as the accompanying equipment, have been broad-based with regular input from faculty, staff, students, and administration. The process has produced modern facilities that significantly improve the college's student learning environment and institutional effectiveness.

The planning processes have also resulted in new programs and increased staffing. Since 2004 the college has added three new associate degree programs (psychology, fire technology, and interdisciplinary studies) as well as eight new certificate programs (California State University General Education (GE), Intersegmental General Education Transfer Curriculum (IGETC), fire technology, non-profit organization management, public management, water management, wastewater management, and project management) (Ref. I.39). Student services has added health services (including a college nurse); the Advise 5 program, which is a faculty and staff mentor program for students; and a matriculation follow-up program. During this same time period the number of full-time employees increased dramatically, with the college hiring five new administrators, 44 new faculty, and 43 new classified employees, an overall increase of about 70% in the number of full-time employees.

The college's building, program, and staffing growth has been accompanied by enormous growth in student enrollment and improvements in student success. As indicated in the 2008 *Key Performance Indicators* report (Ref. I.9), college-wide unduplicated enrollment was 6530 students in fall 2003, but by fall 2008 the number had climbed to approximately 9300 students, a 42% increase. During that same time period, enrollment of new first time freshman students more than doubled, from 597 in fall 2003 to approximately 1230 in fall 2007. The college suspects that many of these students, fresh out of high school, previously chose not to enroll at FLC and instead commuted to other more developed community colleges in the area. That has now changed. Furthermore, success rates

for these students have improved. Course success rates, fall-to-spring persistence rates, and fall-to-fall persistence rates for first time freshman all increased between fall 2003 and fall 2007. The fact that more students are now choosing to come to FLC, that they have access to more instructional and student services offerings, and that they are achieving increased student success is evidence of the college's improved institutional effectiveness.

That the college's institutional planning processes are broad based and offer opportunities for input by appropriate constituencies is further evidenced by the positive responses (3.12 and 3.33 overall means, respectively) to accreditation employee survey item #3, "Sufficient opportunities exist at the college for collegial, thoughtful dialogue aimed at improving institutional processes" (Ref. I.22) and accreditation *student* survey item #17, "FLC clearly states the role of students in college governance" (Ref. I.24). Surprisingly, responses were less positive for accreditation employee survey item #5, "Planning and evaluation processes and their results effectively contribute to improvement in programs and services," with an overall mean of 2.98. Full-time faculty responses, in particular, have a mean of 2.77, although there is wide variance with 65% mostly or strongly agreeing but 31% mostly or strongly disagreeing. Also, response rates tend to be lower as length of employment for all employment groups increases.

The less positive response to item #5 (above) may not indicate employee dissatisfaction with institutional processes, for responses were positive to other related survey items, including item #30, "Each constituent group has appropriate opportunities to participate in the development of institutional plans and budgets" (3.29 overall, 3.13 full-time faculty); item #31, "The college's leaders (faculty, classified, administrators) work to create an environment of empowerment, innovation and institutional excellence" (3.23 overall, 3.10 full-time faculty); and item #34, "The college's participatory governance process works well" (3.09 overall, 3.09 full-time faculty). Rather, the responses to item #5 may suggest that not all employees see a direct link or connection between college planning processes and the improvements that have been made. The *FLC Planning and Evaluation Cycle* document (Ref. I.25), which illustrates very clearly the cycle by which planning processes lead to institutional improvements, should help in remedying this situation. It is anticipated that the document will inform future planning discussions, thereby increasing awareness of how such planning leads to institutional effectiveness. The college has already posted the document on the walls of all frequently used meeting rooms, but continued effort should be made to draw attention to the document and the ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation used by the college to improve institutional effectiveness. It should also be noted that while opportunities exist for participation in the development of plans, resources to implement plans in turn must be prioritized with the result that some resource requests may not get funded. When submitted plans receive low prioritization or when they are not funded, it is important that this be communicated back to the originator of the plan. When this does not occur, plan originators might conclude that planning and evaluation processes do not effectively

contribute to improvement in programs and services.

### **Plan**

1. Increase awareness of the college's ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation, and improve communication throughout the cycle process.

### **Standard I.B.5: The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.**

#### **Description**

The college's office of institutional research (OIR) is primarily responsible for data collection, analysis, and reporting, as well as for system development aimed at data collection and reporting. The OIR's mission, as documented in its annual educational master plan (EMP), "is to provide timely and accurate support to planning and decision making processes at all levels within the institution, and to help facilitate the effective use of the information and analyses it provides." Its primary responsibilities, also documented in its EMP, include the following:

- To provide data collection and analysis support for Accreditation, instructional, administrative and student services Educational Master Planning and Program Review processes, and institutional strategic planning
- To validate assessment placement test instruments and provide support for student services and categorical program research needs
- To develop automated reporting systems delivering relevant content in support of planning and decision making
- To develop, update, disseminate, and facilitate discussions of reports such as the college's Key Performance Indicators (KPI).

The OIR maintains the college's *Insider* website, including an OIR webpage on which it has posted an extensive list of reports that address matters of quality assurance (e.g., environmental scan, enrollments, course success and persistence rates, degrees and certificates awarded, demographics, and survey results to name a few). OIR data, analyses and reports inform other reports as well, including accreditation self study and midterm reports, program review documents, EMPs, and college goals and achievement reports (Ref. I.34), all of which are posted on the *Insider*. The OIR has developed a process for assessing student services student learning outcomes (SLOs) and will play a major role in assessing program SLOs. The district IR office also provides reports regarding quality assurance. In particular, district IR has conducted surveys of program completers for some programs that exist at more than one college, including biology, human services, and psychology (Ref. I.40). The results have been used to inform program review.

The OIR has modeled and acquired the appropriate tools, infrastructure and resources for the development of a fully web-based, on-demand report generation system. This reporting system will enable users from across the college to generate a wide range of reports, most of which will be user-customizable to meet a wide range of information needs on campus. The research analyst, supported by an IT specialist, has developed and populated appropriate data structures that will serve as the back end for this system and will complete the first cycle of a reporting needs assessment by spring 2009 before commencing application development.

The college engages in other activities to communicate and improve matters of quality assurance. The public information office (PIO), working under the direction of the college president, publishes several newsletters including *In Touch* (Ref. I.41), a monthly electronic newsletter from the college president, and the *Bulletin* (Ref. I.42), a mailed newsletter that provides news and information about the college. The *Bulletin* is published three times per year. Other electronic newsletters include the *RCC Informer*, published weekly, and the *EDC Foothill Flyer*, published twice monthly (Ref. I.43). The college president holds campus dialogues each semester (Ref. I.31) at all three college sites, as well as an annual Coffee Exchange meeting in which college and local high school representatives engage in dialogue to improve the higher education pathway for high school students and increase their student success (Ref. I.30). The college president also provides information to the chancellor for reports to the district's weekly executive council meetings and the Board of Trustees' monthly meetings. The dean of instruction for career and technical education holds frequent meetings with advisory boards and in fall 2008 launched the inaugural Folsom Lake College Career and Technical Education Advisory Board Summit (Ref. I.44), a two-day event involving college faculty, local business and industry leaders, and local high school representatives.

The district office also communicates matters of quality assurance via its website, with public links to its *Annual Report*, *Student Profile Report*, and the "Measure 'A' Citizens' Oversight Committee" webpages. The district website also contains a link to the district institutional research (district IR) website, which is accessible only to employees. The district IR website contains links to data resources, archived reports, research briefs, and other Los Rios resources. The district office provides additional communication via the *Chancellor's Update* (Ref. I.45), which is delivered at least once each semester via email and hardcopy, and also via factsheets (Ref. I.46) provided to the colleges for posting and distribution via campus publications.

Both the college and the district assess how effectively they communicate matters of quality assurance to appropriate constituencies. The college OIR, as stated in its EMP (Ref. I.47), develops and administers surveys to students and employees to assess quality and satisfaction regarding its services. The district also administers the *Noel-Levitz Student Satisfaction Inventory* (Ref. I.11) every three years. Both the college and district websites have "Contact" links that enable users to ask questions or express concerns, and feedback gained in this manner is used to assess and improve



effectiveness. The district also considers enrollment trends and the number of job applications received when evaluating how effectively the matters of quality assurance are communicated to the public.

### **Analysis**

The college OIR and district IR offices provide extensive internal access to data and reports that inform reporting on quality assurance. Reports, data and information are available via the websites and by request. The *Insider* is publically accessible although it is intended as an internal resource, so its access is not advertised externally. The district IR website is not publically accessible. However, the “About Los Rios” section of the district website provides significant information relative to quality assurance.

The college recognizes some areas in which improvement can be made. In fall 2007 the OIR produced the first annual *Key Performance Indicators (KPI)* report (Ref. I.9), a compilation of longitudinal data on enrollment, course success rates, persistence rates, degree and certificate awards, and transfers that the college uses to assess and improve institutional processes and outcomes. The college has begun integrating them with planning processes but is already aware that additional KPIs need to be developed to help reflect additional ways in which students can be successful at the college. The college also plans to automate more of the manually updated data collection and reporting systems that currently exist, and to develop systems that more effectively generate and disseminate information across the institution.

In the area of student learning outcomes, the OIR is available to assist in identifying assessment methods and developing data collection mechanisms. At this point in time, most of the work in terms of identifying SLOs is being done at the department level under the stewardship of the SLO coordinator. The OIR lends assistance, when requested, to aid in identifying the most appropriate mechanisms needed to assess SLOs. Instructional personnel plan to collect and summarize SLO assessment data themselves while student services personnel plan to utilize data collection mechanisms provided by OIR, which is currently experimenting with mechanism development. Once SLO assessment commences, the OIR will post summary reports to the *Insider*.

### **Plan**

1. Identify, measure and report additional key performance indicators (KPIs).

**Standard I.B.6: The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.**

**Description**

In fall 2008, the college adopted the *FLC Planning and Evaluation Cycle (Cycle)* document (Ref. I.25), which was developed by the institutional planning committee (IPC). The document has two parts. The first part is 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 second part is a longitudinal timeline that lists each planning and/or evaluation task, the date of the last update, and the date(s) of the next review(s). The document's purpose is to guide and inform systematic review and improvement of all parts of the cycle, including institutional research.

Since the last comprehensive accreditation site visit, the college has created or reviewed and updated many parts of the cycle. The following parts have been newly created:

- *Education Initiative Plan*, spring 2004 (Ref. I.28)
- Career and technical education advisory boards, ongoing since spring 2008
- Institutional planning committee, spring 2005 (replacing the educational planning committee)
- Professional development committee, spring 2005 (replacing the professional activities committee)
- *FLC Strategic Plan*, spring 2006 (Ref. I.19)
- *Matriculation Plan*, fall 2006 (Ref. I.35)
- *Marketing Plan*, spring 2007 (Ref. I.48)
- *2008-09 Basic Skills Initiative Plan*, fall 2008 (Ref. I.29)
- *Intercollegiate Athletics Plan*, fall 2008 (Ref. I.49)
- *FLC Planning and Evaluation Cycle* and timeline, fall 2008 (Ref. I.25)
- *Key Performance Indicators* annual report, fall 2007 (Ref. I.9)
- Program review for instruction (fall 2005), student services (spring 2008), administrative services (spring 2009), and president's services (spring 2009) (Ref. I.50)
- *Enrollment Management Plan*, spring 2009 (Ref. I.21)
- *Technology Plan*, spring 2009 (Ref. I.36).

The following parts of the cycle have been reviewed and revised:

- Annual review of *2003 Accreditation Self Study* planning items, ongoing review since fall 2004 (Ref. I.38)
- Visual and Performing Arts Center planning, ongoing development since spring 1999
- Ongoing revision of the *Budget and Facilities Planning Handbook*, spring 2005, spring 2007, spring 2008, and spring 2009 (Ref. I.20)

- Revised educational master plan process, fall 2004 and fall 2007
- Revised budget and facilities planning process, spring 2006 (Ref. I.51)
- Revised *College Vision, Mission and Values Statements*, spring 2006 (Ref. I.1).

### **Analysis**

The college has worked diligently to develop and implement the many parts of the cycle described above. Further, the college has reviewed and modified those parts of the cycle that have existed long enough to be reviewed. All of this work has led to increased effectiveness in ongoing planning and resource allocation. By documenting the cycle and its timelines, the college has helped to ensure that future review and improvement will be systematic and regular.

The college uses the *Key Performance Indicators (KPI)* report (Ref. I.9), published by the OIR, to assess the effectiveness of its planning and resource allocation processes. The report provides longitudinal data on enrollment, course success rates, persistence rates, degree and certificate awards, and transfers, and each section is directly linked to specific parts of the planning and evaluation cycle. For example, the “Enrollment” section of the report references the college mission (third bullet); the strategic plan (Goals and Strategy A6.A); the student equity plan; the Basic Skills Initiative plan; the matriculation plan; and the marketing plan. The college also uses survey data to assess effectiveness. For example, the accreditation employee survey (Ref. I.22) included the item, “Planning and evaluation processes and their results effectively contribute to improvement in programs and services.”

The KPIs suggest that the college’s planning and resource allocation process is effective and fosters improvement. All KPIs improved between fall 2003 and fall 2007 for the student body as a whole. As indicated in the earlier response to Standard I.B.4, college-wide unduplicated enrollment increased 42% between fall 2003 and fall 2008. Further, student success rates improved, particularly for new first-time freshman students. The effectiveness of the college’s planning and resource allocation process can also be seen in the number of new programs and services, the number of new faculty, staff, and administrators, and simply by walking around the main campus and its two centers and seeing all the modern buildings and facilities that have been constructed during the past five years.

Additional improvement can be made. The mean response for accreditation employee survey item #5, “Planning and evaluation processes and their results effectively contribute to improvement in programs and services,” was slightly lower than the mean response for all other survey items, indicating this as an area where improvements might be made. Also, some but not all of the plans and processes listed in the *Cycle* document have built in procedures for assessment. That is, some are self-assessing. For example, the purposes listed in the *College Participatory Governance and Collegial Consultation (CPGCC)* document for the budget and facilities planning committee include “To review institutional processes periodically as specified.” Further, the *Budget*

*and Facilities Planning Handbook* contains a list of goals relative to the process, the first of which states that “[t]he budget process shall remain flexible and responsive as the college continues to grow.” The handbook also lists several responsibilities, one of which includes the statement “make recommendations for process revisions to the college president.” As indicated in the description above, the budget process has been reviewed and revised several times since the last accreditation visit, resulting in continuous, sustained improvement in that process. The *CPGCC* document lists a similar purpose for IPC, but does not list one for the curriculum, matriculation/student success, professional development, and safety committees. The EMP process also has a built in assessment method in that the template contains a section at the end where suggestions for improving the process can be made. The EMP process has undergone one major and one minor revision since the last accreditation visit. Ideally, all plans and processes in the cycle would include documented assessment procedures and timelines that are aligned with the timelines listed in the *Cycle* document.

### **Plan**

1. Update the *CPGCC* document so that each committee is charged with assessing its processes and plans on a cyclical basis.
2. Update each college initiated plan listed in the *Cycle* document so that it includes an assessment component.

**Standard I.B.7: The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.**

### **Description**

The “Needs Assessments and Evaluations” section of the *FLC Planning and Evaluation Cycle (Cycle)* document (Ref. I.25) indicates the various evaluation mechanisms used by the college in its ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. But the cycle itself, as well as its evaluation mechanisms, must also be assessed on a cyclical basis, so the institutional planning committee (IPC) imbedded that assessment process into the cycle, including in the “Needs Assessments and Evaluations” section a “Planning and Evaluation Cycle Evaluation” component. The assessment of the cycle and its evaluation mechanisms is scheduled to occur annually and is included in the *Cycle* document timelines.

The evaluation mechanisms currently used are also listed in the “Needs Assessments and Evaluations” section of the *Cycle* document. These include institutional-level evaluation mechanisms such as environmental scans (Ref. I.6) that identify opportunities and needs for the college to address, as well as key performance indicators (KPIs) (Ref. I.9), which provide the college with a very broad overview of its institutional effectiveness; office of institutional research-administered student satisfaction surveys (Ref. I.26) as well as the district-administered Noel-Levitz survey (Ref. I.11); accreditation recommendations

(Ref. I.52) as well as recommendations from the student services categorical program review (Ref. I.53); the college's *Basic Skills Initiative (BSI)* Plan (Ref. I.29), which includes specific measurable outcomes; and specific career and technical education program outcomes developed collaboratively by the college and its advisory boards (Ref. I.54). The primary evaluation mechanism for programs and services is program review, which covers four major areas: instruction, student services, administrative services, and president's services.

Beginning in fall 2009, the college will start using program learning outcomes, which have already been developed (Ref. I.54), to evaluate program effectiveness in each degree and certificate program. SLO assessment methods are currently being developed, and it is anticipated that they will be used as evaluation mechanisms in EMPs and program reviews starting fall 2009.

### **Analysis**

Since most of the evaluation mechanisms have only recently been created, the college does not yet have a sufficient body of evidence by which to assess how well the mechanisms contribute to improvements in programs and services. The KPI report has certainly proved itself useful in the development of this self study and its planning items, and it is likely that these planning items will lead to improvements in programs and services. Certainly that has been the case with the operational and strategic planning items (Ref. I.38) that were developed as part of the 2003 self study (Ref. I.55). The accreditation recommendations given to the college in its previous evaluation report (Ref. I.52) have also prompted improvements in programs and services and therefore are an effective evaluation mechanism.

Surveys, too, are effective mechanisms. For example, the *Student Satisfaction with Support Services* survey (Ref. I.26) now provides student services with a consistent set of data to support their program reviews and EMPs. Further, the survey includes SLO-related items, and it has been demonstrated that a similar survey can be developed and used to assess selected student services SLOs and SAOs ("service area outcomes," which are similar to program learning outcomes).

Student services underwent its first categorical program review in spring 2008, the results of which were favorable. As of spring 2009, student services has addressed most of the recommendations received (Ref. I.53). The BSI plan was just developed in spring 2008 and only recently implemented, so its assessment component cannot yet be evaluated. Most of the career and technical education programs were also recently created, and advisory groups were instrumental in the development of these programs. Although program review has not yet occurred for the new programs, the effectiveness of the advisory groups as developmental mechanisms is evidence that they should be highly effective evaluation mechanisms.

Similarly, the college recently developed its program review processes and cycle, with the first instructional reviews occurring in 2004-05. The cycle is arranged such that all instruction, student services, and most administrative support services programs will have undergone their first review by the end of fall 2009. Since program review occurs every six years (except for career and technical education (CTE) programs, which undergo program review every 2 years), no non-CTE program will have undergone a second review until 2010-11; only two CTE programs (administration of justice and business technology) have undergone second reviews. Therefore the college is not yet able to conduct a full assessment of the program review process.

**Plan**

None.

## References for Standard I, Institutional Mission and Effectiveness

Reference	Documents
Ref. I.1	FLC Vision and Mission Statements
Ref. I.2	LRCCD Mission, Vision, and Values Statements
Ref. I.3	CCC System Mission Statement
Ref. I.4	California Census Data at city-data.com
Ref. I.5	FLC Feeder High School Report
Ref. I.6	LRCCD Environmental Scans
Ref. I.7	LRCCD Labor Market Data - Center for Excellence
Ref. I.8	FLC College Participatory Governance and Collegial Consultation Document
Ref. I.9	FLC Key Performance Indicators Report
Ref. I.10	FLC Environmental Scan 2005
Ref. I.11	Noel-Levitz Student Satisfaction Inventory
Ref. I.12	FLC Earmark Grant Advisory Committee Meeting Agendas and Minutes
Ref. I.13	FLC Vision and Mission Statements Surveys
Ref. I.14	FLC Vision and Mission Statements Suggested Edits
Ref. I.15	FLC Vision and Mission Review Event Agenda
Ref. I.16	FLC Draft Vision and Mission Statements
Ref. I.17	FLC Educational Planning Committee Minutes
Ref. I.18	FLC Mission and Vision College-wide Forum Agenda
Ref. I.19	FLC Strategic Plan
Ref. I.20	FLC Budget and Facilities Planning Handbook
Ref. I.21	FLC Enrollment Management Plan
Ref. I.22	FLC Accreditation 2009 - Employee Survey Report
Ref. I.23	LRCCD How Are We Doing Employee Survey Report: Spring 2008
Ref. I.24	FLC Accreditation 2009 - Student Survey Report
Ref. I.25	FLC Planning and Evaluation Cycle
Ref. I.26	FLC Student Satisfaction with Support Services Survey
Ref. I.27	FLC Library Satisfaction Survey Report
Ref. I.28	FLC Education Initiative Plan
Ref. I.29	FLC Basic Skills Initiative Plan
Ref. I.30	FLC Coffee Exchange Agendas
Ref. I.31	FLC Campus Dialogues Notes
Ref. I.32	LRCCD Collective Bargaining Agreement with LRCFT
Ref. I.33	LRCCD Strategic Plan
Ref. I.34	FLC Goals and Achievements in LRCCD 2007-08 Achievements and 2008-09 Outcomes Report
Ref. I.35	FLC Matriculation Plan
Ref. I.36	FLC Technology Plan
Ref. I.37	FLC Strategic Plan Progress Matrix
Ref. I.38	FLC Accreditation Strategic and Operational Planning Items Matrix
Ref. I.39	FLC Degree and Certificate Approvals Since January 2004

- Ref. I.40 LRCCD Follow-up Studies of Former Students
- Ref. I.41 FLC In Touch Newsletters
- Ref. I.42 FLC Bulletin Newsletters
- Ref. I.43 RCC Informer and EDC Foothill Flyer Newsletters
- Ref. I.44 FLC Career and Technical Education Advisory Board Summit Agenda, October 2008
- Ref. I.45 LRCCD Chancellor's Updates
- Ref. I.46 LRCCD Fact Sheet
- Ref. I.47 FLC Office of Institutional Research EMP
- Ref. I.48 FLC Marketing Plan
- Ref. I.49 FLC Intercollegiate Athletics Plan
- Ref. I.50 FLC Program Reviews
- Ref. I.51 FLC Revised Budget and Facilities Planning Process
- Ref. I.52 FLC Accreditation Evaluation Report for 2003 Comprehensive Team Visit
- Ref. I.53 CCC Student Services Program Review and Technical Assistance Site Visit Summary Report, Folsom Lake College
- Ref. I.54 FLC 2009-2010 College Catalog
- Ref. I.55 FLC Report of the Institutional Self Study for Candidacy/Initial Accreditation, June 2003





# Standard II

## Student Learning Programs and Services

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Christine Wurzer  
Mary Zilkie



**Rancho Cordova Center Multicultural Fair - 2007**



**Rancho Cordova Center ESL spelling bee winners - 2008**

## **Standard II: Student Learning Programs and Services**

**The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.**

### **A. Instructional Programs**

**The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.**

#### **Introduction**

As a newly accredited institution in January 2004, Folsom Lake College received its entire initial curriculum—degrees, certificates, and stand alone courses—from its former parent institution, Cosumnes River College. The legacy curriculum included 33 transfer and career and technical education (CTE) associate degrees, 34 CTE certificates, and 608 general education, CTE, and stand alone courses (Ref. II.1). The majority of offerings were designed to prepare students for transfer to four-year institutions or to career and technical education programs at other Los Rios colleges.

At the time of the transition, the college still needed to put into place its own systematic methods to identify, develop, and implement new CTE programs; to review and then update as needed its legacy curriculum; and to develop and implement a comprehensive instructional program review process that met accreditation standards. In addition, the college needed to provide appropriate training for instructional departments and curriculum committee faculty and administrators to sustain its new processes, particularly as they pertained to the development and implementation of course and program student learning outcome (SLO) processes and curriculum revision processes.

To address these needs the curriculum committee created the student learning outcomes and the program development and planning (PDP) subcommittees. Additionally, the college established its office of institutional research (OIR), which provided design and data support for the educational master plan (EMP) and program review functions. The PDP subcommittee was tasked with developing instructional EMP and program review processes (Ref. II.2).

In 2005, following a successful application, the college was awarded a federal Earmark grant to research and develop new CTE programs. At this time the college also hired its first dean for career and technical education. The new dean, working with related discipline and curriculum committee faculty, formed advisory groups to assess community, business, and industry training needs in the college's service areas. As part of a district-wide program placement process, FLC faculty and administrators engaged in lively dialogue with colleagues at the sister colleges to recommend placement of resource intensive programs at specific district colleges.

As of January 2009, the college has added three new transfer and CTE degree programs and eight new certificate programs, with several additional CTE certificate programs in development (Ref. II.3). The number of courses in the catalog now stands at 824, a 35% increase in just five years. Further, all established departments have completed a comprehensive program review, and all departments regularly submit annual EMPs. All degrees and certificates have developed program SLOs, which are documented in the online and print college catalog as well as on the *Insider* (Ref. II.4). Likewise, SLOs for degree general education requirements have been completed (Ref. II.5). A full cycle of curriculum review and needed updates, including course SLOs, is slated to be completed by the end of spring 2009. The assessment of SLOs, so that results can be used to improve courses and programs, is currently in the early stages of implementation.

**Standard II.A.1: The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.**

**Standard II.A.1.a: The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.**

### **Description**

The college provides instructional programs for associate degrees and transfer to a four-year college; career and technical education (CTE); remedial or basic skills; and continuing education. These programs are consistent with the college mission (Ref. II.6), which includes the following statement:

- Inspire and prepare our students to reach their educational goals by providing:
  - Rigorous academic programs for completion and transfer
  - Training to enhance employment and career skills
  - Preparatory programs for student success.

The college mission is aligned with the Los Rios Community College District mission (Ref. II.7) as well as the California community colleges system mission (Ref. II.8), which

includes transfer education; basic skills and English language proficiency; economic and workforce development; lifelong learning; and associate degrees and certificates. This alignment helps the college ensure that its instructional programs are appropriate to an institution of higher education.

The college uses research to identify the various programmatic needs of its student population. This includes periodic review of census data (Ref. II.9), local high school graduation data (Ref. II.10), and environmental scans. The *Folsom Lake College Environmental Scan 2005* (Ref. II.11) contains both external and internal scan data and analysis. The external data includes population trends, economic trends, education performance trends, and political trends, while the internal data includes current and projected enrollment trends as well as student performance data. The college also considers regional studies, such as the seminal *Highway 50 Corridor Economic Study* (Ref. II.12), published by the Sacramento Regional Research Institute (a California State University, Sacramento research group), which can provide supporting economic trend analysis. Further, the college considers input from local industry councils and advisory boards throughout its service areas, which extend from several miles west of the Rancho Cordova Center to the crest of the Sierra Nevada in eastern El Dorado County and includes at least two counties with vastly different populations. Advisory board members meet twice annually with college faculty and administrators about emerging trends and industry expectations to ensure that CTE programs meet the needs of the student population as well as those of local business and industry.

The quality and appropriateness of new instructional programs are maintained through the program approval processes for transfer and CTE programs (Ref. II.13). New program proposals are reviewed by the curriculum committee's program development and planning (PDP) subcommittee as well as by the district's program placement council (PPC). Once program proposals are approved for further development, college administrators and faculty engage in extensive dialogue with colleagues at transfer institutions and industry advisory boards to ensure the quality of course and program content. Programs and related courses are developed using SOCRATES, the district's online curriculum management system, which enables faculty from throughout the district to comment on proposals. Developed proposals then go through college and district review processes and, after gaining Board of Trustee approval, are sent to the state chancellor's office for final approval. CTE program and course proposals must also gain approval from the state's North/Far North Regional Consortium (NFNRC) before being sent to the state chancellor's office. Additionally, information about all state chancellor's office approved programs are sent to the Accrediting Commission to determine if a substantive change proposal is required.

The quality, appropriateness, and currency of existing instructional programs are maintained through the college's program review process (Ref. II.14), which occurs every six years for transfer programs and every two years for CTE programs. The program review process requires that discipline faculty state the instructional program's

mission, which per the program review requirements should reflect and reinforce the college mission. Additionally, each instructional program review documents the following information: program overview, relevancy, currency, curriculum, student access to program courses, student achievement, institutional support for student achievement, program fiscal health, resources required to improve program, and recommendations. Each review must be supported by enrollment and student achievement data provided by the office of institutional research (OIR), student survey data (also provided by the OIR), the department's own data, and any relevant and available labor market data. The college also has a program appraisal and recommendation process (Ref. II.15) through which declining programs can be appraised and subsequently revised to enhance viability or be discontinued.

The college seeks to identify the educational preparation of incoming students to facilitate their success in college programs. The college uses several data sources, including high school enrollment and performance reports, high school course placement reports, and some very general data regarding student preparation collected as part of the application process, all of which provide the college with a better understanding of entering students' educational skill levels and needs (Ref. II.10). The college also requires students to take skills assessment tests prior to enrolling in their first ESL, English, and math course. The OIR has conducted an analysis (Ref. II.16) to determine whether students lacking published pre-requisite courses differ in their success rate from their peers who have the published pre-requisites.

Additional information is gathered through the early alert program, which helps identify students who need help, generally as a result of inadequate preparation, and provides intervention as early as possible to direct students to campus resources. Also, the reading and writing center at FLC and the English center at the El Dorado Center provide informal assessment testing to determine placement in vocabulary, spelling, and reading comprehension modules. Further, the OIR uses statewide Basic Skills Initiative (BSI) report criteria to provide additional data and reports regarding how students place into courses.

The district institutional research office (district IR) periodically conducts program specific student follow-up surveys for CTE program completers to determine how well college programs prepare students for the workforce and the degree to which students are able to find related employment. The surveys are conducted for programs where at least two or more colleges offer a degree or certificate. Thus far, surveys have been completed for three FLC programs (biology, human services/gerontology, and psychology), and the reports are available on the district IR website. District IR is currently working on surveys for computer information science and accounting programs. District IR and the college OIR also conduct student satisfaction surveys annually (college OIR) (Ref. II. 17) and every three years (district IR) (Ref. II.18) in support of accreditation, from which can be gleaned additional information about college programs in general. These reports are also posted on the *Insider*.

### **Analysis**

The fields of study in which the college offers programs are determined through the processes of the college PDP subcommittee and the district PPC. Program offerings are also affected by the availability of growth full time equivalent faculty positions (FTEF). In recent years, growth FTEF has been forthcoming from the state and subsequently from the district, enabling the college to grow high demand programs. However, the continuing state budget crisis has resulted in tightened FTEF budgeting, forcing the college to consider postponing new program development so that comprehensive course offerings can be maintained for existing programs. Another factor that influences which courses the college chooses to offer is the assessment of resources needed to run proposed sections, including faculty and staff support, all of which is documented in annual EMPs.

The college's program development and review processes are extensive and designed to help ensure program quality and appropriateness as well as consistency with the college mission. However, since the college has not yet completed assessments for course and program student learning outcomes, the first instructional program review cycle, completed in spring 2008, utilized overall course success data and degree/certificate award data, but not SLO assessment results. Program review and development processes are well supported by the college OIR, as indicated by the responses to accreditation employee survey item #7, "The college conducts effective institutional research and program evaluation" (Ref. II.19). The overall mean response was 3.21, with means for individual employment groups as follows: full-time faculty, 3.20; adjunct faculty, 3.05; classified employees, 3.33; and administration, 3.22. (The survey results reflect a four point Likert scale (4 = strongly agree, 3 = mostly agree, 2 = mostly disagree, and 1 = strongly disagree); thus a mean response of 3.5 would indicate an opinion average half way between "mostly agree" and "strongly agree.")

Each college in the district uses different assessment instruments and/or "cut" scores to place incoming students, so the skill levels identified at one college are not necessarily the same as those identified at another college and therefore are not necessarily applicable at the others. This causes much confusion for students who attend more than one district college as well as additional work if they need to be re-assessed at each college they attend. College representatives from all district colleges are currently working to establish "portability" of assessment test results throughout the district.

### **Plan**

None.



**Standard II.A.1.b: The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.**

**Description**

The college offers courses via traditional as well as distance modes. Distance classes are offered via instructional television (iTV), online, and hybrid formats and are designed for students living in the service area who cannot regularly attend on-campus classes due to distance, work, and/or family commitments. In fall 2008, the college offered nine iTV sections, 87 online sections, and nine hybrid sections. Courses must be approved by the curriculum committee for offering in any of these formats. The approval process begins with instructional department faculty, who submit their proposals to the curriculum committee after getting an approval sign-off from the area dean. The committee then considers the requested mode along with the course content and outcomes to determine whether the new mode is appropriate.

There is ongoing dialogue within departments regarding the overall appropriateness of distance education instruction, and there is consensus that some disciplines and courses are better suited for distance education delivery modes than others. Individual faculty members are free to propose that a course be modified for offering in distance education mode, but the proposal must gain department approval before proceeding to the curriculum approval process. In accordance with the faculty contract, individual faculty members may choose whether or not they wish to teach distance education (DE) sections (Ref. II.20), so offerings vary each semester. Faculty new to DE modalities are strongly encouraged to attend a variety of group or one-on-one iTV and online teaching workshops throughout the year.

The college's office of institutional research (OIR) has examined the success rates of students in traditional and non-traditional modes of instruction (Ref. II.21), and the results have helped the college to determine what delivery modes are appropriate for students. For example, it became clear that many (though not all) students in online math classes did not perform as well as students in traditional math classes, possibly because online classes require greater self discipline.

The college broadcasts its iTV courses from the college's main campus (FLC-main) to classrooms at the El Dorado (EDC) and Rancho Cordova (RCC) centers as well as via cable to students' homes in El Dorado and Sacramento counties. The majority of iTV equipment was replaced in summer 2008 to improve functionality and audio and visual quality of transmissions to all students. Unlike Sacramento county students, off-site cable students, El Dorado Cable students, and EDC and RCC students are receiving a reduced bandwidth signal resulting in minimal audio and visual improvement. This is due to signal transmission limitations and monitor quality at each of these sites. Future equipment purchases such as high resolution videoconference systems and monitors would significantly improve audio visual quality at EDC and RCC. Methods are being

researched to determine whether our high speed transmission to Sacramento Comcast could be sent to El Dorado Comcast to provide a much improved signal. Additionally, videoconference functionality was added to allow for real-time collaboration with other classes throughout the world.

Substantial dialogue also occurred throughout the district prior to spring 2008 regarding shortcomings associated with Blackboard, the district's former learning management system (LMS). The district education technology committee (EdTech) formed an LMS workgroup during the 2007-08 academic year, and following an exhaustive and inclusive evaluation process, the workgroup proposed that the district abandon Blackboard and adopt Desire2Learn (D2L) as the district LMS. This proposal was affirmed by EdTech in spring 2008, and the transition to D2L is scheduled to be completed by the end of the 2008-09 academic year. Additional dialogue has occurred between college administration and the faculty union regarding student survey administration in online classes as part of the faculty performance review process, the issue being how to ensure the confidentiality of survey respondents.

### **Analysis**

The process for approving courses for distance delivery modes is appropriate and effective. There has been broad acceptance by students and faculty of distance education modes of instruction for some courses, but also recognition that it is not appropriate for others. Its use is evaluated on a case-by-case basis. For example, it quickly became clear that the online mode in math was good for some students but not others, as indicated by poor retention rates (about 50%) during the semester. Students who "attend" regularly perform as well as students in traditional classes, but many other students quickly fall behind and eventually withdraw from the class. Consequently, the math department has increased the number of hybrid classes, which include weekly face-to-face, in-class meetings, and this has resulted in greater retention and success rates. The math department continues to offer online classes as they provide access for many students who could not otherwise attend.

Broad acceptance of distance delivery modes is also evident in the positive responses to accreditation employee survey Item #8, "The college's delivery systems and modes of instruction effectively facilitate student learning" (Ref. II.19). The overall mean response was 3.26, with means for individual employment groups as follows: full-time faculty, 3.27; adjunct faculty, 3.39; classified employees, 3.19; and administration, 3.00. Faculty and students have also embraced the LMS concept, so much so that the district's former LMS system was overwhelmed by the high number of users throughout the district. The LMS concept is proven and widely used not only in online classes, but in traditional classes as well.

The online testing component of the new LMS system has helped iTV instructors to enhance classroom management at the remote iTV classrooms at EDC and RCC. At most colleges, students can attend iTV classes from home only, and interaction

between students and the instructor is typically one-on-one, with little group interaction. The iTV classrooms at EDC and RCC provide a unique, alternative viewing option for students that live close to those centers, enabling increased group participation and improved learning experiences. With the instructor physically located at a different site, the group dynamic in these classrooms is understandably different from a traditional classroom. College administration and iTV faculty continue to explore ways to enhance the learning environment in the iTV classrooms, including the possible realignment of job responsibilities for selected classified staff positions and special training for iTV instructors.

### **Plan**

None.

**Standard II.A.1.c: The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.**

### **Description**

The college has developed student learning outcomes (SLOs) for all programs and certificates. Program SLOs were developed for all instructional programs by spring 2008 and are listed in each department's educational master plan (EMP) as well as in the 2008-09 and subsequent college catalogs. Program SLOs are also posted on the *Insider*. All course SLOs are expected to be developed by the end of fall 2009. To facilitate completion of this goal, the college has established the practice that after summer 2009 courses will not be offered unless SLOs have been developed. Course SLOs are listed in course outlines, which can be found in SOCRATES, the district's online curriculum management system. Additionally, the instructional departments are developing SLO mapping documents (Ref. II.22) that indicate the courses in which program SLOs are attained. All mapping documents are expected to be completed by the end of spring 2009. Completed mapping documents are posted on the *Insider*.

Both the program review and educational master plan (EMP) processes are designed to support and document SLO development, assessment, and evaluation processes. The 2008-09 EMP process included documentation of methods used to measure course and program SLOs as well as how evaluation of the assessment results would be used to further refine curriculum and teaching methodologies (Ref. II.23). The process was revised for 2009-10 to include documentation of 1) the assessment method or methods for assessing course and program SLOs, the date the assessments will occur, and assessment efforts to date; 2) for those courses for which course and program SLOs have been assessed, a summary of the qualitative and/or quantitative assessment results; and 3) how the assessment results were or will be used for course and program improvement (Ref. II.24). The information gleaned from this documentation will assist others in the refinement of their own assessment strategies. EMPs are reviewed and

revised annually. The program review process (Ref. II.14), which occurs every six years for transfer programs and every two years for CTE programs, includes documentation of 1) how departments measure student achievement of program and course SLOs; 2) the department's level of satisfaction regarding methods used to measure SLOs; 3) the degree to which students are achieving SLOs; and 4) the department's plans to facilitate improvement of SLOs.

To support SLO development, since fall 2006 the college president has designated 40% reassign time per semester for a faculty SLO coordinator. The coordinator has held college workshops and department meetings to help faculty understand and develop SLOs for existing and new courses and programs. The coordinator also created a guide (Ref. II.25) that explains SLO assessment and provides examples of course and program level assessment methods. The guide was approved by both the curriculum committee and the academic senate in fall 2008 and is available on the "Student Learning Outcomes and Assessment" page of the *Insider*, along with various other documents that address SLOs and their assessment. The SLO coordinator reports regularly to the institutional planning committee (IPC) and the academic senate.

### **Analysis**

The college has been diligent in its effort to develop SLOs for all courses and programs. All proposed course SLOs are examined by the technical review subcommittee of the curriculum committee before the course is sent to the curriculum committee for final approval. When SLO issues are not easily resolved, the faculty developer is referred to the SLO coordinator for assistance. All program SLOs are listed in the college catalog, and instructors are expected to include course SLOs in their syllabi. New courses must have identified SLOs in order to be approved by the curriculum committee and all legacy courses must be updated to include SLOs by the end of spring 2009 if they are to receive approval from the curriculum committee to remain in active status. Course SLO assessment methods have been created in some disciplines, and evaluation of SLO assessment data will commence once sufficient data has been collected.

The accreditation employee survey results indicate that at the time the survey was administered, spring 2008, there was some confusion at the college regarding SLOs and their assessment. The overall mean response for item #9, "In my opinion, the process for creating and assessing student learning outcomes is clear" (Ref. II.19), was 2.93, the fourth overall lowest mean for all items in the survey. The means for individual employment groups were as follows: full-time faculty, 2.82; adjunct faculty, 3.14; classified employees, 3.13; and administrators, 2.44. However, there were relatively high standard deviations among responses from full-time faculty and administrators, indicating that the process was clearer for some faculty and administrators than for others. The extensive, continued development of SLOs and assessment methods that has occurred since the survey was administered suggests that there is now much less confusion.

The college is almost past the “development” level of SLO implementation, as it is described in the Accrediting Commission’s *Rubric for Evaluating Institutional Effectiveness—Part III: Student Learning Outcomes* (Ref. II.26). The college has established an institutional framework for definition of SLOs as well as authentic assessment strategies for their assessment, as evidenced by documents found in the “Student Learning Outcomes and Assessment” page of the *Insider*. The college’s organizational structures, including the academic senate, the curriculum committee, its SLO subcommittee, IPC, and the faculty union, have developed support strategies for SLO definition and assessment, as evidenced by their minutes (Ref. II.27) and revised EMP, program review, and faculty performance review processes. Both the academic senate and administration have accepted responsibility for SLO implementation, and the college president has allocated full time equivalent faculty (FTEF) resources to support the SLO coordinator and additional reassign time for faculty serving on the curriculum committee’s technical review subcommittee. Faculty have developed SLOs for all programs, now found in the college catalog and on *Insider*, and by the end of spring 2009 will have developed SLOs for all courses that the college intends to offer. Some areas of the college are already working on the “proficiency” level of implementation.

### **Plan**

1. Implement planned SLO assessment activities and updated program review processes to attain “proficiency” by 2012 and ultimately the “sustainable continuous quality improvement” level of SLO implementation, as described in the Accrediting Commission’s rubric.

**Standard II.A.2: The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.**

**Standard II.A.2.a: The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.**

### **Description**

The college offers collegiate, developmental, and pre-collegiate level courses and programs, as well as study abroad courses and short-term training courses and programs. Currently, the college offers very limited continuing education courses and no community education courses or programs for international students. College processes that guide curriculum and program development are in accordance with Los Rios Community College District board policy P-7141 (Ref. II.28) and board regulation

R-7141 (Ref. II.29) and are described in the *Curriculum Handbook* (Ref. II.30), which is posted on the *Insider*. Proposed new program and curriculum development within departments is identified in departmental educational master plans (EMPs), and all new program proposals throughout the college are documented in the college's *Future Directions* document (Ref. II.31), which was created in fall 2004 and is now updated annually.

All new courses and programs, including student learning outcomes (SLOs), are developed by faculty. In developing new program proposals, faculty must consider the following: how the program will help forward the college mission; student and community needs, as identified by external scans, labor market analyses, and (for CTE programs) advisory committee recommendations; resource availability (e.g., full time equivalent faculty (FTEF) allocations, appropriate classroom, lab, and equipment availability); enrollment and productivity trends; trends at four-year college and transfer institutions; articulation/ transferability of courses; appropriate delivery modes for courses; and SLOs for all courses and the program. All new programs and courses must pass through the curriculum process at the college, district, regional (North/Far North Regional Consortium, as required), and state levels. Accrediting Commission approval for new programs is done either through substantive change request processes or during requests for reaffirmation of accreditation every six years. Transfer and career and technical education (CTE) programs undergo program review every six and every two years, respectively.

The central role of faculty regarding the design, approval, and review of courses and programs is ensured by the *College Participatory Governance and Collegial Consultation (CPGCC)* document (Ref. II.32), which states that the college "will rely primarily on the advice and judgment of the Academic Senate when making decisions on academic and professional matters." These matters, as defined by the California Code of Regulations, Title 5 (§53200), include (but are not limited to) the following:

- Curriculum, including establishing prerequisites and placing courses within disciplines
- Degree and certificate requirements
- Grading policies
- Educational program development
- Standards or policies regarding student preparation and success
- Processes for program review. (Ref. II.33)

This *CPGCC* document lists the college's participatory governance committees, along with the objective, purpose, responsibilities, membership, and subcommittees of each. Three of these committees, including the curriculum committee, have faculty chairs in recognition that most of the matters considered by these committees are academic and professional. The other committees have faculty and administrative co-chairs. The curriculum committee has several subcommittees, all of which have faculty chairs. These subcommittees are listed in the *CPGCC* document and include: distance education;

educational technology; general education/ baccalaureate; multicultural; prerequisite/co-requisite/advisory; program development process; student learning outcomes; and technical review.

Faculty identify plans to sequence course offerings in their EMPs and then work with their area deans to ensure appropriate scheduling of program courses via the college's scheduling process. The college also has a documented, academic senate-approved class cancellation process (Ref. II.34) that provides guidance for the cancellation of classes due to low enrollment or unanticipated reductions in FTEF.

### **Analysis**

The college's program and curriculum development and review processes are well established, stable, and rigorous, and the central role of faculty in these processes is also well established and institutionalized. The college currently supports a faculty SLO coordinator on 40% president's reassigned time who has worked with faculty to maintain steady progress in the development of SLOs and assessment methods. SLOs were established for all college programs by spring 2008, and the college is on track to have SLOs established for all courses by the end of fall 2009.

The college community responded quite positively to accreditation employee survey item #10, "The college's curriculum and program development processes ensure high quality instructional programs" (Ref. II.19), with an overall mean response of 3.26 and means for individual employment groups as follows: full-time faculty, 3.30; adjunct faculty, 3.20; classified employees, 3.29; and administrators, 3.13.

### **Plan**

None.

**Standard II.A.2.b: The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.**

### **Description**

Responsibility for the development and assessment of course and program student learning outcomes (SLOs) belongs to the faculty. This responsibility and right is ensured by the *College Participatory Governance and Collegial Consultation (CPGCC)* document (Ref. II.32), which states that the college will rely primarily on the faculty for decisions regarding academic and professional matters, which by law (AB 1725) include curriculum development. Only faculty can make changes to programs, courses, and their associated SLOs, though they often do so only after consultation with colleagues at transfer institutions and members of career and technical education (CTE) program

advisory committees. Program and course SLOs are developed using SOCRATES, the district's online curriculum management system, which allows input from faculty colleagues at the three sister colleges. Appropriately, the curriculum committee is faculty weighted and has a faculty chair. The SLO coordinator is also faculty.

As indicated in Standard II.A.1.c, the college has processes in place regarding SLO assessment. As part of the annual EMP process, faculty document SLO assessment methods, dates of assessment, assessment results, and how the results are used for course and program improvement (Ref. II.24). As part of the program review process, which occurs on a six-year cycle for transfer programs and every two years for CTE programs, faculty document not only their SLO assessment methods, but also their satisfaction with those methods, the degree to which students are achieving SLOs, and the department's plans to facilitate outcomes improvement (Ref. II.14). CTE program and course SLOs are assessed in consultation with advisory committees. All EMP and program review documents are posted on the *Insider*.

The college faculty completed development of SLOs for all programs and certificates in spring 2008 and will complete development of SLOs for all active courses by the end of spring 2009, at which time those courses without SLOs will be deactivated. Also, by mid-spring 2009, all departments will have developed SLO mapping documents that indicate the program courses in which program SLOs are attained. Completed mapping documents (Ref. II.22) are posted on the *Insider*. Some departments developed assessment methods for course SLOs as early as fall 2008, and it is planned that all departments will have developed SLO assessment methods for most courses by the end of fall 2009. Once assessment methods are developed, department faculty will begin piloting their use in selected courses, as early as spring 2009.

### **Analysis**

As of spring 2009, only a few instructional departments have developed and begun to pilot SLO assessment methods for their courses, and most departments continue to use the existing course objectives to evaluate student performance. It is planned that all departments will be piloting SLO assessment methods for at least some courses by spring 2010, with assessment occurring for all courses by the Accrediting Commission's 2012 deadline. A draft timeline has been developed (Ref. II.35), and both the academic senate and administration are committed to achieving this goal.

### **Plan**

1. Complete activities listed in the college's *SLO Implementation Timeline* document to ensure that SLOs for all active courses have been assessed at least once by the end of 2012.



**Standard II.A.2.c: High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.**

**Description**

The college engages in extensive activities to promote high quality instruction and program quality. Department faculty review programs annually via the EMP process, which includes consideration of the following: curriculum development and revision; sequence of offerings; student learning outcomes (SLOs) measurement; course success rate improvement; department faculty professional development; safety procedures; available student support services; equipment, and software and staffing needs. Further, all transfer and career and technical (CTE) programs undergo program review every six years and two years, respectively.

Program quality is also supported through the rigorous and extensive curriculum and program development and review processes of the curriculum committee. These processes are supported by a number of subcommittees, including the distance education subcommittee, the education technology subcommittee, the general education/baccalaureate subcommittee, the prerequisite/corequisite/advisory subcommittee, the program development and planning subcommittee, the student learning outcomes subcommittee, and the technical review subcommittee. All of these subcommittees are active and contribute to program quality at the college.

CTE program faculty engage in dialogue with advisory boards to ensure program content meets state and industry standards and is in alignment with documented workforce training requirements of area employers. Further, the college hosts meetings with local business and educational leaders to determine the need for new CTE programs at the college. For example, during 2006-08, as part of the federal Earmark grant, college faculty and administrators met 18 times with nearly 100 representatives from local and regional businesses, industry, education, economic development groups, and local cities and chambers of commerce (Ref. II.36).

Program quality is also supported through other meetings and discussions. For example, the recent state-wide change in the associate's degree requirement for math, English, and reading has led faculty throughout the district to discuss graduation competency equivalency for courses that might meet the new graduation requirement. Also, English, reading, math, and ESL faculty throughout the district have been meeting recently to examine portability of assessment scores so that tests taken at one college can be used at any of the other three colleges in the district. English and math faculty have also participated in CalPASS-sponsored activities held at the local feeder high schools aimed at improving curriculum alignment between the two systems. Further, the SLO coordinator has attended numerous department and area meetings and held workshops to assist faculty with the understanding, development, and assessment of SLOs.

The college has developed an enrollment management plan (Ref. II.37) to consistently guide the offering and sequence of program courses. The plan addresses full time equivalent faculty (FTEF) allocation, scheduling processes, class cancellation policies, distance education offerings, class minimums and maximums, data collection, tracking and reporting, and methods to increase student access to degrees and certificates. Course sequencing is also addressed in annual EMPs. The college's institutional planning committee has an El Dorado Center (EDC) planning subcommittee that continually reviews course offerings at EDC to encourage availability of core curriculum and program-critical courses at that site. Also, the OIR has developed for each of the college's degree and certificate programs reports that facilitate course sequence planning by educational center (Ref. II.38). These reports are posted on the *Insider*. Another planning workgroup at the Rancho Cordova Center (RCC) helps gather information on RCC student course needs and interests to share with department chairs and area deans for consideration during schedule development.

The quality of the college's programs and curriculum is evidenced by program review and EMP documents available on the *Insider*. Additional evidence can be seen in the high number of articulation agreements with four-year institutions (Ref. II.39); in the number of degrees and certificates awarded and the number of transfers to four-year institutions (Ref. II.40); and in the achievement of students, such as those involved in the college's students in free enterprise (SIFE) program, which has won several awards at the regional and national levels (Ref. II.41). Program quality is further evidenced by the key performance indicators (KPIs) noting course success, enrollment, persistence, degrees and certificates awarded, as well as transfer rates. This information and other like data concerning student success continue to underscore quality teaching and learning.

As indicated in this description, the role of faculty in these processes is extensive. The right and responsibility of faculty in curriculum and program development is ensured by the *College Participatory Governance and Collegial Consultation* document (Ref. II.32) as well as by law (AB 1725). Faculty develop all curriculum as well as all course and program SLOs and related assessment methods. Faculty also participate in teaching and learning workshops and other events that promote improvements in classroom instruction.

### **Analysis**

The college has significant processes and professional development opportunities for faculty to promote high quality instruction. The college's commitment to high quality instruction can be seen in the positive responses to accreditation employee survey item #11, "The college is committed to high standards of teaching." The overall mean response for this survey item is 3.41, which is the fifth highest for all survey items. The means for individual employment groups are as follows: full-time faculty, 3.32; adjunct faculty, 3.38; classified employees, 3.50; and administrators, 3.78 (Ref. II.19).

The high quality of college programs and instruction is also evident in the responses to the accreditation student survey (Ref. II.42). Each of the following four survey items has a relatively high mean response:

- Item #4. In general, instructors at FLC attempt to be fair and objective in how they present course materials. (Mean response, 3.34)
- Item #5. FLC provides sufficient technological resources that support my program of study. (Mean response, 3.45)
- Item #6. Course outlines and syllabi clearly specify the course subject matter, the skills and knowledge to be acquired by the students, and the methods of student evaluation used by faculty. (Mean response, 3.51)
- Item #7. Teaching methods are compatible with my learning needs. (Mean response, 3.29)

However, student responses were notably lower for item #8, “Courses are offered in sufficient number and at various times for me to complete my program within a reasonable period of time,” which has a mean response of 2.86. Means for this survey item are equally low when broken out by site, and when broken out by number of years enrolled, the means become lower as the number of years enrolled increases. This may be due in part to the college’s rapid growth, which has resulted in increased demand for classes. Until recently, the college had available classroom space and FTEF, which enabled it to offer additional class sections as needed. However, classroom availability is now impacted due to the surge in enrollments and development of new programs, and the situation has only worsened with the state budget crisis, which will likely result in cutbacks in available growth FTEF.

Another explanation for the low mean response could be that in previous years the college had trouble filling certain classes, especially those in CTE programs such as early childhood education and computer programming. Classes with very low enrollment were cancelled, resulting in frustration among affected students and instructors. The centers face a particular challenge since they offer fewer sections of each course and students often have no other section options once a class is cancelled, whereas at the main campus it is more likely other sections of the same course are available. Fortunately, the frequency at which low enrollments and subsequent class cancellations occur has lowered significantly due to the rapid increase in enrollments and a more strategic class scheduling process. However, the college will probably not be able to increase its course offerings or offer new programs until the state budget once again allows for community college growth. The college will continue to use the processes outlined in its enrollment management plan to maximize use of its facilities and available FTEF so as to optimize course scheduling.

**Plan**  
None.

**Standard II.A.2.d: The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.**

**Description**

The college offers classes in a variety of delivery modes, including traditional in-person, online, hybrid (online and on-site), interactive television (iTV), and open-entry/open-exit lab. Department faculty determine which instructional modes will be used. Instructional delivery modes must be approved via the curriculum process, and available modes are indicated on all course outlines, which are easily accessible on SOCRATES, the district's online course management system. All course outlines include a description of instructional methods and activities, typical homework assignments, and evaluation and assessment methods. When courses are approved for more than one modality, the course outline will list the above information for each modality.

Online classes provide access to many students who are unable to attend regularly scheduled traditional classes. Online classes are typically asynchronous with students attending from home or work at a time that is convenient for them. However, the college also offers online classes in business technology (BUSTEC) and computer information science (CIS) that enable students to complete their work using campus computers during hours when the instructor is present to answer questions and give hands-on assistance. Hybrid classes are delivered partially online and partially on-site, with no more than 50% of the class being online. This mode is particularly beneficial to students who like the flexibility of an online class but still need in-person instructor guidance. The hybrid mode has proved quite beneficial to math students, especially those who are unable to succeed in 100% online classes. iTV classes are broadcast from the college's main campus (FLC-main), and students can attend from home or from the iTV classrooms at the El Dorado Center (EDC) or the Rancho Cordova Center (RCC). During iTV classes, students are typically expected to be present at one location or another during the broadcast. Also, iTV students can participate in class discussions via a phone bridge (for home viewers) or by the communication system installed in both the EDC or RCC iTV classrooms. iTV systems were recently updated to enhance student and faculty classroom experiences.

The most commonly used teaching mode is face-to-face, in person instruction, with methodologies including instructor lecture, class discussions, group work, practical exercises, project-based learning, multi-media presentations, and/or other varieties of teacher-student interaction as expressed on all course outlines. Evaluation and assessment methods are developed by departments, approved via the curriculum process, and documented in course outlines and class syllabi. Classroom faculty can take advantage of a broad range of in-class technology throughout the college's sites to enhance student engagement and understanding of course content. Almost all classrooms have built-in computer projection systems, and many faculty use Blackboard, the district's online learning management system (LMS). Currently the district is transitioning from Blackboard to Desire2Learn (D2L), a more robust LMS

system.

The college seeks to improve teaching methodologies and instruction through numerous flexible calendar program (Flex) presentations and other professional development opportunities. The college also has an innovation center, staffed by a faculty coordinator, where faculty can go to get assistance in developing new teaching methodologies. The innovation center also provides training on the use of classroom technology and the Blackboard/D2L learning management systems. The professional development committee regularly hosts guest speakers throughout the year, and college faculty themselves have hosted several series of workshops, including the “world café” and the “teaching and learning community,” both of which focus on improving classroom instruction and enhancing student learning. In addition, the faculty performance review process includes an evaluation criterion to address whether a faculty member “adjusts methodologies for students/clientele with special needs and/or different learning styles” (Ref. II.43).

The college does not systematically assess the learning styles of incoming students. However, learning styles are addressed in the Human Career Development 310 class (College Success), and many instructors discuss learning styles and corresponding teaching methodologies in their classes.

### **Analysis**

The college’s office of institutional research (OIR) has examined the success rates of students in traditional and non-traditional modes of instruction (Ref. II.21), and the results have helped the college to determine what delivery modes are appropriate for students. For example, it became clear that many (though not all) students in online math classes did not perform as well as students in traditional math classes, possibly because online classes require greater self discipline. The math department responded by offering more hybrid classes, which has resulted in increased student success. The math department continues to offer online classes in order to provide access to students who cannot attend regularly scheduled classes. However, all math online classes include a mandatory in-class orientation to advise students about the rigor of online learning in math.

Online and other self-paced format classes are challenging for students in that greater self discipline is required, and unprepared students quickly fall behind. This can be seen in the online BUSTEC and CIS classes, where students will fall behind in first eight-week classes, withdraw, and then enroll again in second eight-week classes and finish. The same phenomenon occurs in open-entry classes in the writing centers at both FLC-main and EDC: students frequently procrastinate, fall behind, and end up with a heavy workload at the end of the semester. Generally, if students keep up in online classes, they fare as well as students in traditional classes. Consequently, some departments have implemented policies for online classes wherein students will be dropped if they do not keep up with homework assignments, the intention being that

students will be more highly motivated to keep up with the class and therefore more likely to succeed. Also, some instructors and departments have switched to regularly scheduled on-campus testing, as opposed to online testing, in order to create more structure and keep students on task.

Most faculty are aware of differences in student learning styles through Flex activities and other training opportunities (e.g., new faculty orientation (Ref. II.44) or the teaching and learning community workshops (Ref. II.45)), and most faculty incorporate a variety of teaching methodologies to accommodate the different learning styles of their students. This is evidenced by the positive responses of faculty to accreditation employee survey item #12, "I assess the learning styles of my students and use the results to influence how I deliver course material and perform outcome assessments" (Ref. II.19). The mean responses for full-time and adjunct faculty are 3.25 and 3.70, respectively.

### **Plan**

None.

**Standard II.A.2.e: The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.**

### **Description**

The college inherited most of its programs and courses from Cosumnes River College (CRC) in January 2004, when Folsom Lake College was initially accredited. All of this legacy curriculum, formerly developed and reviewed via CRC-developed processes, became the sole responsibility of FLC faculty. Additionally, all of the legacy curriculum was given a stamp date of 2003, which meant that (per Title 5) all programs would have to be reviewed and updated within six years, by the end of fall 2009. Further, the college decided that all courses would have to be reviewed and revised to include student learning outcomes (SLOs) by the end of spring 2009 if they were to be offered in fall 2009.

In spring 2004, the college began development of an instructional program review pilot process that was eventually approved by the curriculum committee along with a program review cycle (Ref. II.46) to ensure all established programs would complete their first formal program review prior to the cycle's fall 2009 end date. During 2004-05, three departments piloted the new process. Based on faculty feedback, the process was refined to its current standard and the remaining programs in the pilot completed their first reviews by spring 2008. All other programs continue to undergo review as scheduled per the approved cycle. To prompt the review of legacy courses as well as the development of SLOs by the end of spring 2009 deadline, the curriculum committee proposed that legacy courses not be offered after spring 2009 unless they had been reviewed. The proposal was approved by the academic senate and subsequently by

the college president. Those courses that do not undergo review will become inactive, as required by Title 5 (Ref. II.47).

The program review process is designed so that transfer programs and career and technical education (CTE) programs are reviewed every six years and every two years respectively. All curriculum is reviewed at least every six years. The program review process itself is described in the *FLC Instructional Program Review Process* document (Ref. II.14). The college has also developed an instructional program review template (Ref. II.48), and as indicated by the template, the program review criteria include relevancy, appropriateness, achievement of student learning outcomes (SLOs), currency, and planning for the future. Regarding program relevancy, the program review process requires that department faculty describe why the program is relevant, provide evidence in support thereof, and state reasons why they expect the need for the program to continue. The college also has a separate program appraisal and recommendation process (Ref. II.15) that can be implemented as needed to recommend changes to a program to enhance viability or to recommend discontinuance.

The college has also developed a curriculum review form (Ref. II.49) that department faculty use to document information about all courses, including the date of last review, the date of next planned revision, and the projected date of submittal to the curriculum committee. For spring 2009, this form was converted by the office of institutional research (OIR) into an online database system to improve ease of use by faculty and to facilitate efficient reporting. The form helps both departmental faculty and the curriculum committee manage their workload. Faculty also document curriculum planning in section III.A of their educational master plans, which they update annually.

Program reviews are supported by data provided by OIR, including data on enrollments, weekly student contact hours (WSCH), full time equivalent faculty (FTEF), productivity, course success rates, demographics, degrees and certificates awarded, data gathered from faculty and student surveys, and business and industry data (for CTE programs). SLOs for all programs have been identified and are listed in program review documents, on the *Insider*, as well as in the college catalog. SLO assessment methods, still in the initial stages of development and implementation, are expected to progress to the point of significantly informing the next cycle of program reviews.

### **Analysis**

The college's program and curriculum review processes are very active, functional, and well documented, with almost all documents available on the *Insider*, including approved program reviews. Needless to say, the push to complete the first review of all inherited programs and courses, combined with the ongoing creation of new programs and courses, significantly impacted the workload of the curriculum committee, particularly that of the technical review subcommittee. The college president has responded by providing reassign time FTEF for faculty involved with technical review to reduce their instructional workload. The college plans to revise the current review timeline so that

college programs are spread more evenly throughout the six-year cycle to balance the curriculum committee's workload. In addition, as new certificate and degree programs are fully approved, they will need to be added to the program review cycle.

Program SLOs have already been developed, and section VIII of the program review template documents 1) how departments measure student achievement of program and course SLOs; 2) the department's level of satisfaction regarding methods used to measure SLOs; 3) the degree to which students are achieving SLOs; and 4) the department's plans to facilitate improvement of SLOs. However, as SLOs are still being completed for some courses and assessment methods for course and program SLOs are only in the development stage, the college still has considerable work to do in this area to attain the "sustainable continuous quality improvement" level of implementation for program and course SLOs by the Accrediting Commission's 2012 deadline. This matter is addressed in the planning items for Standards II.A.1.c and II.A.2.b.

### **Plan**

1. Develop and implement a process to place new degree/certificate programs into the program review cycle.

**Standard II.A.2.f: The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.**

### **Description**

The college currently engages in an ongoing cycle of systematic evaluation and integrated planning. In fall 2008 the college developed the *FLC Planning and Evaluation Cycle* document (Ref. II.50), which incorporates and provides timelines for processes relating to needs assessments, planning, resource allocation, plan implementation, and subsequent evaluation. The document is posted in all meeting rooms throughout the college as a reminder of the ongoing, cyclical nature of college processes. Processes in the planning and evaluation cycle are supported and informed by data provided by the college's office of institutional research (OIR). The OIR produces an annual *Key Performance Indicators* (KPI) report (Ref. II.51), which is updated regularly and posted on the *Insider*. The OIR also conducts periodic surveys, the results of which are posted on the *Insider*, and upon request provides more specific, detailed data.

Processes regarding student learning outcomes (SLOs) are embedded in the college's planning and evaluation cycle. For example, instructional faculty evaluate program and course SLOs and conduct needs assessment as part of the annual educational master plan (EMP) process and also the program review process. Assessment is supported by



data gathered by faculty as well as data provided by the OIR. EMPs include faculty plans to refine curriculum and teaching methodologies to facilitate outcomes improvement, as well as professional development and other resources that will be needed. The resource allocation processes require that requests for resources be previously documented in EMPs as part of the planning process to ensure integrity of the planning and evaluation cycle. Plans are then implemented, outcomes are once again assessed, and curriculum and teaching methodologies are evaluated. The process is ongoing and cyclical.

### **Analysis**

The college has in place an ongoing, systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation for all major college activities, including SLO assessment and evaluation. However, as previously noted, most instructional departments are still developing assessment methods for SLOs, so the processes described above are currently being implemented by some, but not all departments. Also, while outcomes data will be documented annually as part of the EMP process, it is likely that some departments will wait to adjust curriculum or teaching methodologies until several semesters' worth of data has been collected, so it may be several years before all departments have activated all processes in the cycle. Nonetheless, the college is committed to achieving the "sustainable, continuous quality improvement" level of implementation for SLOs by the Accrediting Commission's 2012 deadline. This matter is addressed in the planning items for Standards II.A.1.c and II.A.2.b.

### **Plan**

None.

**Standard II.A.2.g: If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.**

### **Description**

The college does not currently have any courses or programs for which a departmental examination is required. However, the college's two criminal justice classes are conducted in compliance with the California Commission on Police Officer Standards and Training (POST) and as such include POST-mandated standardized examinations.

### **Analysis**

Evaluation and assessment methods must be documented in course outlines. Should departmental examinations for courses or programs be proposed, the college will act through its curriculum committee to ensure that the examinations provide non-biased and valid measures of student learning.

**Plan**

None.

**Standard II.A.2.h: The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.**

**Description**

Both the college and the district adhere to the California Code of Regulations, Title 5, in developing and approving standards and criteria for curriculum, including unit value, scope, objectives, and content. Curriculum proposals undergo rigorous review at the college, district, and state levels, as well as review at local four-year institutions when articulation is proposed for transfer-level courses.

As indicated in the college's *Curriculum Handbook* (Ref. II.30), faculty are both legally (Title 5) and contractually obligated to conduct their classes in accordance with approved course outlines. This includes evaluating students and assigning grades based upon achievement of the student learning outcomes (SLOs) listed in course outlines. In those disciplines in which course SLOs have not yet been developed, faculty have assigned grades based upon student attainment of existing course objectives listed in the approved course outline. Faculty are required to list SLOs in their class syllabi, and the instructional deans regularly monitor syllabi to ensure compliance and consistency. Further, the faculty performance review process includes assessment of whether a faculty member "adheres to the approved course outline and effectively assesses the student learning outcomes as stated in the approved course outline" (8.4.1.2) (Ref. II.43).

**Analysis**

The college has processes in place to ensure that course content is appropriate for an institution of higher learning and that credit is awarded based upon achievement of approved student learning outcomes. The quality of college courses is further evidenced by the college's success in attaining articulation agreements for transfer level courses (Ref. II.39). Evidence that faculty assign grades based upon achievement of SLOs can be seen in the responses to accreditation employee survey item #13, "I evaluate students based on their achievement of the course's stated learning outcomes" (Ref. II.19). The overall mean response (full-time and adjunct faculty only) is 3.68, which is the highest overall mean for all items in the survey. Full-time and adjunct faculty means are 3.63 and 3.76, respectively.

**Plan**

None.

**Standard II.A.2.i: The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.**

**Description**

In spring 2006 the college held a college-wide flexible calendar program (Flex) workshop to develop student learning outcomes (SLOs) for the college's associate's degree in general education. Outcomes were developed for all general education areas, including humanities, languages and rationality, living skills, natural sciences, American institutions, social and behavioral sciences, and ethnic/multicultural studies (Ref. II.5). The event involved faculty from all general education disciplines and served as a model for the development of program SLOs in specific disciplines. The event also prompted creation of the SLOMotion blog (Ref. II.52), which contains links to information on SLO development. Additional links have also been posted on the student learning outcomes and assessment page of the *Insider* (Ref. II.53). Additionally, the college's SLO coordinator has held numerous workshops and meetings with department faculty to assist them in the development of course and program SLOs.

The college completed development of SLOs for all of its programs in spring 2008 and is now on track to complete development of remaining course SLOs as well as identify assessment methods for all courses by the end of fall 2009. All program SLOs are on the *Insider* and in the college catalog. In spring 2009, departments created mapping documents that specify which required and elective courses support each of the college's degree and certificate programs' SLOs. Instructional departments are completing mapping documents (Ref. II.22), which are posted on the *Insider*. The mapping documents will enable the college to ensure that degrees and certificates are awarded based upon student achievement of program SLOs.

**Analysis**

The college currently awards degrees and certificates based upon satisfactory completion of the courses comprised by the program. Once SLO assessment methods are completed for program courses and sufficient data has been collected, instructional departments will be able to evaluate how well program completers achieve course and program SLOs and then make adjustments in assessment methods and teaching methodologies as needed. The educational master plan and program review processes have been revised to include documentation of SLO assessment results as well as how those results will be used for course and program improvement. This matter is addressed in the planning item for Standard II.A.1.c.

**Plan**

None.

**Standard II.A.3: The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.**

### **Introduction**

The college's commitment to providing comprehensive general education is in accordance with district board policy P-7241 (Ref. II.54) and is reflected in the college mission, which includes the statement, "Introduce students to those broad areas of human knowledge and understanding that add meaning to their lives" (Ref. II.6). The college's commitment is further reflected in a statement on general education that appears in the college catalog:

General education courses are those classes that cover a wide range of disciplines. The college is committed to the principle of providing a broad general education that includes: Natural Science, Social and Behavioral Sciences, Humanities and the Arts, and Language and Critical Thinking. The college continues to offer other courses that enhance lifelong learning and prepare students for the needs and demands of everyday life. All of these skills help create a balanced life in a democratic society that is diverse in its social, cultural, and educational backgrounds. (Ref. II.4)

The college catalog also lists the requirements for the associate's degree, which include completion of 21 units of general education in the following areas: humanities; languages and rationality; living skills; natural sciences; American institutions; social and behavioral sciences; and ethnic/multicultural studies.

**General education has comprehensive learning outcomes for the students who complete it, including the following:**

**Standard II.A.3.a: An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.**

**Standard II.A.3.b: A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.**

**Standard II.A.3.c: A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and**

**aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.**

### **Description**

The college's associate degree requirements for all programs include completion of 21 units of general education from the six areas listed below. Following each area is a list of the comprehensive student learning outcomes developed by the college.

### **Humanities**

1. Engage in lifelong learning in the arts and humanities.
2. Demonstrate an appreciation for and understanding of the complexity of artistic and cultural expression through the ages by supporting the arts to enhance our community.

### **Languages and Rationality**

1. Apply systematic methods of problem-solving, comparative analysis, and creative decision-making in order to communicate effectively and efficiently in a variety of oral and written contexts.

### **Living Skills**

1. Adapt to new environments and overcome challenges by utilizing problem-solving skills.
2. Gather and assess information from a variety of sources to inform decision-making in personal, social, academic, or professional contexts.
3. Work effectively with diverse groups, recognizing how gender, culture and ethnicity influence human relations, and demonstrate sensitivity to those differences.

### **Natural Sciences**

1. Make sound decisions to improve personal & environmental well-being through the analysis of scientific information.
2. Act to improve and protect our natural environment.

### **American Institutions**

1. Demonstrate civic responsibility as an informed citizen knowledgeable about historical events, current issues, and government structures relevant to community, state, national and global issues.
2. Develop a level of civic responsibility that will enable and encourage engagement with global civil society.

### **Social and Behavioral Sciences**

1. Conduct oneself according to the professional code of ethics relevant to the chosen field.
2. Advocate for social justice in daily life.
3. Implement appropriate method of inquiry used by social and behavioral sciences.

In addition to general education requirements, and as reflected in district board policy P-7241 (Ref. II.54) and board regulation R-7241 (Ref. II.55), all students must fulfill a three-unit ethnic/multicultural studies course requirement and also demonstrate college level competence in reading, written expression, and mathematics as part of their graduation requirements.

### **Analysis**

General education curriculum proposals are reviewed by the general education subcommittee as part of the curriculum approval process to ensure that the stated student learning outcomes (SLOs) for courses are consistent with those developed by the college for each area. The graduation requirements page in the college catalog (Ref. II.4) serves as a mapping document and shows the courses in which general education SLOs are attained. Development and implementation of assessment methods for individual courses are the responsibility of departmental faculty in each discipline. Once SLO assessment methods are completed for general education courses and sufficient data has been collected, departments that have general education courses will begin to evaluate how well students achieve course SLOs and then make adjustments in assessment methods and teaching methodologies as needed for their courses. However, since general education is spread out over many departments, the college will have to develop an evaluation process that involves all departments with general education courses. The process should include documentation of general education program SLO assessment results as well as how those results are used for program and course improvement.

### **Plan**

1. Develop and implement a process to assess general education program SLOs and analyze the results for use in program and course improvement.

**Standard II.A.4: All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.**

### **Description**

The college offers a variety of transfer and career and technical education (CTE) associate degree programs, all of which include focused study in at least one area of inquiry or in an established interdisciplinary core, as required by district board policy P-7241 (Ref. II.54). The college has four interdisciplinary programs that involve a broad survey of courses in the humanities and social sciences. All other programs involve focused study in the program discipline(s). The core courses required for each degree program are listed in the college catalog (Ref. II.4), and the number of units required ranges from 18 (science: general) to 57 (biology: health science pre-professional). The catalog also provides a general description of each program, including student learning outcomes and career options for program completers. The catalog and its contents are updated annually.

### **Analysis**

All degree program proposals must be compliant with section 2.2.1 of district board policy P-7241 in order to gain board of trustee approval. Section 2.2.1 states that all associate degree programs must include “a minimum of 18 units in a major field of study or an area of emphasis.” The policy states further that students must earn “a minimum grade of “C” or the equivalent for any class in a major field of study or a 2.0 grade point average for classes taken in the major field of study.” Program proposals are checked for compliancy by both the college curriculum committee and the district curriculum coordination committee before they are submitted to the Board of Trustees for approval.

Program reviews and the establishment of program SLOs have provided opportunities for faculty to discuss the overall purpose and quality of individual degrees. For example, the former FLC physics degree had only been awarded once since 2004 and was judged by discipline faculty to be insufficient for students seeking to transfer into a four-year physics major as well as too general for those seeking immediate employment. As a result, the degree was discontinued and a greater emphasis was placed on how to counsel students regarding the required major preparation for a four-year physics degree. Science faculty are now discussing the general science degree with the intention of strengthening its academic rigor, and revisions to the degree are expected to be submitted to the curriculum committee in fall 2009. Thus degree purpose and quality are of ongoing concern to college faculty, and processes are in place to regularly review and either revise or discontinue weak degrees.

### **Plan**

None.

**Standard II.A.5: Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.**

### **Description**

The college’s career and technical Education (CTE) program faculty work with advisory boards to ensure that student learning outcomes at the course and program level are consistent with employer standards of competency. Also, where applicable, CTE programs and courses are designed so as to be compliant with external licensing and certificate requirements. For example:

- Students enrolled in Criminal Justice 1001 (“Firearms”) undergo various tests associated with their competency in preparing, handling, and firing a firearm. The requirements include minimum competency levels, e.g. 6 of 10 shots must hit within a two-foot radius from six feet away. The instructors issue a certificate of completion only after successful demonstration of competency.

- CTE students enrolled in emergency medical technology (EMT) courses are required to maintain a higher level of proficiency (B grade or better through midterm) than non-CTE students. If EMT students fall below 80% grade points by midterm, they are dropped from the class as mandated by state law. EMT program graduates receive an EMT course completion certificate that allows them to take the national registry test. Successful test completers receive an EMT card that is good throughout the United States and qualifies the holder to work in a variety of settings (ambulance, ski patrol, fire department).
- Students enrolled in health education CPR and first aid classes must demonstrate competency by administering CPR and first aid to mannequins while being observed and evaluated by an American Red Cross (ARC) certified instructor. Course completers are issued ARC certificates.
- The ECE program is designed so as to meet California Code of Regulations, Title 22, requirements for teachers and directors of private child care programs, which require licensing by the California State Department of Social Services. The program also meets the coursework requirements for the child development permit, which is issued by the California Commission on Teacher Credentialing.

CTE programs and courses are reviewed every two years, which helps ensure that technical and professional competencies as well as program learning outcomes are current and appropriate.

### **Analysis**

As indicated in Standard II.A.1.a, the district institutional research office (district IR) conducts program-specific student follow-up surveys, many of which are for CTE programs. The surveys are conducted periodically for programs that are common to at least two colleges in the district. The district conducted 12 of these survey studies in 2001-03 and then two more studies in 2005 and 2006. District IR plans to conduct more of these studies, tentatively one per semester.

The previous studies involved three of the college's programs, biology (Ref. II.56), human services/gerontology (Ref. II.57), and psychology (Ref. II.58). Both the biology and human services/gerontology surveys included questions related to employment such as how well the program prepared students for the workforce and the degree to which students were able to find related employment. Future studies can be tailored so as to help the college determine whether students who complete college CTE programs are adequately prepared for employment as well as licensure and certification by external agencies. However, the district surveys involve only those programs that are common to at least two colleges in the district, so programs that are unique to the college will not be surveyed by district IR.

Many of the college's CTE programs are quite new, with few or no program completers, and the college does not currently have a comprehensive follow-up process in place to track them. Follow up processes will be hampered by difficulties in contacting program completers as well as privacy issues.



### **Plan**

1. Develop and implement a process to track and document success of CTE program completers.

**Standard II.A.6: The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.**

**Standard II.A.6.a: The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.**

### **Description**

The college's policy on the transfer of credit for courses taken at other institutions is described in the college catalog (Ref. II.4). Students must submit official transcripts from other accredited colleges/universities to the admissions and records office for review. For coursework taken at institutions outside the United States, student must first send transcripts to a foreign credit evaluation service for review.

The transferability of FLC courses to UC/CSU is indicated in both the college catalog and class schedule under individual course descriptions. The catalog also lists on individual pages the CSU general education (GE) requirements and the intersegmental general education transfer curriculum (IGETC), along with the FLC courses that meet those requirements. These GE patterns are also available to students in hard copy at the counseling center and online via the counseling website. Also, it is college requirement that instructors provide applicable transfer information on their course syllabi.

The articulation of college courses with those of other institutions is addressed by district board policy P-7135 (Ref. II.59). Folsom Lake College currently maintains over 1,600 major preparation articulation agreements with UC and CSU. Agreements are developed within the articulation office in collaboration with the CSU Chancellor's Office (CSUCO), the University of California Office of the President (UCOP), and individual public and private universities. Articulation proposals begin with faculty initiating a transfer request for new or revised courses through the curriculum committee. Courses are carefully reviewed by the general education subcommittee to ensure that proposed

courses are appropriate for any or all of the following: transfer admission, elective credit, major preparation, or general education. Once courses are approved by the curriculum committee, the articulation officer submits them to the state-wide ASSIST database for initial CSU elective credit. Once uploaded, courses are then forwarded as appropriate to UCOP (for UC elective credit), the CSU GE review committee, and/or IGETC reviewers. Once a course gains basic transferability to UC and/or CSU, the articulation officer articulates the course with individual colleges and universities.

To broadly communicate changes made to transfer level courses, the college submits an end-of-the-year summary of transferable curriculum changes to all public and private colleges in California. This report communicates new and substantively revised curriculum changes and provides opportunities for new articulation or re-reviews based on revisions. Ultimately, this helps ensure that the college's curricular offerings are relevant and in alignment with the four-year institutions.

### **Analysis**

The college's transfer policies are standard and appropriate, and they are communicated to students effectively in multiple ways, including the college catalog (both print and online formats), the college schedule (print only), class syllabi, admissions and records brochures, and the counseling services website. The college also produces addendums to the catalog to communicate changes in UC/CSU articulation agreements, which are reported to the college several months after the catalog goes to print.

### **Plan**

None.

**Standard II.A.6.b: When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.**

### **Description**

The college has a program appraisal and recommendation process (Ref. II.15) by which programs can be appraised and subsequently revised or discontinued. Prior to eliminating or significantly changing a program, the curriculum committee evaluates the change and discusses the ramifications for students. The articulation officer also provides feedback on the effects of the change or deletion on articulation agreements. If a program is deleted, it is noted in an addendum to the college catalog and/or removed from the upcoming year's catalog, depending up on the timing. Counselors are alerted at the beginning of the semester of any program changes approved by the curriculum committee so that they can work with students in affected programs and program faculty to determine appropriate course substitutions. The college observes the catalog rights of students and allows them to complete any program that they have started.

### **Analysis**

The college is relatively new and rapidly growing, so the trend has been to develop rather than eliminate programs. However, the college has recently eliminated several legacy programs that were inherited from Cosumnes River College. The eliminated programs include degree programs in correctional science and physics and several outdated CIS certificates. In all cases there were few students involved, and program faculty worked with students and counselors so that students could complete the program or transition to another.

### **Plan**

None.

**Standard II.A.6.c: The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.**

### **Description**

The college's public information office (PIO) publishes the college website, catalog, class schedule, tabloid (the newspaper-style publication mailed to all homes in the FLC service area), as well as other publications. All printed publications are carefully reviewed and evaluated. The review/evaluation typically involves dialogue between the PIO, student services (for student-related content), faculty, deans, and the scheduling office (for class listings). The PIO also works closely with the instruction office and the curriculum committee as well as other college committees in developing the college catalog. Before any publication goes to print, information on revisions, corrections, and improvements are obtained from all appropriate departments and individuals. Because the publications typically feature information that is constantly changing, a thorough review is made before each publication goes to print so that information is as current as possible.

All of the various work units within student services publish numerous flyers with information about their programs, as do some instructional departments. To facilitate development and consistency of these flyers, the PIO has created several templates. In many cases, the flyers are reviewed by the area dean prior to distribution. The PIO is currently working with instructional departments to develop program and certificate major sheets that will list detailed information about degrees and certificates, including program and course student learning outcomes. Completion of these resources will facilitate counseling and inform students.

The PIO also recently developed a new college website that became active in spring 2009. To ensure that the college's website content is accurate and current, the PIO works continually with individuals and departments, especially the admissions and records office. If something needs to be changed quickly because of a new regulation or policy, the change can usually be made the same day.

The district office publishes the district website (Ref. II.60), which includes information of interest to new students, current students, high school students, employees, job seekers, and the public. The district office also produces several publications, including *Venture* (Ref. II.61) and the annual report (Ref. II.62), both of which are distributed to the college in hardcopy form. These publications are also available on the district website.

### **Analysis**

The PIO has development and review processes in place that help the college ensure clear, accurate, and consistent publications. The PIO actively seeks and receives input and feedback regarding college publications and implements changes as appropriate. The templates created by the PIO are useful but not always used, with the result that some departmental flyers contain errors. The college is taking steps to more actively publicize the availability of these templates and strongly encourage their use. The district website is well maintained, and district information presented there and in hardcopy format is current and accurate.

### **Plan**

None.

**Standard II.A.7: In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.**

**Standard II.A.7.a: Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.**

### **Description**

The district policy on academic freedom is addressed in board policy P-7142, "Controversial Issues," which includes sections on free expression, basic assumptions, and discussion of controversial issues. The latter section specifically states that "[t]he board endorses the principles of academic freedom" (Ref. II.63). Board regulation R-7142 (Ref. II.64) addresses the matter in greater detail, particularly as it relates to

faculty responsibilities in the classroom:

1.0 Issues Presented Openly and Fairly

1.1 The individual faculty member who is discussing controversial issues should present the issues openly, with fairness and clarity.

1.2 The faculty member should avoid imposing personal opinions by the pressure of authority in the classroom.

1.3 Arguments should be presented from various points of view, taking care to distinguish between objective facts and personal opinions.

1.4 Students should be encouraged to analyze issues impersonally, and to draw independent conclusions.

2.0 Freedom to Teach

2.1 The faculty member occupies a position of trust in relation both to students and to the community. The freedom to teach like freedoms in other areas - must be a responsible freedom which in no way implies the freedom to advocate overthrow of the government by force, or to mold student opinion in any illegal direction.

2.2 The issues presented in the classroom should be related to the courses of study and to the general education program of the College. The method of presentation should encourage critical thinking by the students.

The college itself has adopted several policies regarding academic freedom and the ethical responsibilities of faculty. The policies are posted in the college catalog under the heading "Policies on the Rights of Individuals" (Ref. II.4) and include the following:

- The *Faculty Statement of Professional Ethics*, which indicates that the "primary responsibility [of faculty] to their subjects is to seek and to state the truth as they see it. To this end they devote their energies to developing and improving their scholarly and teaching competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending and transmitting knowledge. They practice intellectual honesty. Although they may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry."
- The American Association of University Professors (AAUP) *Statement on Principles of Academic Freedom*, which includes the following: "Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and the freedom of the student in learning. It carries with it duties correlative with rights. Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter, which has no relation to their subject."
- The Los Rios Colleges Federation of Teachers *Statement on Academic Freedom*, which is informed by documents of the AAUP, LRCFT, LRCCD. The statement

indicates that “[t]he LRCCD and LRCFT agree that Academic Freedom is essential for the fulfillment of the educational mission of the District and for the ability of faculty members to perform their professional duties.” The statement describes professional protections, professional autonomy, and professional commitments and obligations. Under professional autonomy, it is stated that “[f]aculty members have the principle right and responsibility to determine the methods of instruction, the planning and presentation of course materials, and the fair and equitable methods of assessment in their assignment in accordance with the approved curriculum and course outline and the educational mission of the District in accordance with state laws and regulations.” Under professional commitments and obligations, it is stated that all faculty members should:

- conduct a classroom environment that is conducive to student learning, growth, and development; in which students are free from discrimination, prejudice, and harassment; and in which students are free to express relevant ideas and opinions
- clearly differentiate to students the expression of a faculty member’s personal opinions or convictions from the objective presentation of theory, fact, or ideas
- adhere to District procedures for using approved materials and resources.

The college communicates its policies on academic freedom and the ethical responsibilities of faculty in various ways. In addition to the catalog, these statements are published on the *Insider*, which functions as the faculty handbook, and they are also shared and discussed during new full-time faculty orientations. Academic freedom and the responsibilities of faculty are also considered during the faculty performance review process. Although “academic freedom” is not specifically mentioned in the performance review evaluation criteria, faculty are evaluated on whether they “communicate subject matter clearly, correctly and effectively” (8.4.1.1) and also whether they “foster a classroom or workplace environment that is free from harassment, prejudice or bias” (8.4.1.6) (Ref. II.43).

### **Analysis**

The results of the accreditation student survey (Ref. II.42) indicate that college faculty are successful in distinguishing between personal conviction and professionally accepted views and that they present data and information fairly and objectively. Survey item #1, “In general, instructors are open to the discussion of ideas related to course content,” has the highest mean response (3.54) of all survey items. Further, the mean response for survey item #4, “In general, instructors at FLC attempt to be fair and objective in how they present course materials,” is also very high at 3.40.

### **Plan**

None.

**Standard II.A.7.b: The institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.**

**Description**

The district board policies and regulations do not directly address academic honesty. However, board policy P-2441, “Standards of Conduct,” does state that it is expected the colleges will “clarify those standards of behavior which they consider essential to their educational philosophies. These general behavioral expectations and the resultant specific regulations should represent a reasonable governance of student conduct.” The section also indicates that “[s]tudents should participate in formulating regulations on student conduct and these regulations should be published in the student handbook or a generally available body of college regulations” (Ref. II.65).

The college’s policies on student academic honesty and the consequences for dishonesty are stated in the college catalog in the section entitled “Student Rights and Responsibilities” (Ref. II.4). The section contains several related policies, including the following:

- *Academic Integrity and Responsibility.* This policy explains the meaning of academic integrity and responsibility and provides an extensive list of examples of plagiarism and cheating. It also lists potential consequences that can result when plagiarism and/or cheating have been clearly established.
- *Student Conduct Standards.* This policy states that “[s]tudent conduct must comply with federal and state laws, college rules and regulations, and District policies and regulations. Students who violate such rules and regulations are subject to disciplinary action.” A list of violations follow this statement and includes “[d]ishonesty, such as cheating, plagiarism, or knowingly furnishing false information to the college.”
- *Discipline Process.* This section describes the procedure, action, appeal, and expulsion processes for students accused of violating the standards of conduct.

The students rights and responsibilities policies described above are included in both the online and printed college catalog as well as the printed schedule. They are also included in the *Student Guide* (Ref. II.66) and posted on the *Insider*, which functions as the faculty manual.

**Analysis**

The college has policies that make clear its expectations concerning student academic honesty and consequences for dishonesty. These policies are published in multiple locations, in both print and online format, and are readily accessible to students. The results of the accreditation student survey (Ref. II.42) indicate that some, but not all students are aware of these policies. The survey included the following three items,

which are listed below with their overall mean scores:

- Item #21. I know where to find information concerning students' rights and responsibilities. (3.04)
- Item #22. I know where to find information regarding student standards of conduct. (3.10)
- Item #23. I know where to find information concerning student academic honesty. (3.22)

Notably, the standard deviations for these survey items are relatively high. For example, for item #23, students able to provide an opinion responded as follows: strongly agree, 42.4%; mostly agree, 42.4%; mostly disagree, 10.0%; and strongly disagree, 5.2%. That is, more than 15% of student responses were negative, hence the relatively high standard deviation for this item. The percentage of "don't know" responses, those students unable to provide an opinion, is also relatively high for all three items, at 28.0%, 24.1%, and 23.2% of total responses, respectively. To address this problem, faculty are encouraged to indicate in their syllabi that this information can be found in the college catalog.

**Plan**

None.

**Standard II.A.7.c: Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.**

**Description**

Neither the district nor the college seeks to instill in others specific beliefs or world views, and while the district board policy does address standards of conduct for students, it does not address standards of conduct for employees. However, the college does have a *Faculty Statement of Professional Ethics*, a *Classified Staff Code of Ethics*, and an *Administrator's Code of Ethics*, all of which are included in the "Policies on the Rights of Individuals" section of the college catalog (Ref. II.4).

**Analysis**

The *Faculty Statement of Professional Ethics*, the *Classified Staff Code of Ethics* and the *Administrator's Code of Ethics* were developed by faculty, classified employees, and administration, respectively. All were approved by the college president.

**Plan**

None.



**Standard II.A.8: Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.**

**Description**

Not applicable.

**B. Student Support Services**

**The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.**

**Introduction**

The college offers a full spectrum of student support services and programs, including the following: admissions and records/registration, international students, and veteran's affairs; assessment and orientation; CalWORKs; cooperative agencies resources for education (CARE); child development center; counseling and articulation; disabled students programs and services (DSPS); extended opportunities programs and services (EOPS); financial aid; follow-up services and early alert; health services; outreach/recruitment; student government; and transition center/transfer services. In spring 2009, administration of the child development center was shifted to instruction. Except for child development center services, which are housed at the college's main campus (FLC-main), all student support services are provided to students at all three sites, though some services are offered on a coordinated, as needed basis at the El Dorado Center (EDC) and the Rancho Cordova Center (RCC).

The provision of these programs is consistent with both the college and district missions, which contain the following statements:

- College mission: Provide curriculum, instruction, and comprehensive student support programs that promote the participation and success of all students. (Ref. II.6)
- District mission: Provide a comprehensive range of student development programs and services that support student success and enrich student life. (Ref. II.7)

Student support services and programs are available to all students admitted by the college. Admissions policies are consistent with state guidelines, and the college admits

any student who meets the eligibility criteria. As required in district board policy P-2211 and indicated in the college catalog, “[a]dmission is open to any high school graduate (or equivalent) or non-high school graduate 18 years of age or older” (Ref. II.4). In keeping with the district policy and regulations on advanced education (Ref. II.67), the college also admits eligible high school students who have completed the 10<sup>th</sup> grade and are at least 16 years old. As required by the U.S Department of Education, students who apply for federal financial aid must demonstrate that they are qualified to enroll in post secondary education. Students who have a high school diploma automatically qualify; those who do not must pass an approved “ability-to-benefit” test.

Development of student support services and programs is guided by district board policies and regulations and the college’s strategic plan (Ref. II.68), which is aligned with the district strategic plan in that both have the same five overarching goals. For each of these five overarching goals, the college strategic plan lists a number of “strategies” for implementing the goal, and under each strategy is listed a number of future directions that provide more detailed guidance. Two of the five overarching goals listed in the strategic plan pertain specifically to student support services, and they are listed below along with their accompanying strategies:

- Student Success:
  - Quality Delivery of Services
  - College Climate and Culture of Inclusion
  - Counseling Services
  - Student Equity
  - Supporting Student Learning
  - Assessing and Meeting Technology and Training Needs.
  
- Access and Growth:
  - Equitable Access to Services
  - Outreach
  - Enrollment Management
  - Flexible Course Offerings
  - Distance Education
  - Technologies that Promote Access and Provide Student Support.

The process of developing the college strategic plan is described in the plan itself and involved college-wide participation and discussion. The college has also created a *Strategic Plan Progress Matrix* (Ref. II.69) as well as an annual reporting process to ensure the plan’s implementation. Each year in the spring the college’s vice president of student development and enrollment management updates the matrix and reports to the institutional planning committee on progress made during the past academic year in regards to these two strategic planning goals.

Development of student support services is also supported by the matriculation/student success committee. As a participatory governance committee, matriculation/student success has a membership that includes all constituencies. Its primary purpose, as indicated in the *College Participatory Governance and Collegial Consultation (CPGCC)* document (Ref. II.32), is “to address policies, procedures, and practices that will have a significant effect on students. This includes, but is not limited to student assessment, retention, transfer, and matriculation.” The *CPGCC* document also lists the committee’s responsibilities, which include the following:

- To arrange in-service training for faculty and staff regarding matriculation programs and services
- To review and provide input for public information programs focused on area communities and high schools
- To review proposed revisions for matriculation services, including admissions, assessment, orientation, counseling, follow-up, research, and evaluation.
- To develop and review proposed revisions for the following college plans: matriculation plan and student equity plan
- To review outreach program proposals and proposed revisions to outreach services
- To review proposed revisions of the college’s implementation of district student grievance and code of conduct policies.
- To review proposed revisions and provide input to the college student guide/planner
- To review proposed revisions leading to improvements in student services.
- To disseminate information about assessment/placement validation to appropriate constituencies
- To assume responsibility for other academic and professional matters regarding matriculation and student success as mutually agreed upon between academic senate president and the college president
- To ensure all committee actions comply with the standards set forth by the Education Code and Title 5.

The matriculation/student success committee has four subcommittees (matriculation; student equity; enrollment management; and student success) that provide further guidance and support for the college’s student support services. Additional guidance and support is provided by the district matriculation committee, the district’s student services coordinating council, and the college’s institutional planning committee. The college’s student development and enrollment management (SDEM) division is administered by one vice president and one dean.

The strategic planning processes, along with those of the matriculation/student success committee and its subcommittees, include forums for college-wide discussion regarding student support services. However, the responses to accreditation employee survey item #14, “Sufficient college-wide discussions take place on how student access,

progress, learning, and success are consistently supported” (Ref. II.19), indicate that further college-wide discussion may be needed. The overall mean for this item was 2.95, with means for individual employment groups as follows: full-time faculty, 2.79; adjunct faculty, 3.08; classified employees, 3.17; and administration, 2.89. This matter is addressed in the planning item for Standard II.B.1. (Note: The survey results reflect a four point Likert scale (4 = strongly agree, 3 = mostly agree, 2 = mostly disagree, and 1 = strongly disagree); thus a mean response of 3.5 would indicate an opinion average half way between “mostly agree” and “strongly agree.”)

**Standard II.B.1: The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.**

**Description**

The college ensures the quality of its student support services through various internal and external review processes. As indicated above in the introduction, the college has developed a strategic plan that includes goals, strategies, and future directions aimed at improving the quality of student support services at the college’s main campus (FLC-main) as well as the El Dorado Center (EDC) and Rancho Cordova Center (RCC). The college has also developed an annual formal reporting process through which strategic plan accomplishments and stated institutional outcomes are reviewed and documented.

The quality of student support services is also ensured through planning and evaluation processes listed in the *FLC Planning and Evaluation Cycle* document (Ref. II.50). Several of these planning and review processes pertain to student support services, including the student services educational master plans (EMPs), student services program review, and student services categorical program review. The document also includes a timeline that lists the date for each planning and evaluation process, and the college’s institutional planning committee (IPC) monitors this timeline to ensure that planning and review processes proceed accordingly.

All operating units within the student development and enrollment management division (SDEM) are responsible for maintaining their EMPs. As described on the *Insider*, EMPs are:

...the annual process by which departments/disciplines, service areas, and work units ensure the development and maintenance of high quality programs and services to support student learning. Collectively, these plans make up a major part of the ongoing institutional planning, implementation, and evaluation cycle necessary to ensure continuous program and service improvement. Unlike the program review process which operates on a six-year cycle, EMP planning focuses on a one-year timeframe directly linked to resource allocations, while

also encouraging departments/ disciplines, service areas, and work groups to append long-term plans where needed. EMPs are required to be updated annually.

Each EMP in the SDEM division documents the following: 1) a description of the unit, including unit mission, unit goals, primary student population, student needs and expectations, primary services and products, staffing, operating cost, equipment expenditures, facilities, and equipment adequacy and needs; 2) unit performance, including service, additional comments, and success in meeting goals (student learning outcomes); 3) accomplishments of past year; 4) analysis of current status and future opportunities, including trends, strengths, and challenges; and 5) unit action improvement strategies and end-of-year status report.

As indicated, the first section of the EMPs (unit description) includes a place for individual operating units to document their unit mission, and EMPs are reviewed to ensure that individual mission statements are aligned with the college mission. Also, the second section (unit performance) includes documentation of student learning outcomes (SLOs) as well as outcomes assessment data. The SLOs are identified as goals, and achievement is measured using quantitative and qualitative data. Finally, EMPs include information pertaining to the FLC-main campus as well as the EDC and RCC campuses. EMPs are reviewed annually by the SDEM dean and vice president and then posted on the *Insider* (Ref. II.70).

In addition to the EMP process, the SDEM work units respond annually to the achievement of institutional outcomes and strategic planning initiatives. Annual progress made in the achievement of institutional outcomes is reported to the president twice throughout the year and the progress made on achieving strategic plan initiatives is reported annually to the IPC. The results of both of these efforts are reviewed within the overall institutional assessment as well as within the division in order to support student learning and ensure the achievement of the institutional mission.

The program review process for the SDEM division was recently developed, and all SDEM operating units will have completed their first program review by the end of spring 2009. The SDEM program review process includes documentation of the following: department description, department functions, staffing and professional development activities, policies and procedures, facilities and equipment, budget and expenditures, external grants, area assessment, department assessment summary, validation meeting summary, and follow-up actions taken regarding recommendations. As with EMPs, SDEM program reviews require documentation of how unit missions relate to and support the college mission. SDEM program review also includes documentation of unit SLOs, assessment methods, evaluation of assessment results, recommended improvements, and action plans to implement those improvements. As with instruction, the SDEM program review process operates on a six-year cycle. The SDEM division has developed the *SDEM Educational Master Plan and Program Review Schedule*

document (Ref. II.71), which lists the program review date for each operating unit through spring 2016. Completed program review documents for each SDEM operating unit are posted on the *Insider*.

There are several formal external review processes through which the quality of student support services is scrutinized. Both the CalWORKs and EOPS units submit mandatory annual reports to the state. The state authorizes a voluntary technical assistance site visit review of the DSPS program every six years in preparation for accreditation. The college's DSPS unit underwent this review, conducted by the Galvin Group and a team of DSPS peers, in the fall of 2008. The report of findings was submitted to the State Chancellor's Office and to the college. Recommendations in the report are incorporated into the DSPS program review and EMP planning documents. Additionally, the California Community Colleges Chancellor's Office recently (2006) implemented the "Student Services Program Review and Technical Assistance Site Visits" for CalWORKs, DSPS, EOPS, CARE and matriculation programs. The process is similar to that of accreditation in that colleges produce a self-evaluation report (Ref. II.72), after which a team visits the college and produces a team report (Ref. II.73) that includes observations, commendations, and recommendations. This external categorical program review is scheduled to occur every six years during the year prior to the accreditation self study. The college underwent this review in spring 2008, and the overall findings presented in the debriefing after the site visit were favorable. The college received several recommendations, most of which have been addressed as of spring 2009.

The college has other processes that help to ensure the quality of student support services. Lead staff and/or faculty representatives from the SDEM division meet monthly to report on activities, collaborate on projects, and review progress made toward meeting program goals and outcomes. These meetings provide frequent, ongoing review and evaluation of services and help ensure that quality services are equitably provided regardless of location. The college's rigorous hiring process, its performance review process, and its adherence to district board policies and regulations as well as state and federal regulations also help to ensure the quality of its student support services. In addition, the college's office of institutional research (OIR) administers annually a student satisfaction survey to assist in ensuring the quality of student support services (Ref. II.74).

### **Analysis**

The college's strategic planning, EMP, and program review processes enable the college to demonstrate the degree to which student support services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution. These processes also serve to document the challenges faced by each unit and help to identify where additional resources are needed. All operating units participate in these processes, and completed, up-to-date documents are posted publically on the *Insider*. As indicated in the EMP's, most if not all of the units are challenged by the rapid growth in enrollment at the college over the past few years.

Most units will need additional staffing, facilities, and supplies to keep up with increasing student demand for services, which is also true for all operating units throughout the college. The college has functional, stable, and fair resource allocation processes that enable resources to be directed to where they are needed most.

The college's office of institutional research (OIR) periodically conducts student surveys that provide additional evidence of existing and needed student support services. The OIR conducts an accreditation student survey (Ref. II.42) as needed, which contains a number of survey items that pertain to student support services. The OIR also administered during spring 2008 a student satisfaction with support services survey, with resulting recognition, use and satisfaction rates being disseminated college-wide. The spring 2009 administration of this survey has been expanded to include program specific reports for each of the 21 service and support areas identified on the survey. These results are expected to provide a useful and consistently derived data source supporting institutional planning as well as student services' EMP and program review processes. Further, the OIR works with the district institutional research office to administer the *Noel-Levitz Student Satisfaction Inventory* every three years in support of accreditation. Finally, the OIR publishes data on student performance in the annual *Key Performance Indicators* (KPI) report (Ref. II.51), and the recent improvements in KPIs attest, at least to some extent, to the quality of the college's student support services.

**Plan**

None.

**Standard II.B.2: The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:**

<b>a. General Information</b>	<u>Location in</u>
• <b>Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution</b> .....	<u>09-10 FLC Catalog</u> Inside back cover
• <b>Educational Mission</b> .....	Page 4
• <b>Course, Program, and Degree Offerings</b> .....	Pages 63-253
• <b>Academic Calendar and Program Length</b> .....	Inside front cover
• <b>Academic Freedom Statement</b> .....	Pages 46-47
• <b>Available Student Financial Aid</b> .....	Pages 41-43
• <b>Available Learning Resources</b> .....	Pages 33-38
• <b>Names and Degrees of Administrators and Faculty</b> .....	Pages 258-261
• <b>Names of Governing Board Members</b> .....	Page 1
 <b>b. Requirements</b>	
• <b>Admissions</b> .....	Pages 9-12
• <b>Student Fees and Other Financial Obligations</b> .....	Pages 13-14
• <b>Degree, Certificates, Graduation and Transfer</b> .....	Pages 26-32

**c. Major Policies Affecting Students**

- **Academic Regulations, including Academic Honesty** ..... Pages 16-20;  
49-54
- **Nondiscrimination** ..... Page 44
- **Acceptance of Transfer Credits** ..... Page 12
- **Grievance and Complaint Procedures** ..... Pages 51-52
- **Sexual Harassment** ..... Pages 45-46
- **Refund of Fees** ..... Pages 14

**d. Locations or publications where other policies may be found.**

All other policies may be found in the district board policies and regulations. Some policies are also published in the *Student Guide* (Ref. II.66), the *Tabloid* (Ref. II.75), and various handouts and brochures.

**Description**

The information listed above is included in the *Folsom Lake College 2009-10 College Catalog* (Ref. II.4) on the indicated pages, except as noted in subsection “d.”

The college publishes its catalog annually. The public information office (PIO) coordinates the catalog development process, which involves collaboration with the admissions and records supervisor, the vice president of student development and enrollment management (SDEM), the articulation officer, the curriculum committee, the matriculation/student success committee, the office of instruction, and other offices both on campus and at the district. Following its development, the draft catalog is posted on the *Insider* where it can be reviewed for accuracy by all constituencies. The draft is carefully reviewed by various SDEM operating units, including admissions and records, counseling, outreach and recruitment, assessment, and the transition center, as well as by the scheduling office. Additionally, the curriculum committee’s ad hoc catalog committee reviews the entire catalog draft for accuracy. Minutes are taken at catalog committee meetings (Ref. II.76) and corrections are sent to the PIO.

To ensure that information provided to students is current and complete, the college produces (when necessary) a catalog addendum that may include changes to curriculum, policies, and other information. A printed version of the addendum is distributed in student services and the bookstore, and copies are also inserted in college catalogs sold at those sites. The addendum is also posted on the college website next to the catalog link.

The college catalog includes many but not all policies that pertain to students, student support services, and related college operations. There are additional district board policies and regulations that due to their length cannot be included in the catalog. However, these board policies and regulations can be accessed via the online catalog, which contains a link to the district website where all board policies and regulations can be accessed in their entirety.



The college catalog is available online via the college and district websites, and print copies are sold at the main counters in the SDEM division and at the Rancho Cordova Center (RCC), as well as at the college's main campus (FLC-main) and the El Dorado Center (EDC) bookstores. It is also distributed to various community locations, including local libraries, schools, city/county offices, and community based organizations. Further, the catalog is made available on designated campus computers in alternative media format via assistive technology software systems, which provide access to students with identified disabilities.

### **Analysis**

The college's catalog development and review processes are extensive and help ensure the catalog's currency, clarity, and accuracy. The catalog is accessible at various locations and in various modalities, which helps to ensure student and public access.

To determine how students access information contained in the catalog, in fall 2008 SDEM division staff developed a questionnaire (Ref. II.77), which they distributed to students in selected classes at the three college sites as well as to focus groups containing students from DSPS, student government, and other programs. Most students indicated that they prefer the online version of the catalog but that they usually rely on a counselor to interpret catalog information for them. This and other responses to the student questionnaire prompted changes to the catalog production process. The college provides training on how to use the catalog through its orientation program as well as through its human and career development (HCD) classes. Student participation in the orientation program tends to be low and reflects a general lack of awareness of how to access and use the catalog on the part of some students; the counseling department is in the process of modifying the on-campus and online orientations, which will include enhanced information on how to use the catalog. HCD classes continue to be fully enrolled.

### **Plan**

None.

**Standard II.B.3: The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.**

**Standard II.B.3.a: The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.**

### **Description**

The college provides equal access to comprehensive student support services in accordance with district board policy P-2113 (Ref. II.78) and regulation R-2113 (Ref.

II.79). All services listed below are available at the three college sites except for the child development center, which has a dedicated facility at the college's main campus (FLC-main). Additional information about each service can be found in the college catalog (Ref. II.4) and on the college website (Ref. II.80).

- Admissions and Records (A&R): The college provides A&R services at all three sites. A&R personnel are responsible for processing all educational records, including transcripts, academic records, and grade reports, as well as requests for official transcripts, enrollment verification, graduation petitions, name changes, address changes, residency, admission and registration. A&R also provides assistance for veterans and international students.
- Assessment and Orientation: The college maintains assessment and orientation offices at FLC-main and the El Dorado Center (EDC), with services provided at each site on an as needed basis. Assessment services include math, English, and ESL assessment testing, special testing arrangements for DSPS students, graduation proficiency testing in reading and math, and ability to benefit testing for financial aid applicants who do not hold a high school diploma or G.E.D. Orientation sessions cover educational planning, graduation and transfer requirements, student rights and responsibilities, special services to students, the college catalog and schedule, completion of registration materials, measures to keep safe and secure, and what students can expect from the college experience.
- CalWORKs: The college's CalWORKs program provides support and services for students who are currently receiving or transitioning from welfare. The program assists eligible students in achieving their county approved education goal as well as long-term self-sufficiency. The program also provides a point of contact, coordination and advocacy between the student and their county case worker to ensure compliance and success. Services include advising and referrals; educational plan counseling; job development and job placement; book and supply vouchers; work-study; assistance with textbook cost verifications; childcare referrals; and advocacy. Equitable services are provided to eligible students at each college site.
- Cooperative Agencies Resources for Education (CARE): CARE program services include academic, career, and personal counseling; campus and community referrals; child care; transportation financial assistance; supply voucher; priority registration; transfer assistance; and support workshops to eligible students. The college has offices at FLC-main and EDC, with service provided at the Rancho Cordova Center (RCC).
- Child Development Center: The college operates a child development program at the FLC-main campus for children of student-parents and for children of community families. Student-parents are given first priority. Subsidized childcare is available to student-parents who meet need and income eligibility requirements as established by the State Department of Education.
- Counseling: The college maintains counseling offices at all three college sites. Services include academic and career counseling, crisis intervention, short-term personal counseling, and multicultural counseling.

- Disabled Students Programs and Services (DSPS): The college maintains DSPS offices at FLC-main and EDC, with services provided at RCC on a regular basis. The program provides equal educational opportunity for students with physical, psychological, and learning disabilities. Counseling, support services, advocacy, outreach, conflict resolution and academic accommodations are provided to eligible students.
- Extended Opportunities Programs and Services (EOPS): The EOPS program provides services to educationally and economically disadvantaged students so as to encourage personal and professional growth, enrollment and retention, and transfer to four-year universities. Services are available to eligible students at all three sites and include the following: priority registration; book voucher program; academic, career, and personal counseling; career/major exploration; visits to four-year colleges and universities; application fee waivers for CSU and UC; multi-lingual services; and various workshops.
- Financial Aid: The college's financial aid office provides assistance to students applying for grants, federal work-study (on-campus employment), various college foundation and privately supported scholarships, loans, and BOG fee waivers. In addition, the office promotes financial aid literacy through the dissemination of information via workshops, presentations, online orientations, and outreach activities. Financial aid services are provided at all three sites by appointment and/or drop-in basis.
- Follow-up services: Follow-up services are routinely provided each semester to students who are on academic/progress probation and dismissal. Correspondence is mailed to each student with information on their status and support services/resources available to assist them in improving their academic standing. In spring 2009 a pilot program is being implemented to refer students in need of additional support to a counselor. The college's early alert program assists students identified by instructional faculty as being in need of support and resources to aid in college success. Instructors identify and refer students to the early alert coordinator, who contacts the students and provides information on available support services such as tutoring, workshops, and counseling services.
- Health Services: As of spring 2008, when the college hired its first college nurse, the college maintains a health services office at the FLC-main campus, with services provided at EDC and RCC on a regular, though limited, basis. Health services include first aid for accidents and sudden illness on campus; evaluation of medical problems; confidential health advising and support; health screening (vision screening, blood pressure screening, and weight and body fat measurement); tuberculin skin testing; health insurance information; drug and alcohol abuse information and referrals; smoking cessation information; and health/wellness events, workshops and presentations.
- Outreach Services: The college maintains outreach services to high schools, businesses and community organizations throughout El Dorado County and parts of Sacramento County. Pre-enrollment services include presentations about programs and services offered at FLC, campus tours, college and career

fairs, material and schedule distribution to the community, advanced education awareness, and application workshops.

- Transition Center/Transfer Services: The college's transition/transfer services assists students with career exploration, co-operative work experience education, employment, and transfer. Services include comprehensive transfer counseling, college fairs, university representative visits, campus tours, CSU/UC application workshops, job search assistance and resume writing workshops, and transfer representative appointments.

Many student support services are also available online. For example, students can apply to the college, register for classes, add/drop classes, purchase parking, and will soon be able to review their progress toward degree and certificate completion using Oracle/PeopleSoft's online degree audit application (Ref. II.81) via the district's eServices. Financial aid services (FAFSA application and online BOG fee waiver application, financial aid orientation, financial aid handbook) are also available online. Students are provided with computer accessibility at all three campuses.

The college advertises its student support services via the college website as well as publications such as the college catalog, the class schedule, and the tabloid, the latter of which is published each semester and sent to all mailing addresses in the service areas. Also, the student development and enrollment management division (SDEM) produces numerous flyers for its many services, and the flyers are distributed at all college sites. SDEM units send email memos to instructional faculty, who in turn can direct students to support services as needed. The college maintains outreach and recruitment offices at FLC-main and EDC, and outreach specialists visit local high schools, businesses, and community organizations to share information about the college.

The college uses several methods to assess equitable access of its student support services. The *Noel-Levitz Student Satisfaction Inventory* (Ref. II.18), conducted district-wide every three years, provides a considerable amount of assessment data regarding student support services at the college. Also, as needed the college administers an accreditation student survey (Ref. II.42), which contains several items related to student support services. Both surveys are administered to students at all three college sites, but only the accreditation student survey data is broken out and analyzed by site. Additionally, the A&R office at FLC-main has satisfaction survey forms that students can fill out, and many SDEM units have suggestions boxes at each site. The district is developing plans to implement a student support services survey that would be administered to students when they apply to the college using the district's eServices. Also, the college plans to implement an "online student services self-assessment tool" (OLSS-SAT) that will help the college to assess and develop online services.

Student support services at all three campuses are regularly evaluated as part of the annual educational master plan (EMP) process and also as part of the program review process, which occurs every six years. Issues regarding student support services are

addressed at monthly student services steering council meetings as well as at campus dialogues (Ref. II.82), which the college president holds at all three college sites each semester. Both EDC and RCC have site administrators who hold regular site meetings, at which issues regarding student support services can be discussed. Finally, student support services and equitable access to services are addressed in the college strategic plan (Ref. II.68) and institutional outcomes (Ref. II.83), and each year the SDEM vice president reports to the institutional planning committee on progress made during the past year. Progress is documented in the *Strategic Plan Progress Matrix* (Ref. II.69).

### **Analysis**

The college provides comprehensive, quality student support services at all three of its sites. However, the rapid increase in enrollments has challenged all student support services. As indicated in the *2008 Key Performance Indicators* report (Ref. II.54), college-wide unduplicated enrollment increased by 42% between fall 2003 and fall 2007, and during that same time period enrollment of new first time freshman students more than doubled from 597 in fall 2003 to approximately 1230 in fall 2007. Although student support services have continually expanded at all three sites, the college has been challenged to keep pace with the increasing number of students as resources allocated to provide additional services typically do not become available until a year after the growth occurs. Fortunately, the EMP and program review processes help the college to identify and prioritize needed improvement to student support services so that resources can be directed appropriately. The EMP process in particular is well established, and both processes are well informed by data obtained through formal and informal surveys and other data collection methods.

The *Noel-Levitz Student Satisfaction Inventory* surveys students about a number of items related to their college experience to determine how important students consider a specific item to be and how satisfied they are. The *importance response scale* ranges from a low of “1” (Not Important at All) to a high of “7” (Very Important). The *satisfaction response scale* ranges from a low of “1” (Not Satisfied at All) to a high of “7” (Very Satisfied). Each scale allows a respondent to select “Does not Apply” or “Not Available/Not Used” respectively. Noel-Levitz suggests that educational institutions look closely at areas showing gaps that are 1.25 points higher between the mean levels of importance and satisfaction. In the results provided for the items listed below, the first number refers to the *mean level of importance* and the second to the *mean level of satisfaction*. The report identifies the ten areas with the smallest gaps (difference between the importance and satisfaction mean responses) as “Strengths” and those with the largest gaps as “Challenges,” or possible areas of concern. The report also compares college results (FLC) to results from other community colleges across the nation (National).

As detailed in the *Folsom Lake College Noel-Levitz Institutional Summary* (Ref. II.84), the results of the *Noel-Levitz Student Satisfaction Inventory* administered in spring 2008 indicate the college has a strength regarding survey item #35, “Policies and procedures

regarding registration and course selection are clear and well-publicized” (FLC: 6.35/5.76) with responses being more favorable than the response average of students at other community colleges (National: 6.13/5.41). Student responses also exceeded the National response average for item #41, “Admissions staff are knowledgeable” (FLC: 6.38/5.58 and National: 6.12/5.35) and item #43, “Class change (drop/add) policies are reasonable” (FLC: 6.34/5.65 and National: 6.07/5.41). However, the Noel-Levitz report identifies as possible areas of concern the following survey items, with items #7 and #32 being below the nationally established averages. It should be noted though that differences between importance and satisfaction response means (gaps) are very close to National averages and that FLC’s satisfaction rates are higher than National averages for three of these six items.

- Item #7: Adequate financial aid is available for most students. (FLC: 6.19/4.67 and National: 6.18/5.09)
- Item #12: My academic advisor helps me set goals to work toward. (FLC: 6.20/5.02 and National: 5.96/5.00)
- Item #15: I am able to register for classes I need with few conflicts. (FLC: 6.67/5.53 and National: 6.33/5.39)
- Item #25: My academic advisor is concerned about my success as an individual. (FLC: 6.19/4.98 and National: 6.09/5.06)
- Item #32: My academic advisor is knowledgeable about my program requirements. (FLC: 6.47/5.14 and National: 6.25/5.36)
- Item #40: My academic advisor is knowledgeable about the transfer requirements of other schools. (FLC: 6.52/5.23 and National: 6.10/5.10)

The college’s accreditation student survey results, on the other hand, indicate satisfaction with counseling services (Ref. II.42). The mean response for survey item #9, “FLC provides good access to counseling services regarding educational courses, programs, and transfer policies,” was relatively high at 3.22. The mean responses by site are as follows: EDC, 3.16; FLC-main, 3.24; and RCC, 3.30. Thus the accreditation survey indicates student satisfaction with counseling services at all three college sites. Responses to accreditation student survey item #10, “I know how to access the services I need to be successful,” also indicate student satisfaction at all three sites, with an overall mean response of 3.33 and mean responses by site as follows: EDC, 3.28; FLC-main, 3.37; and RCC, 3.30.

Counseling services has responded to the Noel-Levitz report by meeting with representatives from student government and other groups in order to further assess where improvements are needed. As a result of these meetings, counseling services has designated a counselor to serve as student liaison and assigned personnel to quick question sites around campus each semester during the first week of classes. Also, starting spring 2009, counseling services will provide regular, weekly quick counseling booths in the Falcon’s Roost, which houses the cafeteria, bookstore, and student lounge area.

**Plan**

None.

**Standard II.B.3.b: The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.**

**Description**

The college promotes an environment that encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students through its student life program. Student life is part of the student development and enrollment management division (SDEM) and is supported by a faculty coordinator. The program's purpose is to promote student activities inside and outside of the classroom so as to enrich the college experience. The program's goals include the following:

1. Promote student participation in the college governance process
2. Promote learning in and out of the classroom
3. Promote cross cultural understanding
4. Increase the number of campus clubs
5. Promote leadership development skills to students at all three college sites
6. Increase student involvement in the Folsom/El Dorado/Sacramento communities.

To promote student life activities, the college created the "college hour," which was negotiated by the student leaders and administration in 2005. It was agreed that the college would avoid wherever possible scheduling classes during 12:00p.m. – 1:00p.m. so that students and faculty would be free to participate in student activities and meetings. Currently college hour events occur at least twice monthly at the college's main campus (FLC-main) and approximately four times each semester at the El Dorado Center (EDC).

The college has a very active student government, which represents the interests and welfare of students through its elected officers and representatives. Student government has an office in the Falcon's Roost as well as an office at EDC. Student government appoints students to serve on participatory governance committees and hiring committees for faculty, classified staff, and administrators. Also, student government leaders advise the SDEM vice president regarding the assessment and improvement of student support services. They also participate in state and regional meetings of the state student senate for community colleges, and each year they send one of their members to the annual student leadership and advocacy conference (American Student Association of Community Colleges) in Washington D.C. The student life coordinator is the faculty advisor for student government as well as the instructor of the "Introduction to Student Government" course that is offered each semester.

The college continues to increase the number of its student clubs, which are initiated as a result of student interest. As of spring 2009, the college has 17 active clubs: AJ club (administration of justice); chemistry club; Christians on campus; eco club; educators club; electric car club; EDC student activity club; FLC ballroom dance club; English club (Inklings); international life club; multicultural club; newspaper club (Falcon's Eye); Phi Theta Kappa (Beta Mu Upsilon chapter); power rangers; students in free enterprise (SIFE); veterans club; and the volunteers club. All clubs, along with their meeting dates, faculty advisor, and student president, are listed on the college website (Ref. II.80).

To facilitate club development, student life developed the spotlight club program, a college-wide publicity campaign intended to highlight the goals, activities and members of one club each month. Student life also developed the inter-club council, a unifying organization of club officers that provides a forum for clubs to work together to enhance club activities on campus. The college has a club brochure that contains all the information students need to participate in clubs on campus as well as a club handbook and club advisor handbook for faculty advisors. Student participation in clubs is promoted by the college's annual club fair.

The work units within SDEM actively encourage students to become fully engaged in the mainstream campus culture and student life. Work units collaborate on a number of activities held throughout the year at local schools and within the business community, as well as on other civic projects. The college encourages students to take personal responsibility by teaching them to become independent learners, critical thinkers, and self advocates.

Additionally, the college has developed an intercollegiate athletics program proposal that was approved by the Board of Trustees in spring 2009 (Ref. II.85). The intercollegiate athletics program vision is to provide "student athletes with opportunities that lead to their academic success and personal development, as well as foster self-fulfillment through athletics. ... Participation in the athletics program will augment the student's formal education and will teach the life skills of cooperation, teamwork, perseverance and mutual respect."

### **Analysis**

The college's student life program has a growing number of events and activities that promote personal and civic responsibility as well as intellectual, aesthetic, and personal development. These include blood drives, volunteer fairs, international day, earth week, health and wellness day, financial health fairs, the *Falcon's Eye* newspaper (Ref. II.86), and the *Inkwell* literary magazine (Ref. II.87). Also, as a result of student life activities, EDC student activities club members have been able to travel to Washington D.C. to attend the model congress, which takes place inside the capital building, and the college's SIFE team (student in free enterprise) has been able to compete and win awards at both the regional and national level (Ref. II.41). The college has an active chapter of Phi Theta Kappa that has produced a number of All-State Academic Team



members, some of whom are in contention for All-USA Community College Academic Team honors (Ref. II.88). Phi Theta Kappa members are active on campus and in the community, providing a focus on academic excellence and community service.

The student life program is evaluated annually through the educational master plan (EMP) process and every six years through the program review process. The EMP process in particular includes the documentation of goals, measureable outcomes, and improvement strategies, as well as assessment of progress made. Examples of the unit's current activities include the following:

- Offer a variety of campus activities that appeal to different student interests: lecture and film series, fairs and festivals, performing and fine arts events, workshops, college hour events, campus potlucks, softball game, and talent show
- Offer workshops and training on and off campus on parliamentary procedure and participatory governance committees and leadership development; offer opportunity to attend district, state, regional and national leadership conferences; promote opportunities for students to serve on committees at college and encourage students to seek leadership positions at the college, district, state, regional, and national levels
- Develop partnership with volunteer organizations through HandsOnSacramento to create opportunities for students in the Folsom/Sacramento/El Dorado areas to participate in service, outreach and community enhancement
- Design a program through which students can use skills and capitalize on personal interests in order to serve the community, develop personal relationships, and gain leadership experience
- Design and implement a faculty student connection program. Offer monthly events highlighting specific academic programs. These events are intended to encourage students to meet others with similar interests, develop relationships with faculty members, and learn about specific classes and programs before they enroll in them.

Discussion regarding the quality of the college environment occurs in additional forums throughout the college, including fall and spring student development and enrollment management (SDEM) division retreats (Ref. II.89); monthly student services steering council meetings (Ref. II.90); the college president's campus dialogues (Ref. II.82), which occur each semester at each site; additional center meetings at EDC and the Rancho Cordova Center (RCC); academic senate meetings; flexible calendar program (Flex) workshops; and discussions with student focus groups, including student government, which holds its own meetings twice each month.

Results of the *Noel-Levitz Student Satisfaction Inventory* (Ref. II.18) as well as the college's accreditation surveys indicate student and employee satisfaction with the college environment. Student responses to Noel-Levitz item #28, "It is an enjoyable experience to be a student on this campus," exceeded the response average set by

students at other community colleges in the nation. Responses were also relatively high for accreditation employee survey item #15, “In my opinion, the college provides an experience for students that promotes personal and civic responsibility” (Ref. II.19), which had an overall mean response of 3.19, with means for individual employment groups as follows: full-time faculty, 3.00; adjunct faculty, 3.43; classified employees, 3.34; and administrators, 3.11. However, responses were slightly lower and less consistent for accreditation *student* survey item #11, “FLC provides a sufficient variety of student activities” (Ref. II.42), which had an overall mean of 2.98 and individual means for each site as follows: EDC, 2.87; FLC-main, 3.04; and RCC, 3.10.

The student life coordinator maintains offices and regular hours at both FLC-main and EDC, but the smaller student population at EDC means that there are fewer student leaders to organize events and activities. However, many of events and activities that do occur are very successful and well attended. The current student life EMP contains goals, outcomes, and strategies to address this and other challenges.

### **Plan**

1. Develop a student services division-wide SLO that focuses work units on promoting opportunities for students to enhance personal and civic responsibility and engagement.

### **Standard II.B.3.c: The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.**

### **Description**

The college’s counseling services program provides comprehensive counseling at all three college sites. Currently there are eight full-time counselors, two full-time coordinators, and eight adjunct counselors serving the college’s main campus (FLC-main), the El Dorado Center (EDC), and the Rancho Cordova Center (RCC). Full-time counselors are assigned evening duty as part of their load at each of the three college sites so that both day and evening students are equitably served. The college follows a union-negotiated formula regarding the hiring of full-time counselors, with one full-time equivalent counselor being hired for every 900 full-time equivalent students. The following counseling services are provided per the Academic Senates for California Community Colleges Standards of Practice for California Community College Counseling Programs (Ref. II.91):

- Academic counseling to assist students in assessing, planning, and implementing immediate and long-range educational and/or transfer goals
- Career counseling to assist students in assessing and researching aptitudes, abilities, interests, and current and future employment trends
- Personal counseling to assist students with personal, family, or other social concerns, when that assistance is related to the student’s education

- Crisis counseling to assist students with immediate intervention or appropriate referral to other resources on campus or in the community
- Multicultural counseling ensuring that students are counseled with a respect for their origins and cultural values
- Instruction in human career development courses, college success, study skills, and career exploration
- Consultation to the college governance process and liaison to the college community to make the environment as beneficial to the intellectual, emotional, and physical development of students as possible.

All full-time counselors engage in ongoing training, including bi-monthly counseling services meetings; district, CSU and UC workshops; and various other workshops and conferences. New adjunct counselors currently undergo four hours of classroom training followed by 20 hours of practical training in which they shadow and observe a full-time counselor. Based on input from both the adjunct and full-time counseling faculty, a more comprehensive 14-hour training program for adjuncts, which includes ongoing mentoring, is being implemented in spring 2009. Counseling services has two specially trained coordinators to support the EOPS and DSPS programs, as well as a counselor with articulation training to support transfer services. At least one full-time counselor is expected to undergo training shortly to support the college's new intercollegiate athletics program, which is scheduled to debut in spring 2010. All adjunct and tenured counselors undergo performance review every three years, and tenure-track counselors undergo review each of their first four years. The review process includes the administering and review of student surveys.

The counseling services program is developed and evaluated through the educational master plan (EMP) and program review processes. The EMP process occurs annually and includes documentation of program goals, outcomes, and strategies for improvement. The goals listed in the 2008-09 counseling services EMP include the development and assessment of SLOs, development of an online advising pilot program, and integration of counseling services with the college's orientation and follow-up programs. Counseling services will complete its first program review in spring 2009.

### **Analysis**

The dramatic increase in student enrollment over a very short period of time has impacted counseling services during peak registration periods. In response, counseling services now provides year-round drop-in counseling, which has resulted in increased services to students. Previously, drop-in counseling was available only during peak periods. Additional improvements to counseling services include the following:

- Increased adjunct counseling hours for at-risk students using district (Education Initiative) and state (Basic Skills Initiative) funds
- Designation of a counselor student liaison
- Addition of a counseling booth in the Falcon's Roost during lunch hour
- Development of a counselor manual and improvements to adjunct training

- Two all-day “Get Connected” counseling events (Ref. II.92) that occur each spring at the FLC-main and EDC campuses
- Development of the counseling services webpage on the new college website (Ref. II.80)
- Addition of two full-time growth counseling positions since 2004, based on the district’s 900:1 student to counselor ratio.

Rapid enrollment growth has also impacted transfer services, which now needs a full-time dedicated counselor. Currently, transfer services is supported by a full-time counselor who also serves as the college’s articulation officer. Though transfer counseling is provided by all counselors, students would be better served by a fully dedicated transfer center in which an array of specialized transfer services could be offered. Additionally, student participation in the DSPS program has quadrupled during the last four years, and the college has recently hired a number of specialized positions, including counselors, in order to meet student needs.

The impact of increasing enrollments and increased student demand for counseling services is evident in student responses to the Noel-Levitz survey, which are discussed and addressed in Standard II.B.3.a. Both counseling services and college administration acknowledge the challenges faced by counseling services, and they are addressed in the counseling services program review (Ref. II.93) and EMP (Ref. II.94) documents.

**Plan**

None.

**Standard II.B.3.d: The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.**

**Description**

College programs, practices, and services that support and enhance student understanding and appreciation of diversity are guided by district board policy and regulations, the college’s mission and values statements, and the college strategic plan. The college exemplifies an understanding and appreciation of diversity through its nondiscrimination policy, as described in district board policy P-2113 (Ref. II.78). The matter is addressed further in district board regulation R-2113 (Ref. II.79), which includes the statement, “The teaching-learning counseling processes shall ensure that all students are able to live in the American society with dignity, mutual respect, equal educational and equal economic opportunities” (section 1.3). An understanding and appreciation of diversity is also exemplified by the college’s hiring practices, which are conducted in accordance with board policy P-5111 (Ref. II.95) and P-6111 (Ref. II.96), both of which address equal opportunity.

The college's intent to promote student understanding and appreciation of diversity is evident in its mission (Ref. II.6), which includes the statement, "Develop and maintain a collaborative and innovative college environment that promotes personal interaction as the foundation of learning, honors and is responsive to the diverse backgrounds, perspectives, abilities and needs within each of the evolving communities we serve." The college's intent is also evident in its values statements (Ref. II.97), which include a statement on inclusion: "FLC provides equitable access to programs and services, celebrates the diversity of students and staff, fosters an atmosphere of collaboration, and encourages the free exchange of ideas and the pursuit of individual goals."

The implementation of programs, practices and services that promote student understanding and appreciation of diversity is facilitated by the college's strategic plan (Ref. II.68), which includes the following six actions for improving the college climate and its culture of inclusion.

- A.2.1 Bring together all the college's constituency groups to review and update the college's statement on cultural competency. [Note: The cultural competency statement referred to here is the one FLC formerly used when it was a center of Cosumnes River College. FLC does not have such a statement.]
- A.2.2 Investigate the hiring of a multicultural coordinator to plan and coordinate cultural events and bring in guest speakers and panels who address issues of diversity and open avenues for better understanding of culture and inclusion.
- A.2.3 Promote a climate of cultural enrichment by increasing the number of cultural events the college celebrates during the academic year.
- A.2.4 Promote a climate of inclusion and collaboration by encouraging student participation in college governance and by providing places/spaces for students to congregate, engage in sports or games, participate in student clubs, and enjoy campus life.
- A.2.5 Support college hour activities that enhance campus life for students, faculty, and staff.
- A.2.6 Investigate and pursue technologies that foster a sense of inclusion and access while improving communication (e.g. videoconferences, podcasts, blogs, etc.).

The college's progress in carrying out these actions is documented in the *Strategic Plan Progress Matrix* (Ref. II.69), which is updated annually and presented to the institutional planning committee (IPC). Progress made includes the convening of IPC's diversity subcommittee in spring 2007 and the hosting of diversity statement forums at all three college campuses that same semester (Ref. II.98). The forums confirmed that FLC's mission and values statements embody the college's approach to diversity and inclusion and that a separate statement was unnecessary. Additionally, the college's professional development committee created the multicultural subcommittee in 2006, and since that

time the subcommittee has facilitated the following activities:

- Professional development activities for faculty and staff, including guest presentations (*Globalization and Women; Multiculturalism and Sexual Diversity; Death and Dying from a Tibetan Buddhist Perspective*) and film presentations (*Not in our Town II: Northern California* and *What's Race Got to do with It?*)
- Attendance of four faculty and one classified employee at the 2007 National Conference on Race and Ethnicity in American Higher Education
- Formation of the multicultural club, which itself hosts special events such as international food day and discussion groups regarding intercultural communication
- Collaboration with library staff to develop book/DVD collection on teaching, multiculturalism, and diversity
- Development of the multicultural website (Ref. II.99), which contains numerous links to information on multiculturalism and diversity.

The college has also developed student learning outcomes (SLOs) (Ref. II.5) for each of the general education categories included in the associate's degree graduation requirements, and they include the following SLO for living skills: "Work effectively with diverse groups, recognizing how gender, culture and ethnicity influence human relations, and demonstrate sensitivity to those differences." The associate's degree program also includes an ethnic/multicultural studies requirement that students can satisfy by completing one of several approved courses.

Other actions taken by the college to promote student understanding and appreciation of diversity include outreach/recruiting activities to special populations within the service areas (Ref. II.100); the publication of documents and flyers in Russian and Spanish (Ref. II.101); the presentation of student profiles on the new college website (Ref. II.80); the addition of a diversity component to new faculty orientation (Ref. II.44); and the flying of international flags at commencement ceremonies, each of which commemorates the home country of student graduates.

### **Analysis**

Within the context of the college's vision, mission, and values statements, the college views diversity as pertaining to differences as well as similarities among people throughout the college community. The college's primary goal is to promote inclusive behavior. Towards that end, the college engages in the many activities listed above that are intended to promote an understanding and appreciation of diversity. The effectiveness of these activities is evaluated via the college's annual strategic plan review process, the professional development committee's end-of-year report, and periodic review by IPC's diversity subcommittee. The college recognizes that behavioral changes occur slowly over time, so the institutional planning committee has tasked its diversity subcommittee to investigate additional ways through which the college might promote inclusive behavior.

The college has developed a general education SLO that addresses student understanding and appreciation of diversity. As indicated in Standard II.A.3.c, general education SLOs are linked to specific courses, and once assessment methods have been developed for courses linked to this particular SLO, the college will evaluate and document student progress.

The college's commitment to students with disabilities received a high level of student satisfaction on the Noel-Levitz survey (Ref. II.18). DSPP offers workshops and training on topics that assists faculty, staff and students with understanding and dealing with diversity (Ref. II.102). In addition DSPP offers a number of special programs highlighting the special and unique contributions of people with disabilities and how their experiences differ from mainstream perceptions (Ref. II.103).

**Plan**

None.

**Standard II.B.3.e: The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing bias.**

**Description**

The college uses assessment instruments from the California Community College Chancellor's Office list of approved instruments in math, reading and writing, and ESL. The specific instruments used are Mathematics Diagnostic Testing Project (MDTP), the College Test of English Placement (CTEP), and the Combined English Language Skills Assessment (CELSA). Initial validation, including a cultural sensitivity analysis, took place between fall 2005 and fall 2006 for the CTEP, fall 2006 and fall 2007 for the CELSA, and spring 2007 and fall 2008 for the MDTP. Following state guidelines, the college will re-evaluate all of its assessment instruments on a five-year cycle. Validation activities will be conducted by discipline faculty and the office of institutional research (OIR) and will include content or consequential validation, cut score validation, and disproportionate impact analysis.

In compliance with state regulations, the college determines students' course placements by combining test scores and non-test (multiple measure) criteria. In an effort to review and improve the college's current multiple measures, in spring 2007 faculty from English, ESL, math, and counseling met with the college research analyst to discuss the selection of more meaningful multiple measure criteria and advanced weighting schemes.

In spring 2008 the college implemented computerized versions of its existing paper and pencil assessment instruments. The college had previously considered replacing the current instruments with computer adaptive instruments, and the matriculation/student success committee examined several instruments in spring 2007. However,

the committee halted its work due to California Community College Board of Governors discussions concerning statewide assessment testing (Ref. II.104) and district discussions concerning assessment portability, i.e. course placements from one college are accepted at the other three colleges (Ref. II.105). The college continues to explore alternative assessment instruments but has decided to postpone selection of a new instrument until decisions at the state and district levels are finalized.

### **Analysis**

The college follows state regulations for validating its assessment instruments. However, there is concern that the current instruments may be compromised, particularly the CELSA, which has been on the market for a very long time. There is also concern regarding the lack of alternate versions of each instrument, which are needed for re-testing and to minimize cheating. The CELSA concerns are shared by other colleges in the district, with the result that the sister colleges will not accept placements for ESL students who assess at the college. Also, the sister colleges do not consistently accept placements for math, reading, or writing students who assess at the college. As a result, both the district matriculation committee and district academic senate are working to resolve this issue.

In 2006, the district matriculation committee reconvened its assessment portability subcommittee to address the reliability and predictive ability of assessment instruments used throughout the district. The subcommittee's work prompted the review/revision of reading, writing, and ESL courses throughout the district to ensure alignment of course outcomes. With the outcomes aligned, colleges can now test for the same prerequisite skills, which will facilitate assessment portability.

There is some interest at the college regarding computer adaptive testing. The Compass and the AccuPlacer instruments were reviewed by English, ESL and mathematics faculty, but no decision was reached. Further, validation results shared during statewide assessment feasibility task force meetings during 2007-08 indicate that computer adaptive tests are not necessarily more predictive of course success than are non-adaptive tests, either computerized or otherwise. While it is accepted that adaptive tests are more reliable, the question remains as to whether this justifies their considerable expense.

### **Plan**

None.



**Standard II.B.3.f: The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.**

**Description**

The college maintains student records in accordance with district board policy P-2265 (Ref. II.106) and board regulation R-2265 (Ref. II.107), which conform to Title 5 as well as the Family Educational Rights and Privacy Act of 1974 (FERPA). Both address access to student records and help the college to ensure that student records are adequately protected, maintained, and discarded. The college's Admissions and Records office has developed a *Student Records and Retention Policy* document (Ref. II.108) that includes district board policy and regulations, the government code, the California Education Code, and the administrative code, Title 5 of the State of California. Also, the "Student Rights and Responsibilities" section of the college catalog contains a statement (Ref. II.4) on the use and release of student information.

The college and district use the Oracle/PeopleSoft Campus Solutions system, which provides computerized collection, maintenance, and storage of electronic student records, including application data, enrollment data, transcript data, charges and payment data, and other data concerning services delivered. The PeopleSoft system includes audit and other mechanisms that preserve the history of core records and the changes that occur to them over time. Most critical data cannot be deleted. The hardware and software are kept in a secured area, and intrusion prevention and other security software are used to prevent unauthorized access.

The PeopleSoft system uses role-based security to ensure that employees have access only to data necessary to their jobs. When users log into the system, their credentials are checked against setup tables that define what privileges the person should have on the system. These permissions are requested by specific authorized individuals from the various areas of responsibility. The system has secure backup, with some copies of the data held on site to facilitate and expedite system restoration in the event of an emergency. Other copies are stored off site in the vaults of a firm specializing in secure storage of backup tapes. In 2007 the district acquired software to enable the encryption of critical data in the database. In addition to securing this data against snooping in the event that an unauthorized person gained access to a database, this encrypted data is backed up in its encrypted state. If an unauthorized person were to obtain a backup tape, the critical private data would be safe from misuse.

The college also uses the OnBase document imaging system for long-term storage of student records. The system uses an off-site server to prevent loss of records in the event of an on-site disaster. Data is also backed up daily using college and district servers. The college's health and wellness center was recently awarded a grant that will enable it to contract with NueSoft to maintain health records, including TB testing

and health center visit notes. Data will be backed up daily and stored in a highly secure off-site database.

District policy allows students to inspect or order their records/transcripts, petition to amend a record, or allow someone else to access their records/transcripts. Students can access their records online via the district's eServices, but requests for official transcripts that are not sent to other colleges or universities require student signature. Students and/or staff who wish to access their health center records will be required to fill out and sign a request form.

Pursuant to Title 5, sections 54606 - 546008 and 59020-59029, records are classified as permanent (Class 1), optional (Class 2), or disposable (Class 3). Class 1 documents are stored permanently in the database after scanning, and original paper records are reclassified as Class 3. Class 2 records are also retained indefinitely unless reclassified as Class 3. Class 3 records are stored for three years in the college's warehouse and then destroyed. Paper records that have not yet been scanned are stored in locked containers in college offices, where they are accessible only by staff.

Per federal guidelines, social security numbers are seldom used for record-keeping purposes and are masked in PeopleSoft to all but a few staff. Any staff with access to student records must sign a FERPA employee agreement (Ref. II.109), and they can access only those OnBase records that are used in their area.

### **Analysis**

Information security systems maintained and operated by the district office are working well. There is some risk of data loss due to hardware or application failure. However, the loss potential is limited to a maximum of 23 hours of new data and changes if a problem required recovery from the previous day's backup. In most cases the district would be able to reduce the data loss by the application of transaction logs to recover data to within an hour or two of the system failure. The district is investigating the provision of additional capabilities to reduce data loss potential. The district has also added an internal auditor position which includes information security officer responsibilities. As this position is filled, the district will develop a plan for review of current practice, and continuous training concerning best practices, current threats, and other information security issues.

The college takes the confidentiality of student records very seriously and attempts to upgrade and improve security whenever better systems are devised or needed. The college is also very conservative regarding the release of student records and requires student signature and identifying data before records are released. Records are not released by telephone request.

### **Plan**

None.

**Standard II.B.4: The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

**Description**

The college provides for systematic and regular review of its student support services through the program review and educational master plan (EMP) processes. Both processes include documentation of student learning outcomes assessment data as well as strategies for improvement. The student development and enrollment management (SDEM) division's program review process was recently developed and implemented, with all SDEM operating units completing their first program reviews by the end of spring 2009. The SDEM program review process includes documentation of department description, department functions, staffing and professional development activities, policies and procedures, facilities and equipment, budget and expenditures, external grants, area assessment, department assessment summary, validation meeting summary, and follow-up actions taken regarding recommendations. Additionally, unit staff must address the following SLO-related items:

1. For each of the department's stated goals and/or objectives, identify outcomes assessment methods used to measure effectiveness.
2. After reviewing data/reports collected on the department's performance based on the assessment measures, evaluate the effectiveness of the department.
3. Recommend areas of improvement and develop an action plan to address those improvements.

The SDEM division has developed a program review cycle (Ref. II.71) that spreads all operating unit reviews over a five-year period, with no reviews occurring during the year that immediately precedes accreditation. Completed SDEM program review documents are posted on the *Insider*.

EMPs constitute a major part of the ongoing institutional planning, implementation, and evaluation cycle that the college employs to ensure continuous program and service improvement. Unlike the program review process, which operates on a six-year cycle, the EMP process focuses on a one-year timeframe and is directly linked to resource allocation. SDEM EMPs include documentation of unit description, unit performance (including SLOs and assessment data), unit accomplishments, analysis of current status and future opportunities, and unit action improvement strategies. All SDEM operating units maintain EMPs, and they are reviewed annually by the division dean and vice president and then posted on the *Insider*.

### **Analysis**

The SDEM program review and EMP processes are informed by data provided by the district (district IR) and college (OIR) research offices. Data sources include the *Noel-Levitz Student Satisfaction Inventory* (Ref. II.84), the accreditation employee (Ref. II.19) and student (Ref. II.42) surveys, the student satisfaction with support services survey (Ref. II.74), the college's external and internal scan report (Ref. II.11), and the college's *Key Performance Indicators* report (Ref. II.51). The OIR also provides additional data and analyses upon request. The SDEM EMP and program review processes have been informed by results of the recent categorical program review ("Student Services Program Review and Technical Assistance Site Visit").

### **Plan**

None.

## **C. Library and Learning Support Services**

**Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.**

**Standard II.C.1: The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.**

**Standard II.C.1.a: Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.**

### **Description**

#### **Library Services**

The college has two libraries, one at the college's main campus (FLC-main) and one at the El Dorado Center (EDC), which is a state-recognized educational center. Rancho Cordova Center (RCC), which is slated to become a state-recognized education center sometime in the future, will not have a library. The FLC-main library moved into its present location in summer 2005. It has a 37-seat computer classroom for library instruction

(including two ADA stations), five group-study rooms (two with TV/DVD/VCR), 14 computers for student research, one network printer/copier, four ADA workstations (two with computers), and four catalog look-up stations. It also has a self check station on an adjustable table that meets ADA standards. There is seating for 133 in the library with an extra 98 seats in the adjoining computer lab. The FLC-main library currently has over 23,000 volumes, 75 print periodical subscriptions, five print newspaper subscriptions, and over 600 close-captioned VHS/DVDs. The reserve collection includes approximately 530 volumes. Non-electronic reserves are available at the circulation counter whenever the library is open. Electronic course reserves, or “eReserves,” provide patrons with direct 24/7 access to full-text articles and other electronic documents via the online library catalog. The EDC library moved to its present location in 1994. Currently, it has seven student computers and a small space available, among the stacks, which can be converted for library instruction. The EDC library also has over 11,000 volumes in the collection with approximately 9,500 general circulating volumes, 1,500 reference volumes, over 300 media items, and over 200 volumes on reserve.

All four LRCCD college libraries share approximately 10,000 electronic books and have subscriptions to over 40 electronic databases, which provide access to over 14,000 full-text periodicals. Students (both traditional on-campus and distance education), faculty and staff have access to library services and resources via the library website 24 hours a day, seven days a week. Remote users have access to the electronic book collection and the subscription research databases that support curricular needs, “Ask a Librarian” e-mail service, tutorials, and research guides.

The FLC-main library is staffed with three permanent full-time librarians, a 0.600 FTE adjunct librarian, three full-time library media technical assistants (LMTA), a 0.500 FTE classified temporary position, and 1.000 FTE student assistants. The EDC library is staffed by one permanent full-time librarian, one permanent full-time LMTA, and a half-time classified temporary position in the evenings. Each of the three full-time librarians at FLC-main coordinates the work flow of a library service area. These areas include technical services (acquisitions and cataloging), access services (circulation, interlibrary loan and reserves) and instructional services (library instruction for classes and library courses). Librarians rotate duties at the reference desk, and each is responsible for collection development for a specific curricular subject area of the collection. The EDC librarian is responsible for coordinating all areas of work flow and collection development at that site.

The selection and maintenance of the college’s library collections is guided by the *Folsom Lake College Library Collection Development Policy* (Ref. II.110). Librarians systematically work to select, acquire, organize, and provide access to information resources that directly support and improve student learning and success. They use a variety of bibliographic tools to identify appropriate resources, including journals, book lists, bibliographies, and online resources. Librarians also work closely with instructors and other campus support area personnel to identify, evaluate and purchase appropriate

and useful library resources in a variety of subject areas. Instructional faculty are able to contribute to the selection of library materials through the curriculum development process. The district's web-based curriculum management system (SOCRATES), which faculty use to develop curriculum, includes a "feasibility" section in which faculty developers must list any essential and/or supplementary library or media materials required by the course. The form includes a digital signature section that requires librarian sign-off. When the library is notified of new curriculum, the librarian assigned to that particular subject contacts the faculty developer and reviews and/or suggests library resources before signing off. This system gives librarians another opportunity to directly work with faculty in identifying resources for courses under development.

Librarians use several methods to assess the effectiveness of the library collection and to determine areas that require strengthening. They analyze circulation data to identify areas of high interest and demand. Interlibrary loan requests, in particular, indicate areas that may need further development. Gap areas may also become apparent during course-specific library instructions or when researching a topic with students or faculty. Additional information is gathered via student and faculty surveys.

#### Tutoring Services

All three college sites have tutoring centers that will soon (fall 2009) be supported by a full-time learning skills coordinator. Currently, the tutoring centers at FLC-main and EDC are supported by 0.200 FTE reassigned faculty tutor coordinators, and RCC tutoring is supported by a full-time faculty who receives a stipend. All three tutoring centers are staffed by student tutors and/or non-student, classified temporary tutors. The FLC-main and RCC tutoring centers are located in dedicated classrooms that currently have no computer workstations. The EDC tutoring center is located in the EDC computer lab so that students have access to the lab's computer workstations.

Both FLC-main and EDC have facilities devoted to English tutoring and developmental coursework. At FLC-main, the reading, writing, and math center (RWMC) is staffed by one full-time English professor, a position that is sometimes split between two individuals. The RWMC also has one permanent full-time instructional assistant (IA), as well as student tutors and non-student, classified temporary tutors. The RWMC includes 14 computer workstations and one printer/copier. At EDC, the English center is staffed by one permanent full-time English professor (one person) and one permanent full-time IA. The English center, which includes four computer workstations and one printer, is located adjacent to the EDC computer lab.

Many of the college's science students need additional opportunities to improve their lab skills outside of regularly scheduled lab times. Since the college tutoring center is not equipped to provide the specialized assistance, the science area has identified a location and equipment for a science skills center at FLC-main and is seeking staffing for the center through the college's regular allocation process.

### Open Computer Labs

All three sites have centralized computer labs. The FLC-main computer lab, also known as the personal learning environment (PLE), is staffed by two permanent IAs, three classified temporary IAs, and one classified temporary clerk. It includes 100 computer workstations; two printer/copiers, one standard color printer and two photo-quality color printers, three scanners, three study rooms with TV/DVD/VCR, six ADA desks, and one ADA workstation that includes a computer, scanner, and image viewer. The EDC computer lab is staffed by one permanent full-time IA, two classified temporary IAs, and two classified temporary clerks. It includes 58 computer workstations, one printer/copier, two color printers, one scanner, two televisions with DVD/VCR, and one ADA workstation that includes an image viewer. The RCC computer lab is staffed by one permanent full-time IA and includes 35 computer workstations and one printer. The college also has numerous technology classrooms that are discussed at length in Standard III.C, "Technology Resources."

### **Analysis**

#### Library Services

In fall 2007 the college's office of institutional research (OIR) worked with college librarians to develop and administer student (Ref. II.111) and employee (Ref. II.112) satisfaction surveys for the FLC-main and EDC libraries. The FLC-main survey responses include the following:

- 77% of student respondents indicated that the quantity of materials is "the right amount for my needs," while 53% of employee respondents indicated that the quantity of materials is "too little"
- 50% of student respondents and 81% of employee respondents indicated that the quality of materials is "excellent, while the remainder of all respondents indicated that it is "okay"
- 96% of student respondents and 100% of employee respondents indicated that the information and materials are "current"
- 84% of student respondents indicated that they usually (58%) or always (26%) find what they are looking for in the library
- 71% of faculty respondents indicated that the library usually (53%) or always (18%) meets the needs of their students.

Responses to the accreditation employee survey (Ref. II.19) were less positive. The survey results reflect a four point Likert scale (4 = strongly agree, 3 = mostly agree, 2 = mostly disagree, and 1 = strongly disagree); thus a mean response of 3.5 would indicate an opinion average half way between "mostly agree" and "strongly agree." The mean response for item #16, "The FLC-main Library contains sufficient quantity, currency, depth, and variety of resources to facilitate educational offerings," was 3.04, with all employment groups responding similarly. The mean response for item #17, "The EDC Library contains sufficient quantity, currency, depth, and variety of resources to facilitate educational offerings," was slightly lower, at 2.99, with responses by employment group as follows: full-time faculty, 2.92; adjunct faculty, 3.40; classified employees, 2.86; and

administration, 3.00. The mean response for item #18, “I regularly share information with the college’s Librarians about my students’ learning needs to inform selection of library resources,” was lower, at 2.70; the mean responses for full-time and adjunct faculty were 2.90 and 2.28, respectively. Responses to accreditation *student* survey item #12, “Library Services helps me to be more successful in my courses,” were notably more positive, with an overall mean response of 3.39 (Ref. II.42). The results of the *Noel-Levitz Student Satisfaction Inventory* are also positive, with responses exceeding the response average (for importance/satisfaction) set by community colleges nationwide for item #14, “Library resources and services are adequate,” (FLC: 6.36/5.87 and National: 6.12/5.56) and item #26, “Library staff are helpful and approachable” (FLC: 6.24/5.84 and National: 5.92/5.48) (Ref. II.84).

The library and accreditation survey results, though satisfactory, indicate the need for further faculty input and collection development. While depth and breadth are continued development objectives, the FLC-main library has a uniquely current collection, with approximately 77% of the 23,000 volume collection acquired during 2000-2008. The large increase in FLC-main collection acquisitions was funded by capital outlay project funds allocated by the state as part of building the new library. Those funds have now been spent. Therefore, in 2008-09 the library budget received an ongoing augmentation of \$30,000 for books and materials. However, only 17% of the EDC library collection was acquired during 2000-2009, and improved funding is needed to provide greater currency of the collection, as indicated in the library’s *Age of Collection Report* (Ref. II.113). Funding for library databases comes primarily from the state’s telecommunications and technology infrastructure program (TTIP), but these monies are not guaranteed and diminish each time a new California community college is established. The district provides approximately \$52,000 for database purchases each year, but those funds are insufficient to meet database needs throughout the district. District librarians will continue to work with the district’s vice chancellor of education and technology, college presidents, vice presidents of instruction, IT deans, and academic senates to establish a permanent district-wide FTES-based formula for materials funding.

As with other departments throughout the college, the libraries are challenged by the enormous growth in student enrollment. Since 2004, the library department has gained one full-time librarian and two full-time LMTAs. Nonetheless, library faculty continue to be challenged by increased demand for service with the result that less time is available for collection development, gathering and analyzing collection data, and establishing a formal liaison program to all FLC departments. The quality and relevancy of the library materials is evidenced by the high circulation figures and the number of interlibrary loans (ILLs) the library provides to the other district libraries. However, FLC students continue to request a large number of ILLs due to the small collection and lack of depth inherent in a newly established library. The library department has addressed this in the *FLC Library Collection Development Plan* (Ref. II.114) as well as in the library department EMP (Ref. II.115), both of which include recommendations for increased funding to develop services and acquire resources. However, the librarians remain concerned that



the college and district are not allocating sufficient resources to maintain adequate print and electronic collections.

#### Tutoring Services and Open Computer Labs

The college's tutoring services and computer labs are adequately funded and staffed, though additional support will be needed as the college continues to grow and demand for services increases. In addition, the college is seeking resources to staff the future science skills center. All services have adequate facility space and room for growth. The mean response for accreditation student survey item #17, "Sufficient tutoring services are available the FLC site where I take most of my classes (EDC, FLC-main RCC)," was relatively high at 3.33, and item #13, "FLC's computer labs meet my educational needs," had the third highest response overall, at 3.51 (Ref. II.42). The *Noel-Levitz Student Satisfaction Inventory* results are also positive, with responses once again exceeding the response average of community colleges nationwide for item #34, "Computer labs are adequate and accessible," (FLC: 6.33/6.17 and National: 6.17/5.54) and item #42, "The equipment in the lab facilities is kept up to date" (FLC: 6.26/5.90 and National: 6.12/5.42) (Ref. II.84).

#### **Plan**

1. Enhance communication with discipline faculty regarding the need for increased input into library collection development.
2. Assess the adequacy of FLC print and electronic collections and, if warranted, explore options to increase needed resources.

**Standard II.C.1.b: The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.**

#### **Description**

##### Library Services

The college libraries provide ongoing instruction through credit classes, library instruction sessions, and daily public service interactions. Library 318: *Library Research and Information Competency* is offered online during the first eight weeks of the fall and spring semesters and usually during the summer. The course helps students acquire information competency skills necessary for academic and personal research, including the location, retrieval, analysis, evaluation, and use of information. The libraries also provide library instruction sessions in support of other college classes. Faculty in other disciplines can arrange to bring their classes to the libraries for instruction on how to use library resources and services in carrying out research assignments. These librarian-led sessions, lasting 45 to 90 minutes, can be general in nature or focus on a specific discipline or even an individual assignment. These sessions are also provided throughout the semester on a drop-in basis for students seeking library instruction. Finally, the libraries provide instruction through daily public service interactions, with

reference librarians providing one-on-one instruction at the reference desk, over the phone, or via email to students, staff and faculty.

In 2008, the college libraries developed student learning outcomes (SLOs) for the Library 318 course as well as for the library instruction sessions. The SLOs and assessment methods are documented in the library EMP (Ref. II.115) and program review (Ref. II.116) documents. At that time the libraries also developed the following core information competencies based upon the Association of College and Research Libraries (ACRL) *Information Literacy Competency Standards for Higher Education* (Ref. II.117). These core competencies serve as the primary outcomes measurement for all library services as well as the foundation for evaluating the library program. The competencies and performance indicators are listed below:

Competency 1: To articulate an information need

- Frames appropriate questions based on information need
- Defines a manageable focus and timeline

Competency 2: To access resources and services to satisfy an information need

- Understands and uses a variety of information sources, including print and electronic materials
- Develops efficient and effective search strategies
- Selects those sources that are appropriate to a given need
- Consults experts for assistance/guidance when needed
- Understands standard systems of information organization

Competency 3: To develop personal responsibility and an appreciation for lifelong learning

- Acknowledges works of others through accurate citations and references.
- Respects intellectual property rights
- Understands that information searching requires time, diligence, and practice, and that skills are learned over time
- Increases self confidence with practice and experience in information seeking.
- Recognizes that the information search process is evolutionary and changes during the course of investigation
- Knows that careful and attentive scrutiny of information tools and resources is essential to success
- Appreciates that information literacy requires an ongoing involvement with learning and information technologies so that independent lifelong learning is possible.

Student achievement of information competency is also addressed in the college's general education SLOs, which include the outcome, "Gather and assess information from a variety of sources to inform decision-making in personal, social, academic or professional contexts" (Ref. II.5).

Currently, the FLC libraries rely upon a number of assessment devices to measure teaching effectiveness. At the college's main campus (FLC-main), library instruction effectiveness is evaluated through the use of the *Library Exercise Worksheet* (Ref. II.118), which is distributed to students who participate in the non-credit library instruction sessions. The worksheet has occasionally been completed by students that have not attended these sessions, and the results were compared. Typically, 90% of those who have attended library instruction sessions score 80% or higher, whereas those who have not attended score approximately 40-50%. The El Dorado Center (EDC) library uses the *Evaluation of the El Dorado Center Library and Staff* essay assignment to assess its teaching effectiveness. After the students complete research assignments, they are asked to write about how library instruction influenced their research. Typically these essays critique the library instruction as well as the resources and services of the library. The FLC-main library plans to implement a similar assessment device in fall 2009.

### Tutoring Services

Generally, the college's tutoring centers do not provide instruction in information competency. Rather, they assist students with material specific to the course for which they seek help, and SLOs are assessed by comparing success rates of tutored and non-tutored students. The reading, writing, and math center (RWMC) at FLC-main and the English center at EDC do provide some instruction in information competency in that they assist students with research assignments, including the proper documentation of cited sources. Students are coached in internet research techniques, MLA format, and techniques for using and citing research sources. The RWMC also provides workshops regarding strategies for textbook comprehension and research writing.

### Open Computer Labs

The computer labs at each college site provide informal instruction as they assist students in using computers and web browser software.

### **Analysis**

The libraries provide a variety of ongoing instruction so that students are able to develop skills in information competency. Student learning outcomes and core competencies have been developed. In spring and fall 2009, the college libraries plan to create various assessment devices to measure student achievement of library SLOs and information core competencies. Library faculty would also like to develop and deploy college-wide information competency testing, with pre-tests beginning in fall 2011. Post tests would be administered later to assess the effect of library services on student achievement of information competency. Currently, both the FLC-main and EDC libraries use student (Ref. II.111) and faculty (Ref. II.112) library satisfaction surveys, administered in 2007 by the college office of institutional research (OIR), to assess the libraries' instructional effectiveness. Responses to the instruction-related questions indicate a high level of satisfaction regarding the scheduling and quality of library instructions.

Tutoring services as well as the RWMC and the EDC English center recently implemented student tracking software at all three sites, and once sufficient data is gathered the OIR will compare the success rates of students who do and do not receive tutoring.

**Plan**

None.

**Standard II.C.1.c: The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.**

**Description**

Library Services

During the fall and spring semesters the college's main campus (FLC-main) library is open Monday through Thursday 8:00 a.m. to 9:00 p.m. and Friday 8:00 a.m. to 6:00 p.m. During the eight-week summer term, it is open Monday through Thursday, 8:00 a.m. to 9:00 p.m. During the fall and spring semesters the El Dorado Center (EDC) library is open Monday through Thursday 8:30 a.m. to 7:30 p.m. and Friday 8:30 a.m. to 4:00 p.m. During the eight-week summer term, it is open Monday through Thursday 1:30 p.m. to 5:30 p.m. Patrons have access to the FLC-main and EDC library collections as well as other LRCCD college library collections via the district's interlibrary loan (ILL) service. The FLC libraries can also retrieve patron-requested materials located outside the district via the Online Computer Library Center (OCLC) WorldCat Resource Sharing Network. Physical library services are not available at the Rancho Cordova Center (RCC).

The libraries provide on-site and remote access to over 40 research databases, which include over 14,000 periodical titles and more than 10,000 eBooks. Students, faculty and staff can access these databases from any district computer or from remote locations using their unique library barcode and personal identification number. Individual database tutorials are available online 24 hours a day, 7 days a week, and librarian assistance is available in-person, by phone, or via e-mail during open library hours. Additional materials and services that can be accessed remotely include internet subject directories, eReserves (electronic course reserves), research guides, tutorials, handouts, ILL requests, "Ask a Librarian" e-mail service, telephone reference, and the ability to renew books and check one's library account online. Distance education students, with no on-campus classes, can apply online for a barcode to access the library's electronic resources and services.

Library and computer lab staff provide assistance to patrons whose disabilities limit their use of the library facilities and resources. The FLC-main library has a lower-level circulation counter for disabled patrons, two height adjustable computer stations, two height adjustable study carrels, closed-captioned media, and, in the adjoining computer

lab, a designated study room (managed by DSPS) with adaptive technology. Library services available to disabled students are listed on the library website (Ref. II.80).

### Tutoring Services

Tutoring center hours of operation vary depending upon availability of tutors and funding. Generally, during the fall and spring semesters, the FLC-main and EDC tutoring centers are open Monday through Thursday 9:30 a.m. to 6:00 p.m. and Fridays 10:00 a.m. to 2:00 p.m. During the summer the tutoring center at FLC-main is open on a limited basis, primarily for students enrolled in math. During the fall and spring, tutoring is provided primarily in math, biology, and chemistry although tutoring in other subjects is provided when there is sufficient demand and available tutors. While RCC does not yet have a designated tutoring center, tutoring in ESL is provided on a limited basis. All tutoring is provided on-site during normal hours of operation. Remote tutoring services are not available.

During the fall and spring semesters, the reading, writing, and math center (RWMC) at FLC-main is open Monday, Thursday, and Friday 9:00 a.m. to 5:00 p.m. and Tuesday and Wednesday 11:00 a.m. to 7:00 p.m. In summer the RWMC is open Monday through Thursday 9:00 a.m. to 6:00 p.m. and Friday 9:00 a.m. to 1:00 p.m. The EDC English center is open daily during the fall and spring semesters, 9:00 a.m. to 2:00 p.m., as well as 5:00 p.m. to 8:00 p.m. on Wednesday evenings. The EDC English center is closed during the summer.

### Open Computer Labs

During the fall and spring semesters, the FLC-main computer lab (PLE) is open Monday through Thursday 8:00 a.m. to 9:00 p.m. and Friday 8:00 a.m. to 6:00 p.m.. In summer it is open Monday through Thursday 8:00 a.m. to 9:00 p.m. The EDC computer lab is open Monday through Thursday 8:00 a.m. to 9:00 p.m. and Friday 8:00 a.m. to 3:00 p.m. during the fall and spring semesters, and in summer it is open Monday through Thursday 8:00 a.m. to 5:00 p.m. The RCC computer lab is open Monday through Thursday 8:00 a.m. to 9:00 p.m. and Friday 12:00 p.m. to 4:30 p.m. during the fall and spring semesters and closed during the summer.

### **Analysis**

Student and faculty responses to the FLC-main and EDC library student satisfaction surveys (Ref. II.111) are quite positive regarding service provided by the college librarians and classified staff. As indicated by the data below, students are aware of some library services more so than others, but for those who are aware, satisfaction levels are relatively high. The responses suggest that additional marketing/outreach with regard to available library services is needed, particularly for the interlibrary loan service, the media collection, and the reserve materials.

<u>Library Service</u>	<u>FLC</u>		<u>EDC</u>	
	<u>Aware</u>	<u>Satisfied</u>	<u>Aware</u>	<u>Satisfied</u>
Online catalog	70%	89%	69%	86%
Reference librarians	91%	95%	91%	94%
Reference book section	84%	92%	84%	92%
Circulating book section	78%	88%	70%	86%
Reserve section	71%	89%	63%	87%
Periodical section	71%	85%	67%	86%
Media section	46%	78%	52%	77%
Online databases	83%	91%	89%	93%
Inter-library loan service	47%	76%	55%	83%
Monthly book displays	39%	80%	54%	85%
Study rooms	86%	96%	87%	93%
Copy machines	91%	94%	91%	92%

The library plans to redesign its website in spring 2009 using the new college website content management system. The library website will utilize Web 2.0 technologies that will enable increased access to library resources as well as new marketing opportunities, such as online photo tours that highlight library services. The library is planning a spring 2010 marketing campaign aimed at on-site and remote users to increase awareness of library services.

Access to library services, tutoring services, writing centers, and computer labs is currently adequate. The college will continue to use its college-wide planning and evaluation processes to prioritize needs and allocate resources appropriately.

**Plan**

None.

**Standard II.C.1.d: The institution provides effective maintenance and security for its library and other learning support services.**

**Description**

Library Services

The college’s main campus (FLC-main) library and computer lab are adjacent to one another, separated by a large roll-down fire/security door. The library is located on the west side, where the circulation counter, the reference desk, and the majority of the collection are housed. The library side has a lockable entrance. The computer lab, located on the east side, contains the largest collection of computers and printers on campus. It does not have entrance doors and is open to the main hallway. Both sides are protected by a security system that includes security cameras as well as motion detectors and outside door alarms.

All library materials are equipped with 3M security strips (Tattle Tape), and the east and west exits have 3M magnetic detection gate alarms to protect materials from theft. In addition to 3M Tattle Tape, DVDs are secured with lockable cases. All library books are equipped with radio-frequency identification (RFID) tags that store book information, allowing for easier and more reliable discharging of materials as well as greater ease of inventory.

The library and lab computers/equipment are maintained by college IT support staff as well as by a half-time, permanent senior IT technician who provides assistance. Library computers are locked to workstations and lab computers are housed in holders that do not have security locks. All computers are loaded with DeepFreeze software, which resets the computers to standard settings throughout the day. Students and staff log on to the computers using a unique identification code. Community members are logged in by staff with a guest password that changes daily. Staff are also able to monitor patron activities, when necessary, using virtual network computing (VNC) software.

#### Open Computer Labs

The El Dorado Center (EDC) library and computer lab are located in separate buildings. The library has a main entrance and two emergency exits that have alarms. The entire collection is protected by the 3M Tattle Tape system, and the reserve collection is secured on closed shelves behind the circulation desk. The EDC computer lab has one main entrance, two emergency exits, and two additional doors that lead to adjacent classrooms, both of which have second entrances. If the rooms are unattended, the doors are locked. All computers in both the library and computer lab are secured to workstations and loaded with Deepfreeze and VNC software. Computer maintenance for all computers at EDC is provided primarily by the on-site EDC IT technician with backup provided by college IT support staff.

The Rancho Cordova Center (RCC) computer lab has one main entrance and an emergency exit that has an alarm. The main entrance is locked when the lab is not in use. Maintenance is provided by a full-time instructional assistant assigned to the lab. Computers are locked to workstations and loaded with DeepFreeze software.

#### Tutoring Services

The FLC-main tutoring center does not have computer workstations. Textbooks for many of the classes tutored are available to students in the center. Most of these textbooks are very expensive, and some are instructor's versions with answers, so they are normally locked in a cabinet. The room is dedicated to tutoring and locked when not in use. At EDC, the tutoring center is located in the computer lab and is open only when the computer lab staff are present. RCC tutoring is provided in a small, unused classroom that can be locked. At this time, RCC tutoring services has no equipment or materials, so no maintenance or security issues have arisen.

The reading, writing, and math center (RWMC) at FLC-main has one main entrance and one emergency exit that has an alarm. A foreign language classroom and online math office located inside the RWMC area are accessible only through the RWMC main entrance. When the RWMC is closed, students have access to the foreign language classroom but are not allowed into the larger RWMC study area, which is cordoned off with the use of stanchions. When the RWMC is open, the area is constantly monitored and supervised by faculty and staff. College IT support staff maintain the RWMC computers, which are locked down to work tables and loaded with DeepFreeze software. The English center at EDC has a main entrance plus a second entrance that opens to the EDC computer lab. An instructional assistant is present during open hours, and the room is locked at all other times.

### **Analysis**

Library and learning support services are effectively maintained and few or no security issues have been experienced. However, the FLC-main computer lab is open to the building's main hallway, so library materials stored on the shelves around the periphery of the computer lab and technical equipment are not in a locked area. Also, the 3M security gates installed at the computer lab entrance/exit are unreliable due to the presence of metal in the flooring.

### **Plan**

1. Assess the FLC-main library and computer lab space to determine security needs and, if warranted, explore options to increase security.

**Standard II.C.1.e: When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.**

### **Description**

All Los Rios Community College District (LRCCD) college libraries are members of the Community College Library Consortium, which enables them to purchase subscription-based electronic databases and other online resources at a discount rate. Subscription electronic databases provide online access to newspapers, magazines, journals, reports, electronic books, encyclopedias and other reference sources. The LRCCD college libraries collectively select databases to cover numerous subject areas, providing all LRCCD students, faculty, and staff with access to the same electronic resources. Prior to purchase, available databases are evaluated for currency, breadth and depth of content. The interface is also evaluated for functionality, structure/layout, and ease of use. Once obtained, databases are monitored on a daily basis by librarians throughout



the district and evaluated for quality and reliability using information gathered from reference desk transactions, usage statistics, and professional assessments. The lead district database librarian troubleshoots e-resource problems and works with vendors, if necessary, to resolve access issues.

All LRCCD college libraries provide free interlibrary loan services to students, faculty and staff, so the FLC students have access to the library collections at all four district colleges. The college is also a member of the Online Computer Library Center (OCLC), which enables students and faculty to request resources located outside the district. Information and request forms are available at the reference desk and circulation counter, and loan requests are generally processed within 24 hours.

The FLC library uses OCLC WorldCat Cataloging Partners, a collaborative effort with OCLC and the college library's materials vendor, Yankee Book Peddler (YBP), for the delivery of OCLC MARC records and updates to FLC library holdings in WorldCat. WorldCat is the online union catalog that OCLC and its member libraries cooperatively produce and maintain. FLC libraries also use OCLC to obtain authority and bibliographic records. For print periodicals, the college's main campus (FLC-main) library contracts with EBSCO subscription services.

The district has a software maintenance contract with Innovative Interfaces, Inc. for the Millennium integrated library system, which is the "backbone" for library operations. The system encompasses all of the staff work modules: circulation, cataloging, acquisitions, and serials processing. It also provides library patrons with access to the online catalog and its various services. As all LRCCD libraries share this resource, the role of system administrator rotates to each campus technical services librarian every fourth year. The librarians participate in a continual dialogue with the company to help maintain the quality of its products and services.

The college tutoring centers, writing centers, and computer labs do not rely on or collaborate with other institutions or sources for learning support services.

### **Analysis**

The college's current databases are accessible and highly utilized by FLC students. The LRCCD college libraries recently switched from ProQuest to EBSCOhost as the primary general database provider, gaining access to a more comprehensive user interface and a larger number of scholarly articles, but for fewer disciplines. The library's goal is to provide comprehensive resources for all disciplines. Additional electronic resources are needed, but due to limited funding and other college priorities, requests for additional subject-specific databases are often unfunded.

### **Plan**

None.

**Standard II.C.2: The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

**Description**

Library services and resources are evaluated through the program review process. The libraries completed their first instructional program review (Ref. II.116) in 2007-08. As a result of that review, the libraries have implemented a comprehensive program assessment plan (Ref. II.119) that identifies different service areas to be evaluated throughout the program review and accreditation cycles. The plan will be reviewed annually as part of the yearly educational master plan (EMP) cycle and revised as needed. The information gathered will be used to plan and implement program improvements. The assessment plan can be found in the library EMP (Ref. II.115) and the library instructional program review. These documents also contain the library student learning outcomes (SLOs) and core competencies.

Tutoring services will be evaluated every six years through the program review process, with the first program review scheduled to occur in 2010-11 (Ref. II.120). SLOs and assessment methods are already documented in the tutoring services 2009-10 EMP (Ref. II.121), and assessment is expected to begin in spring 2010. Assessment methods will include comparisons of tutored and non-tutored student success rates as well as surveys administered to students, faculty and staff. The reading, writing, and math center (RWMC) at the college's main campus (FLC-main) and the English center at the El Dorado Center (EDC) are evaluated through the English department program review (Ref. II.122), which first occurred in 2006-07. SLOs have been developed for English courses that are offered exclusively through the writing centers and are documented in SOCRATES, the district's curriculum management system. Campus computer labs are not considered programmatic and therefore do not undergo program review; however, they are addressed in the IT department's EMP and program review.

**Analysis**

The library instructional program review document is extensive and detailed. The review includes a comprehensive assessment plan to ensure that all key library service areas and resources are regularly examined and evaluated. Assessment methods include examination of data on patron use and access as well as the utilization of surveys that provide student, faculty and staff input to the assessment process. The library's first phase of the assessment focuses on instructional services and how they contribute to student achievement of the library's SLOs and core competencies. The second phase will examine how public services contribute to student achievement of the core competencies. Additional focused assessment tools are being developed to measure the impact of specific library services and resources on student learning. These will be deployed throughout the review cycle.

**Plan**  
None.

**References for Standard II, Student Learning Programs and Services**

<b>Reference</b>	<b>Documents</b>
Ref. II.1	FLC/CRC MOU Content of College Catalog
Ref. II.2	FLC Program Development and Planning Subcommittee Charge
Ref. II.3	FLC Degree and Certificate Approvals Since January 2004
Ref. II.4	FLC 2009-2010 College Catalog
Ref. II.5	FLC General Education SLOs
Ref. II.6	FLC Vision and Mission Statements
Ref. II.7	LRCCD Mission Statement
Ref. II.8	CCC System Mission Statement
Ref. II.9	California Census Data at city-data.com
Ref. II.10	FLC Feeder High School Report
Ref. II.11	FLC Environmental Scan 2005
Ref. II.12	Highway 50 Corridor Economic Study
Ref. II.13	FLC Program Approval Process for Transfer and CTE Programs
Ref. II.14	FLC Program Review Process
Ref. II.15	FLC Program Appraisal and Recommendation Process
Ref. II.16	FLC Data Comparing Success Rates of Students with and without Pre-requisites
Ref. II.17	FLC Student Satisfaction Surveys
Ref. II.18	Noel-Levitz Student Satisfaction Inventory
Ref. II.19	FLC Accreditation 2009 - Employee Survey Report
Ref. II.20	LRCCD/LRCFT 2008-2011 Contract: Article 26.3.4
Ref. II.21	FLC Data Comparing Success Rates for Courses Taught in Multiple Modalities
Ref. II.22	FLC Program SLO Mapping Documents
Ref. II.23	FLC Instructional EMP Template
Ref. II.24	FLC Instructional EMP Process
Ref. II.25	FLC SLO Assessment Guide
Ref. II.26	ACCJC Rubric for Evaluating Institutional Effectiveness
Ref. II.27	FLC Minutes Reflecting SLO Support Strategies
Ref. II.28	LRCCD Board Policy P-7141
Ref. II.29	LRCCD Board Regulation R-7141
Ref. II.30	FLC Curriculum Committee Handbook
Ref. II.31	FLC Future Directions Document
Ref. II.32	FLC College Participatory Governance and Collegial Consultation Document
Ref. II.33	California Code of Regulations, Title 5 §53200
Ref. II.34	FLC Class Cancellation Guidelines
Ref. II.35	FLC Draft SLO Implementation Timeline
Ref. II.36	FLC 2006-2008 CTE Advisory Group Meeting Minutes
Ref. II.37	FLC Enrollment Management Plan
Ref. II.38	FLC Education Center Course Sequence Planning Reports
Ref. II.39	FLC Articulation Agreements with Four-Year Institutions
Ref. II.40	FLC Degrees, Certificates and Transfers Awarded
Ref. II.41	FLC Students in Free Enterprise Awards
Ref. II.42	FLC Accreditation Student Survey

- Ref. II.43 LRCCD/LRCFT 2008-2011 Contract: Article 8.4
- Ref. II.44 FLC New Faculty Orientation Agenda
- Ref. II.45 FLC Teaching and Learning Community Workshop Announcements
- Ref. II.46 FLC Instructional Program Review Cycle
- Ref. II.47 California Code of Regulations, Title 5 §55000.5
- Ref. II.48 FLC Instructional Program Review Template
- Ref. II.49 FLC Curriculum Review Form
- Ref. II.50 FLC Planning and Evaluation Cycle
- Ref. II.51 FLC Key Performance Indicators Report
- Ref. II.52 FLC SLOMotion Blog
- Ref. II.53 FLC Student Learning Outcomes and Assessment Webpage
- Ref. II.54 LRCCD Board Policy P-7241
- Ref. II.55 LRCCD Board Regulation R-7241
- Ref. II.56 LRCCD Report of FLC Biology Student Follow-up
- Ref. II.57 LRCCD Report of FLC Human Services/Gerontology Student Follow-up
- Ref. II.58 LRCCD Report of FLC Psychology Student Follow-up
- Ref. II.59 LRCCD Board Policy P-7135
- Ref. II.60 LRCCD Website
- Ref. II.61 LRCCD Venture
- Ref. II.62 LRCCD Annual Report
- Ref. II.63 LRCCD Board Policy P-7142
- Ref. II.64 LRCCD Board Regulation R-7142
- Ref. II.65 LRCCD Board Policy P-2441
- Ref. II.66 FLC Student Guide
- Ref. II.67 LRCCD Board Policy P-2211
- Ref. II.68 FLC Strategic Plan
- Ref. II.69 FLC Strategic Plan Progress Matrix
- Ref. II.70 FLC Student Services EMPs
- Ref. II.71 FLC SDEM Educational Master Plan and Program Review Schedule
- Ref. II.72 FLC Categorical Programs Self-Evaluation for Folsom Lake College
- Ref. II.73 CCC Student Services Program Review and Technical Assistance Site Visit Summary Report, Folsom Lake College
- Ref. II.74 FLC Student Satisfaction with Support Services Survey
- Ref. II.75 FLC Tabloid
- Ref. II.76 FLC Catalog Committee Meeting Minutes
- Ref. II.77 FLC Fall 2008 Student Information Access Questionnaire
- Ref. II.78 LRCCD Board Policy P-2113
- Ref. II.79 LRCCD Board Regulation R-2113
- Ref. II.80 FLC Website
- Ref. II.81 LRCCD Degree Audit Project
- Ref. II.82 FLC Campus Dialogues Notes
- Ref. II.83 FLC Goals and Achievements in LRCCD 2007-08 Achievements and 2008-09 Outcomes Report
- Ref. II.84 FLC Noel-Levitz Institutional Summary
- Ref. II.85 LRCCD Board of Trustees Agenda, January 21, 2009
- Ref. II.86 FLC Falcon's Eye Newspaper
- Ref. II.87 FLC Inkwell Literary Magazine
- Ref. II.88 CCLC Letter

- Ref. II.89 FLC SDEM Division Retreat Agendas
- Ref. II.90 FLC Student Services Steering Council Meeting Minutes
- Ref. II.91 ASCCC Standards of Practice for CCC Counseling Programs
- Ref. II.92 FLC Get Connected Events Agenda
- Ref. II.93 FLC Counseling Services Program Review
- Ref. II.94 FLC Counseling Services EMP
- Ref. II.95 LRCCD Board Policy P-5111
- Ref. II.96 LRCCD Board Policy P-6111
- Ref. II.97 FLC Values Statement
- Ref. II.98 FLC Notes from Diversity Forums
- Ref. II.99 FLC Multicultural Webpage
- Ref. II.100 FLC Outreach/Recruiting EMP
- Ref. II.101 FLC Russian and Spanish Language Documents and Flyers
- Ref. II.102 FLC DSPS Workshop and Training Event Flyers
- Ref. II.103 FLC DSPS Special Programs Flyers
- Ref. II.104 CCC Report of the Consultation Council Task Force on Assessment
- Ref. II.105 LRCCD Minutes Regarding Assessment Portability
- Ref. II.106 LRCCD Board Policy P-2265
- Ref. II.107 LRCCD Board Regulation R-2265
- Ref. II.108 FLC Office of Admissions and Records Student Records and Retention Policy
- Ref. II.109 FLC FERPA Employee Agreement
- Ref. II.110 FLC Library Collection Development Policy
- Ref. II.111 FLC Student Satisfaction with Library Services Survey
- Ref. II.112 FLC Employee Satisfaction with Library Services Survey
- Ref. II.113 FLC Library Age of Collection Report
- Ref. II.114 FLC Library Collection Development Plan
- Ref. II.115 FLC Library EMP
- Ref. II.116 FLC Library Program Review
- Ref. II.117 ACRL Information Literacy Competency Standards for Higher Education
- Ref. II.118 FLC Library Exercise Worksheet
- Ref. II.119 FLC Library Program Assessment Plan
- Ref. II.120 FLC Support Services Program Review Cycle
- Ref. II.121 FLC Tutoring Services EMP
- Ref. II.122 FLC English Program Review



# Standard III Resources

## STANDARD CHAIRS

Zack Dowell  
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## COMMITTEE MEMBERS

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Gayle Nygaard  
David Reese  
Lori Rianda  
Candy Smith  
Ricky Zilkie



**Computer Lab - 1990s**





State-of-the-art IDEA lab - 2008

### **Standard III: Resources**

**The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.**

#### **Standard III.A: Human Resources**

**The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.**

**Standard III.A.1: The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.**

**Standard III.A.1.a: Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.**

#### **Description**

The college conducts its hiring processes in accordance with board policies P-5120 (faculty) (Ref. III.1), P-6120 (classified) (Ref. III.2), and P-9120 (administration) (Ref. III.3). Hiring practices are also guided by the district *Equity Handbook* (Ref. III.4), the district *Faculty Hiring Manual* (Ref. III.5), the college's academic senate's *Faculty Hiring Prioritization Process* (Ref. III.6), and the college *Classified Hiring Manual* (Ref. III.7).

The college's hiring prioritization processes are designed such that new positions arise as a result of programmatic need. Proposals for new faculty positions are documented in department educational master plans (EMPs), which are updated each spring (Ref. III.8). In the fall, departments request new faculty positions using the *Discipline Profile Form* (Ref. III.9) and then submit their completed forms, along with related sections

of their EMPs, to the area dean. Each area's full-time faculty review and prioritize all requests received from area departments, and the prioritized list is then submitted to the academic senate's hiring prioritization subcommittee, which prioritizes the requests from all areas. The committee includes a senator from each area, the academic senate president, and two administrative members. The committee's prioritized list is then reviewed by the academic senate and forwarded to the college president for review and approval. In some instances, the college president will alter the prioritized ranking to accommodate an emergency need or other unforeseen circumstance.

The process for classified proposals is similar. Proposals are documented in department and operating unit EMPs, and requested positions are identified on a *Staffing Request Form* (Ref. III.10). Requests from each department or operating unit are prioritized by the appropriate administrator with input from the department/unit supervisors and staff. The requests are then forwarded to the appropriate vice president, who forwards a prioritized division list to the vice president of administration, who chairs the classified hiring prioritization committee. The committee then prioritizes all requested new classified positions into a single college list and forwards it to the college president for review, possible reprioritization, and approval. The prioritization of new administrative positions is determined by the college president.

Job announcements are developed at the same time as new position requests. Faculty job announcements are developed by the department chair in consultation with the area dean and the vice president of instruction or vice president of student development and enrollment management. Classified job announcements are developed at the district level in consultation with collective bargaining units and are standard district-wide. Once new positions are approved, the job announcements are reviewed by the district's human resources department and then posted on the district's human resources website and advertised in various district identified resources (Ref. III.11). Position requestors are asked to submit any special advertising needs to human resources.

Hiring committees typically include representation from each constituency—faculty, classified, administration, and students. Administrative hiring committees may include district representation. Committee members are appointed by their respective constituency leaders, who work together to ensure that committee membership is sufficiently diverse. Committee membership is reviewed by the college equity officer and approved by the college president. Faculty hiring committees are faculty weighted (about 50%) and include three to five department faculty members, one of whom serves as the equity representative. (The equity representative is usually from a different department than for the position being hired.) Hiring committees are responsible for developing screening criteria and interview questions. Screening criteria are developed so that non-typical but qualified candidates are not excluded and applicant pools are sufficiently broad. For faculty positions, the criteria always include the minimum qualifications listed in the *California Community Colleges Chancellor's Office Minimum Qualifications* document (Ref. III.12), and applications are reviewed by district human

resources prior to committee screening of applications. Interview questions for faculty positions typically include a teaching demonstration, a role play scenario, and a writing sample.

The district human resources department is responsible for verifying the college transcripts of applicants for all positions to ensure that minimum educational requirements are met. Transcripts from non-U.S. institutions must be evaluated by one of several district-approved evaluation services before they will be accepted. When applicants for faculty positions claim that they meet the equivalent of the position's minimum qualifications, the hiring committee forms an equivalency review committee, comprising three faculty members and one administrator. This committee reviews all such applications using an *Equivalency Review Form* (Ref. III.13) prior to the screening process.

All hiring committees are chaired by an administrator or supervisor who is responsible for ensuring that appropriate hiring procedures are followed. All hiring committees also include a trained equity representative whose responsibilities include ensuring nondiscrimination and equal treatment of applicants, fair and equal screening and interview processes, and assisting the hiring committee chair in developing a climate in which interviewed candidates can do their best (Ref. III.4). Hiring committees are debriefed by the college president and/or a vice president when they finish their work, and asked throughout the process to keep the committee's work confidential. The committee selects the best candidates for recommendation as finalists to be interviewed by the college president and/or appropriate vice president. Based on the final interviews and reference checks, a hiring recommendation is made to the Board of Trustees by the college president (for faculty and administration positions) or vice president of administrative services (for classified positions). Should no finalist be recommended to the board or the selected finalist decline the position, the position is re-advertised and the hiring process re-started.

### **Analysis**

The college adheres to documented policies and practices in carrying out its hiring processes. It has developed its own faculty and classified hiring prioritization processes, both of which have proven effective. The academic senate recently agreed to revise the faculty hiring prioritization process so that administration could propose new faculty positions in the event that the desired positions were not proposed by faculty. Similarly, when the academic senate has an interest in requesting new classified positions designed to serve a broad area of institutional needs that may not be identified in a specific department's EMP, the senate may make such requests to the appropriate vice president before the prioritized division list is forwarded to the vice president of administration.

The hiring process, including applicant screening, first and second level interviews, and reference checking, involves a significant amount of time by all the participants. Several years ago, over the course of a single semester, a number of faculty hiring processes

were concluded without a recommendation for hire being made to the board, which caused concern and frustration among those involved. To address issues resulting from process implementation errors, the college academic senate worked with the district academic senate and human resources to revise the faculty hiring manual to clarify required processes. Several workshops were held at the college with human resources personnel in attendance to assist those responsible for supporting, facilitating and participating on faculty hiring committees to become more familiar with college and district processes (Ref. III.14). Currently, the college equity officer is responsible for providing ongoing training for equity representatives serving on classified, faculty, and administrative hiring committees (Ref. III.15).

The accreditation employee survey (Ref. III.16) includes item #19, "Safeguards are in place to assure that hiring procedures are consistently applied." The survey results reflect a four point Likert scale (4 = strongly agree, 3 = mostly agree, 2 = mostly disagree, and 1 = strongly disagree); thus a mean response of 3.5 would indicate an opinion average half way between "mostly agree" and "strongly agree". Responses to item #19 were quite positive, with an overall mean of 3.25. The means for individual employment groups were as follows: full-time faculty, 3.11; adjunct faculty, 3.00; classified employees, 3.47; and administrators, 3.67.

In fall 2007 the district began using PeopleAdmin, an online job application system. Once initial implementation challenges were resolved, the system has eased the application submittal process and enabled the district to access extensive amounts of data regarding applicants that was previously not available. For example, the new system has enabled the district to determine that almost 60% of all job applicants learn about job vacancies through the human resources website, which has prompted the district to update its website to include additional recruitment materials (Ref. III.17). The district has also explored additional online sources of job advertising such as CareerBuilders.com.

### **Plan**

None.

**Standard III.A.1.b: The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.**

### **Description**

All college personnel are evaluated systematically and at stated intervals in accordance with district board policies P-5140 (faculty) (Ref. III.18), P-6141 (classified) (Ref. III.19),

and P-9141 (managers) (Ref. III.20). Additionally, faculty evaluations are conducted in accordance with Article 8 of the *Los Rios Community College District Collective Bargaining Agreement with Los Rios College Federation of Teachers*, which includes standards and criteria for performance review (Ref. III.21). Classified employee evaluations are conducted in accordance with Article 4 of the *Los Rios Community College District Collective Bargaining Agreement with Los Rios Classified Employees Association*, which includes categories and factors for performance review (Ref. III.22). Maintenance/operations employee and campus police officer evaluations are conducted in accordance with Article 6 of the *Los Rios Community College District Agreement with Service Employees International Union, Local 1021 (SEIU)* (Ref. III.23) and utilize the categories and factors for performance review listed in the SEIU contract. College supervisors are evaluated in accordance with Article 5.4 of the *Los Rios Community College District Agreement with Los Rios Supervisors Association*, which also includes evaluation categories (Ref. III.24). Administrators and confidential personnel are evaluated per district board policy P-9141 (Ref. III.20). The board policies and these four collective bargaining agreements all state that evaluation processes are intended to promote employee self-improvement.

The faculty performance review process is overseen by the vice president of instruction (for instructional faculty) and the vice president of student development and enrollment management (for student services faculty). Review teams for full-time faculty include the area dean and two discipline related faculty members. Review teams for adjunct faculty include the dean and one discipline related faculty member. Faculty review team members are recommended for appointment by the academic senate president. Classified employee evaluations are administered by the vice president of administration and carried out by the unit supervisor or area dean. Administrative evaluations are administered by the president's office and carried out by the appropriate vice president and/or the college president. The college president's evaluation is administered by the chancellor's office. The evaluation of the college president includes information gathered via an online survey that was developed by the district academic senate. The survey is administered to faculty only.

The college provides evaluation workshops for those involved in the faculty peer review process, including faculty members undergoing review, faculty members serving on peer review teams, and administrators serving on peer review teams (Ref. III.25).

### **Analysis**

The performance review process is intended to promote self improvement. Employees undergoing performance review are evaluated using specific criteria and are provided with commendations as well as recommendations for improvement. As part of the faculty review process, faculty must write a self study in which they address any recommendations received during the previous review (Ref. III.26). Self studies are written during a faculty member's second, third, and fourth years, and thereafter every three years. Administrators must also complete self studies as part of their review process.

Responses to accreditation employee survey item #20, “Personnel evaluations at the college lead to improvement of job performance” (Ref. III.16), were somewhat less positive than those for many of the survey’s other items, but still averaged just under the “mostly agree” point on the scale. The overall mean was 2.91, with means for individual employment groups as follows: full-time faculty, 2.71; adjunct faculty, 3.15; classified employees, 2.94; and administrators, 3.33. The lower mean response from full-time faculty and classified employees may indicate that the college could do a better job of connecting the performance review process to perceived improvements in job performance or that factors other than formal review motivate employees to improve their performances. District-wide administration and the various employee groups have the opportunity to review and update through negotiation their respective performance review processes at least once every negotiation cycle, typically once every three years.

The district academic senate’s online survey used in the performance review of college presidents has been well received by faculty, the chancellor, and the college presidents. However, the survey is administered only to faculty. FLC classified staff and administrators, similar to their counterparts throughout the district, have indicated that they would like to provide input into the college president’s evaluation.

### **Plan**

1. Advocate for classified and administrative input into the college president’s evaluation.

**Standard III.A.1.c: Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.**

### **Description**

The criteria used in the performance review process are subject to collective bargaining. Article 8 of the *Los Rios Community College District Collective Bargaining Agreement with Los Rios College Federation of Teachers* (Ref. III.21) addresses faculty performance review and begins with the statement, “The primary goal of faculty performance review is to improve the quality of the educational program.” With this goal in mind, all full-time and adjunct classroom faculty are evaluated using criteria designed to assess their performance in 17 areas or standards of professional responsibilities as identified in Article 8. Faculty receive ratings of “unsatisfactory,” “needs improvement,” or “satisfactory” for each of the 17 criteria as well as an overall performance rating. Evaluation team members may also include commendations and/or recommendations for improvement. One of the 17 criteria, in place since July 1, 2005, states, “Adheres to the approved course outline and effectively assesses the student learning outcomes as stated in the approved course outline.” The criteria may be assessed by the performance review team members based on review of course syllabi, the written self study, student surveys, and dialogue among team members and the faculty member undergoing review. As part of their self studies, which are intended to “provide an opportunity for introspection

and planning for the future,” faculty are asked to discuss future directions in regards to assessment, goals, and resources. Regarding assessment in particular, faculty are asked to reflect upon their strengths and weaknesses in a number of areas, including student learning outcomes (Ref. III.26). Non-classroom faculty (counselors, librarians, nurses, coordinators) evaluations involve different criteria. However, non-classroom faculty are still expected to develop student learning outcomes (SLOs) and assessment methods for their programs and to document assessment efforts and results in their program review and educational master plan (EMP) documents.

The collective bargaining agreements for classified employees and supervisors do not include criteria for performance review that specifically address SLOs. However, as described in Standards II.A, II.B, and II.C, all employees participate in the development, implementation, and assessment of SLOs at the department/unit level, as evidenced by department/unit EMPs and program reviews. Administrator evaluations include an assessment on how well administrators facilitate the accomplishment of the goals in their respective areas of responsibility and so typically include assessments on how their respective areas are progressing on implementing SLOs.

### **Analysis**

To underscore the importance of the faculty review process and its overall purpose, the vice president of instruction, the college LRCFT president, and the academic senate president hold joint workshops each year to help those undergoing review and/or serving on review teams to better understand and correctly implement the process (Ref. III. 25). Typically, at least one such workshop each year is devoted to the self-study requirement and its use for reflection and professional improvement planning, especially in regards to SLO development and assessment.

### **Plan**

None.

## **Standard III.A.1.d: The institution upholds a written code of professional ethics for all of its personnel.**

### **Description**

The college catalog (pages 46-47) includes the *Faculty Statement of Professional Ethics* (Ref. III.27), the *Classified Staff Code of Ethics* (Ref. III.28), and the *Administrator’s Code of Ethics* (Ref. III.29). The faculty statement was developed by faculty and approved by the academic senate. The classified statement was developed by classified employees and approved by the classified senate. The administration statement was developed by the administrators and approved by the college president. Disciplinary procedures are outlined in district board policy P-6911 (Ref. III.30) and P-6912 (Ref. III.31) for classified employees and board regulation R-9413 (Ref. III.32) for management and confidential employees. Disciplinary procedures for faculty are addressed in Article



27 of the *Los Rios Community College District Collective Bargaining Agreement with Los Rios College Federation of Teachers*, which addresses just cause and disciplinary actions (Ref. III.21).

### **Analysis**

Professional codes of ethics are in place for all personnel and published in the college catalog. Procedures are in place to address any violations.

### **Plan**

None.

**Standard III.A.2: The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.**

### **Description**

The Los Rios Community College District closely monitors all certificated and classified positions, including those at the college, to maintain sufficient numbers of qualified and experienced full-time faculty, staff and administrators to support the college and district's mission and purposes. The hiring of college personnel has continued to be in direct response to the growth of the college's enrollment and is reflective of the overall growth in the organizational structure. Since fall 2004 full-time certificated faculty have increased from 63 to 107; full-time classified staff have increased from 60 to 103; and full-time administrators have increased from 6 to 12.

As of fall 2008, the district's percentage of full-time faculty was 67.7%, and the college's percentage was 67.2% with respect to the 75:25 ratio (as per AB 1725) (Ref. III.33). The district also uses a 900:1 student to counselor ratio, as per the Los Rios College Federation of Teachers contract (Article 4.8.8), to determine the allocation of full time equivalent faculty positions (FTEF) to support counseling (Ref. III.21).

There are no state requirements regarding the number of classified and management positions. However, the district has agreed in its various collective bargaining agreements that increases in the number of classified positions shall be proportional to district growth. The district does not use set formulas for the distribution of new positions among the colleges, thereby enabling placement of new positions where they are most needed. Factors considered include college growth, new facility needs, program start-up needs, and balance across bargaining units, and mandates.

The college evaluates the number and organization of its personnel, as well as their effectiveness in supporting programs and services, through the program review and

educational master plan (EMP) processes. These processes are also used to identify where additional personnel are needed.

Faculty who are hired must have the academic preparation and/or experience to meet the *California Community Colleges Chancellor's Office Minimum Qualifications* (Ref. III.12) to teach in their assigned disciplines. Administrators must also have the appropriate academic preparation (typically a master's degree in a job related discipline) and experience for their positions as stated on job announcements. Classified academic preparation and experience requirements are developed at the district level in consultation with collective bargaining units and are standard district-wide (Ref. III.34).

### **Analysis**

Currently the college does not meet the state recommended full-time to part-time faculty ratio of 75:25 as specified in AB 1725. The fall 2008 full-time to part-time faculty ratio was 67.2%. However, this ratio has been steadily increasing since 2004, and faculty, staff, and administrative hires have kept pace with facilities and student growth. This, along with contractual provisions specific to counseling FTEF, reflects highly on the district's commitment to provide adequate college staffing to meet student demands. The district office as well as the three sister colleges have recognized FLC's need for increased personnel to support its new facilities, new programs, and rapid student enrollment growth. The results have been a moderate and steady increase of key personnel for the college. Since fall 2004, the district has allocated the college 44 new instruction and student services faculty positions (a 70% increase), 43 new classified positions (a 72% increase), and five new administrative positions (a 71% increase). Further, the college has been allocated a large percentage of all new positions. For example, although there are five entities contending for new classified positions (four colleges and the district office), in the five-year period ending June 30, 2008, the college received 32% of the general fund positions available district-wide. The preparation, experience, and qualifications of all employee groups are well established.

### **Plan**

None.

**Standard III.A.3: The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.**

**Standard III.A.3.a: The institution establishes and adheres to written policies ensuring fairness in all employment procedures.**

### **Description**

The college conducts its employment activities in compliance with district board policy P-5111, "Intent and Accountability for Equal Opportunity" (Ref. III.35) and district board

regulation R-5121, "Selection and Recruitment: Full-Time Faculty" (Ref. III.36). The district has developed an *Equity Handbook* (Ref. III.4), updated in spring 2006, which the college uses to promote fairness in all employment procedures. The handbook includes a letter from the chancellor in which he states that one of the district's goals is to "remain an employer who is equitable to all applicants, treating each with respect and dignity." The handbook also includes information on confidentiality and privileged information; best practices for hiring effectively; roles, functions, and responsibilities of the equity representative; the text of P-5111 and R-5121; and other reference materials. The handbook is currently undergoing revision, with an expected completion date of fall 2009. The college has an equity officer appointed by the college president who is responsible for providing ongoing training for equity representatives and committee chairs that serve on classified, faculty, and administrative hiring committees. All hiring committees include a trained equity representative to ensure fairness and equitable treatment of applicants throughout the hiring process.

Procedures regarding the hiring of faculty are documented in the district *Faculty Hiring Manual* (Ref. III.5), which was substantially revised in fall 2008 through collaboration involving the district human resources department and the district academic senate. The college has also developed its own *Classified Hiring Manual* (Ref. III.7), which outlines procedures for the hiring of classified employees in accordance with district board policies and regulations. Procedures regarding the hiring of administrators are documented in board policy P-9120 (Ref. III.3) and board regulation R-9122 (Ref. III.37).

### **Analysis**

The college's employment procedures are well documented, and hiring committees adhere to these documented procedures, with oversight provided by an equity representative on each committee. The college offers regular equity training workshops for employees throughout the year with the result that each committee usually includes several trained members, providing further assurance that hiring processes are equitable and fair.

### **Plan**

None.

**Standard III.A.3.b: The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.**

### **Description**

The college and district maintain security and confidentiality of personnel records in accordance with district board policies and regulations P/R-5171 (faculty) (Ref. III.38), P/R-6151 (classified) (Ref. III.39), and P/R-9511 (management and confidential) (Ref. III.40). Further provision for security, confidentiality, and employee access to personnel

records are addressed in the following collective bargaining agreements:

- Article 12 of the *Los Rios Community College District Collective Bargaining Agreement with Los Rios College Federation of Teachers* addresses the review of files, placement of materials, and reproduction of materials (Ref. III.21)
- Article 17.4 of the *Los Rios Community College District Collective Bargaining Agreement with Los Rios Classified Employees Association (LRCEA)* addresses the storage of grievance files, review of permanent files by the employee and LRCEA, materials excluded from permanent personnel files, disciplinary documents, and file access rights (Ref. III.22)
- Article 6.10 of the *Los Rios Community College District Agreement with Service Employees International Union, Local 1021* addresses the contents of and access to maintenance/operations employee and campus police personnel files (Ref. III.23)
- Article 5.8 of the *Los Rios Community College District Agreement with Los Rios Supervisors Association* addresses the contents of and access to college supervisor personnel files (Ref. III.24).

Management of personnel files is overseen by the district human resources department. All personnel files are stored electronically using the OnBase storage system. Access is password protected.

### **Analysis**

The district has in place policies, regulations, and procedures to maintain secure and confidential personnel records. Employees have appropriate access to their own personnel records as required by law and by the respective collective bargaining agreements.

### **Plan**

None.

**Standard III.A.4: The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.**

**Standard III.A.4.a: The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.**

### **Description**

The district and the college maintain several programs, practices, and services that support its diverse personnel. The district offers three-day “Interest Based Approach (IBA)” training workshops each semester (Ref. III.41). The principles of IBA include mutual respect, active listening, understanding of other points-of-view, and informed

decision making, all of which are central to the college and district culture. IBA is used throughout the district in employee contract negotiations, conflict resolution, and institutional decision making.

The district also sponsors the Faculty Internship Program (Ref. III.42) which provides learning opportunities for potential employees. The program includes hands-on experience in the classroom for one semester with a faculty mentor as well as 34 hours of instruction through a partnership with the California State University, Sacramento Community College Faculty Preparation Program. Course discussion topics include curriculum, instruction, and assessment at the community college level; theory and practice regarding effective teaching and classroom communication strategies; and diverse learning styles. The program serves as an effective training and recruitment tool for the district, enabling it to develop a diverse pool of potential instructors who mirror the diversity of the district's student population.

The district's human resources department provides ongoing college equity officer training, which includes a review of processes and recent legal updates. The college equity officer in turn provides training at the college for equity representatives who serve on hiring committees. The human resources department provides regular mandated sexual harassment prevention training for managers and supervisors (Ref. III.43) and provides all new permanent employees with an online link to training modules on sexual harassment, ADA and safety, which they must complete within 60 days of hire. The human resources department sends a "Rights and Reminder" memo to all employees each semester and posts the memo on the district website (Ref. III.44). This memo serves as a refresher on such topics as sexual harassment, non-discrimination, disability accommodation, and drug and alcohol free work place.

The college's institutional planning committee diversity subcommittee hosted forums at each of the college's three campuses in spring 2007 in an effort to develop a new diversity statement. The subcommittee eventually decided to forego drafting a new diversity statement and rely instead on statements already approved as part of the college mission and values statements. The subcommittee also determined that it was important to promote workshops and training that foster an appreciation and understanding of diversity. Towards that end, the college's professional development committee has facilitated a number of events, including film presentations of *Not in our Town II: Northern California* and *What's Race Got to do with It?*, as well as guest presentations on topics such as globalization and women, multiculturalism and sexual diversity, and death and dying from a Tibetan Buddhist perspective. The committee also has a multicultural subcommittee that has promoted various multicultural events on campus.

### **Analysis**

Responses to the accreditation employee survey (Ref. III.16) indicate that college and district policies and practices are effective in promoting an understanding of equity and

diversity issues. The mean response for item #22, “The college fosters an appreciation for diversity,” is quite positive at 3.35, with means for individual workgroups as follows: full-time faculty, 3.27; adjunct faculty, 3.33; classified employees, 3.54; and administrators, 3.22. The mean response for item #23, “The college’s personnel treat one another with respect regardless of gender, ethnicity, age, or sexual orientation,” is even more positive at 3.51, with means for individual workgroups as follows: full-time faculty, 3.49; adjunct faculty, 3.65; classified employees, 3.49; and administrators, 3.33.

### **Plan**

None.

### **Standard III.A.4.b: The institution regularly assesses that its record in employment equity and diversity is consistent with its mission.**

#### **Description**

The district’s human resource department conducts all tracking and assessment of employment equity and diversity throughout the district. The department reviews voluntarily submitted data and reports from application pools for all advertised positions to ensure that pool diversity appropriately reflects that of the college community. When applicant pool diversity is inadequate, the district will sometimes extend the application deadline and advertising in an effort to improve pool diversity. Each fall the human resources department reviews overall applicant diversity from the preceding year and publishes the results in a recruitment report (Ref. III.17). The department also reviews the district’s existing staff diversity using voluntarily submitted data and reports the results each spring to the state chancellor’s office. Diversity information is also shared two times each year with the chancellor’s executive staff and the Board of Trustees.

#### **Analysis**

The district regularly tracks and assesses employment equity and diversity at all four colleges. This practice is consistent with district board policies P-5111 (Ref. III.35), P-6111 (Ref. III.45), and P-9111 (Ref. III.46), as well as the district mission (Ref. III.47), which includes the following statements:

- *Building Community:* We recognize and value the strengths of our diverse backgrounds and perspectives and seek to build a community in which all constituencies are highly qualified.
- *Social Justice:* Because diverse perspectives support the District’s commitment to equality, equity, and justice, our communities are best served by ensuring that all populations are represented equitably throughout the Los Rios community colleges.

The district documents its findings in an annual report (Ref. III.17) and reviews them regularly with the Board of Trustees and the district’s executive staff.

**Plan**

None.

**Standard III.A.4.c: The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.**

**Description**

The college has several policies and statements on the rights of individuals, which are included in the college catalog on pages 44-46 (Ref. III.48). These policies and statements include the following:

- *Los Rios Community College District Non-Discrimination Policy*
- *Diversity/Equity Commitment*
- *Title IX (Sex Discrimination)*
- *Disability*
- *Race, Color, National Origin, or Disability*
- *Age, Marital Status, Religion*
- *Gender Harassment*
- *Sexual Harassment Policy.*

The student procedures for filing a complaint are described briefly in the catalog under the *Sexual Harassment Policy* and more extensively in district board regulation R-2423 (Ref. III.49). Employees receive a detailed memorandum each semester from the district reminding them of their rights and responsibilities, including information on how to file complaints (Ref. III.44). The college has identified appropriate personnel to address violations of individual rights with respect to the policies listed above (Ref. III.50).

**Analysis**

The district administers the *Noel-Levitz Student Satisfaction Inventory* (Ref. III.51) and an employee survey (Ref. III.52) every three years to determine whether students and employees feel as though they are being treated fairly. Student responses to the following Noel-Levitz survey items are quite positive and exceed the *importance/satisfaction* means or *satisfaction* means set by community colleges nationwide. (Note: the numbers indicate importance/satisfaction on a 1-7 point scale, with low being 1 on each scale.)

- Item #22: People on this campus respect and are supportive of each other.  
(FLC: 5.99/5.45 and National: 5.91/5.24)
- Item #27: The campus staff are caring and helpful.  
(FLC: 6.15/5.53 and National: 6.02/5.40)
- Item #28: It is an enjoyable experience to be a student on this campus.  
(FLC: 6.24/5.65 and National: 6.10/5.47)
- Item #29: Faculty are fair and unbiased in their treatment of individual students.  
(FLC: 6.50/5.43 and National: 6.22/5.33)

- Item #83: Institution’s commitment to older, returning learners?  
(FLC satisfaction: 5.60 and National satisfaction: 5.51)
- Item #84: Institution’s commitment to under-represented learners?  
(FLC satisfaction: 5.38 and National satisfaction: 5.33)
- Item #86: Institution’s commitment to students with disabilities?  
(FLC satisfaction: 5.64 and National satisfaction: 5.44)

The district’s employee survey includes two items regarding fair treatment and respect, and college responses to these items were quite positive. Responses to item #26, “Employees are treated with equal respect, whether they are men or women,” were as follows: strongly agree, 38.4%; mostly agree, 39.5%; neutral, 12.1%; mostly disagree, 4.2%; and strongly disagree, 3.2%. Responses to item #27, “Employees of all ethnic backgrounds are treated with equal respect,” were as follows: strongly agree, 35.6%; mostly agree, 39.8%; neutral, 13.1%; mostly disagree, 4.2%; and strongly disagree, 5.2%. The college’s average response for each of these two survey items was almost identical to the district-wide average response. District-wide, average responses for these two items were lowest among classified employees and highest among administrators.

**Plan**

None.

**Standard III.A.5: The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.**

**Standard III.A.5.a: The institution plans professional development activities to meet the needs of its personnel.**

**Description**

The college’s participatory governance structure includes the professional development committee (PDC), which is responsible for providing professional development activities and opportunities to college faculty and staff (Ref. III.53). All colleges in the district participate in the state’s flexible calendar program (Flex) for two days each semester (Ref. III.54), which provides paid time for faculty to participate in professional development activities at the college, in the district, and at conferences. PDC develops the schedule for each semester’s Flex and convocation activities, allocates funds to faculty and staff who attend off campus professional development activities, and oversees the faculty sabbatical leave process. PDC has faculty and classified employee co-chairs (as well as an administrative liaison) to ensure that both constituencies have access to funding and activities. PDC actively promotes professional development activities, and the faculty co-chair regularly sends several weekly email messages regarding activities that are planned at other campuses and locations. Classified employees are encouraged to participate in professional development opportunities and are provided an opportunity



for tuition and textbook reimbursement through their collective bargaining agreements. Each spring the faculty co-chair submits to the academic senate an end-of-year report that lists professional development activities and committee accomplishments during the past year (Ref. III.55).

Other college groups provide professional development activities. The instruction office, the academic senate president, and the college Los Rios College Federation of Teachers (LRCFT) president jointly provide workshops on the faculty performance review process and the district full-time faculty hiring process. They also provide faculty department chair training every other year, following department chair elections. The instruction office also works with the curriculum committee and office of institutional research to provide workshops on educational master plans and program review, and LRCFT provides workshops on the faculty contract. The district, too, provides professional development activities. In addition to interest-based alliance (IBA) training, equity training, and the Faculty Internship Program discussed in Standard III.A.4.a, the district also sponsors the Classified Leadership Academy (Ref. III.56), which provides opportunities for classified employees throughout the district to increase their technical, supervisory, and leadership skills. The district's human resources department also works with the Los Rios Management Association to sponsor a set of leadership workshops each semester (Ref. III.57).

Funding to attend professional development activities is available for faculty and classified staff through the PDC's allocation process. Also, all full-time faculty are allocated seventy-five dollars per year for travel to and from professional development activities. Additional professional development funds provided by certain categorical programs and/or grants (e.g. Basic Skills Initiative, Education Initiative, VTEA, student services programs, etc.) are also available for all employees depending on their job responsibilities and are administered by the program/grant manager.

### **Analysis**

As the number of college employees has grown, requests for professional development funding have increased tremendously. PDC is currently revising funding policies to adequately and appropriately provide for new faculty orientation, faculty/staff requests, and college-wide activities. The college is also exploring additional professional development funding sources by seeking out appropriate grant application opportunities. The funding of seventy-five dollars for each full-time faculty member per year for travel has continued even as the college has added more than 40 new full-time faculty positions since 2004.

Responses were reasonably positive for accreditation employee survey item #24, "Sufficient professional development opportunities are available" (Ref. III.16). The overall mean was 3.08, with means for individual workgroups as follows: full-time faculty, 3.15; adjunct faculty, 3.00; classified employees, 3.06; and administration, 2.89.

### **Plan**

None.

**Standard III.A.5.b: With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.**

### **Description**

The institutional planning committee (IPC) is scheduled to complete a professional development plan in fall 2009 that will include methods to systematically evaluate the college's professional development programs. The college has several such programs, including the flexible calendar program (Flex) (Ref. III.54), New Faculty Orientation (Ref. III.58), the Teaching and Learning Community (TLC) (Ref. III.59), and the innovation center. The TLC is a subcommittee of the professional development committee (PDC) and functions as a faculty resource for the discussion of successful and emerging teaching methodologies. The innovation center, located on the main campus, is staffed by a full-time instructional design and development faculty coordinator who is responsible for assisting faculty with course design and for helping faculty and staff to develop and enhance their technological skills.

PDC includes representation from all constituencies and academic areas, and committee members provide feedback from their constituencies, which helps the committee to identify and address the teaching and learning needs of the faculty and other personnel. The committee also receives feedback from the academic and classified senates, both of which hear PDC reports at their regular meetings. The committee has worked with the classified senate, in particular, to identify and provide workshops that focus on the unique needs of classified staff. The committee also solicits college-wide input each semester regarding the previous semester's program and how it might be improved. PDC has developed a draft handbook (Ref. III.60) that is expected to be completed in fall 2009.

### **Analysis**

The college has no comprehensive and systematic method to assess the impact of professional development programs on the improvement of teaching and learning. Specific programs such as the New Faculty Orientation are assessed by the participants and their comments are used to improve the next year's orientation. PDC also uses informal and anecdotal evaluation that occurs immediately following some Flex workshops to inform planning for the next semester's workshops.

### **Plan**

1. Complete the Professional Development Plan, including methods for developing, assessing, and improving professional development programs.

**Standard III.A.6: Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.**

**Description**

At the college level, human resource planning is rooted in the educational master plan (EMP) and program review processes, which departments and operating units throughout the college use to assess existing human resources and to identify additional needs, including professional development and new staffing. As a result, human resource planning and decision making emanates from institutional needs and plans for improvement. The EMP and program review processes themselves are integrated into the college's overall planning and evaluation cycle (Ref. III.61) such that human resource planning that occurs via the EMP and program review processes is linked to planning that occurs in other college-wide processes. For example, the EMP and program review processes are linked to hiring prioritization processes as well as the budget allocation process, which can provide funding for student help and classified temporary positions. When requesting new positions, departments and operating units must provide copies of their EMPs as evidence of their staffing needs.

The college's assessment of its human resources is informed by information provided by the college office of institutional research (OIR), including key performance indicators, student survey and focus group information, and data and analysis in support of program review, EMPs, strategic planning, and other college processes. Assessment of human resource needs also includes analysis of past enrollment data as well as less formal information such as observation of whether classrooms are sufficiently maintained and whether offices are sufficiently staffed.

At the district level, the assessment of human resources is accomplished through the human resources department program review (Ref. III.62). The district also utilizes the employee satisfaction survey (Ref. III.52), the *Noel-Levitz Student Interest Inventory* (Ref. III.51), and analysis of recruitment data (Ref. III.17) to assess human resources.

**Analysis**

The college's human resource planning has complemented its program development and facilities planning, with many new faculty, staff, and administrators being hired to support new college programs and buildings. Examples include new faculty hires in music, theatre arts, and dance, all of which include new instructional programs; the college's first college nurse, DSPS and EOPS coordinators, and CalWORKs supervisor; custodians to support new facilities; new administrators to support career and technical education and the visual and performing arts areas; and support staff for administration, the business office, college receiving, printing, and police services. Improvements at the district include the implementation of the PeopleAdmin system in fall 2007. PeopleAdmin has allowed for online submittal and review of job applications as well as improved access to applicant data. District human resources has also worked with

the district academic senate (Ref. III.63) to revise the faculty hiring manual in order to improve district and college hiring processes.

**Plan**

None.

**B. Physical Resources**

**Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.**

**Standard III.B.1: The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.**

**Standard III.B.1.a: The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.**

**Description**

The college's physical resources are relatively new. The first permanent building at Folsom Lake College's main campus (FLC-main), Aspen Hall (FL1), was completed in fall 2001. Since that time, the following buildings at FLC-main have been completed:

- Aspen Hall (FL1) expansion, fall 2005
- Cypress Hall (FL2), fall 2005
- Buckeye Hall (FL3), fall 2005
- Falcon's Roost (bookstore/cafeteria), spring 2006
- Campus Services building, fall 2006
- College Administration building, fall 2006
- Dogwood Hall (FL4), spring 2007
- Lilac Hall (FL5), spring 2007
- Physical Education building, spring 2009.

In summer 2008 the college began construction at FLC-main on the Visual and Performing Arts Center, which is scheduled for completion by spring 2011. In fall 2009, the college will break ground on an expansion of the Falcon's Roost, which is scheduled for completion in fall 2010. In late summer 2010, grading and construction will begin on the physical education/athletic fields. Initial design work has been completed for the FLC-main Phase 2A capital project, which will house career and technical education programs and college health services (although state funding and a completion date are now uncertain). At the El Dorado Center (EDC), Buildings A and B were completed in spring 1994, and the physical education building opened in spring 1999. The parking

lots were expanded in fall 2003, and Building C was completed in spring 2006. Work is projected to begin on a modest bookstore/student services expansion in 2010, completing the full campus build out at EDC. The leased facilities at the Rancho Cordova Center (RCC) were expanded in fall 2006, and the district is currently in the process of securing property on which to site permanent facilities.

New building construction is guided by board policy 8400, "Building Construction Program" (Ref. III.64). The college's budget and facilities planning committee (BFPC) is charged with overseeing college-level processes for new building construction as well as facility remodeling and renovation, and facility modernization and maintenance, all of which are described in the *Budget and Facilities Planning Handbook* (Ref. III.65). The committee is co-chaired by a faculty member and the vice president of administration (VPA). The college's *Facility Master Plan* (Ref. III.66), initially developed in 1993 and updated in 2003, will be updated again in fall 2009. Other documents that guide facilities development include the district's *Five-Year Construction Plan* (Ref. III.67), the *Facilities Condition Index* (Ref. III.68), and the *American with Disabilities Act (ADA) Transition Plan* (Ref. III.69).

BFPC also oversees the college's budget allocation processes, which are described in the *Budget and Facilities Planning Handbook* (Ref. III.65). Budget allocation processes are part of the college's overall evaluation and planning cycle (Ref. III.61) and are tied to the college's program review and educational master plan (EMP) processes. Each college division considers and prioritizes its department and operating unit funding requests for facilities upgrades, new equipment, and repairs to existing equipment, but only if the funding need has first been documented in department or operating unit EMPs. Preliminary annual operating budget (AOB) allocations are distributed to the four divisions (Administrative Services, Instruction, Student Services and President's Services) by BFPC (Ref. III.70). The division administrator, in consultation with assigned area deans and operating unit supervisors, provides each area and/or operating unit a preliminary AOB for the upcoming fiscal year. Deans/managers/supervisors meet with the assigned division administrator to review and discuss the recommended priorities for AOB increases and capital equipment purchases submitted by each area/operating unit. These requests are reviewed and prioritized within each division. Prioritized requests are funded in the upcoming academic year once actual revenue sources become available. To ensure appropriate fiscal support of all divisions, annual operating budget formulas as well as the *Current Year Operating Budget and Prior Year Expenditure Detail* report are reviewed annually by BFPC (Ref. III.71). BFPC has established sinking funds to help support the replacement of furniture and fixtures, replacements/upgrades to technology, and alteration/remodel projects. Hardware and software inventories are reviewed annually by information technology services to determine upgrade/replacement needs at all three sites.

The VPA works closely with the district's facilities management department (FM), which is tasked with district-wide planning, construction and maintenance of physical

resources (i.e., facilities). FM comprises two departments, maintenance and planning/construction. FM works with all four district colleges to conduct facilities operations including the planning, development and construction of new facilities; maintenance operations; major and minor modernization, relocation, and remodeling; and other capital outlay and maintenance projects. Additional FM activities include the following:

- Develop and implement long and short range facility development and maintenance programs
- Schedule and coordinate all predictive and preventative maintenance measures;
- Work with the college staff in the preparation of maintenance and facility budgets and the development of project schedules
- Coordinate with the colleges for the scheduling of construction projects to assure facilities meet the program requirements of the colleges/departments
- Determine the most effective construction delivery method for cost effective and timely completion of projects
- Serve as a liaison between district administrators and non-district construction personnel
- Confer with state and local officials and provide consultation to assure compliance with rules and regulations concerning fire/life safety; ADA; structure design standards; indoor air quality; and financing, planning and construction of school facilities.

Funding for new facilities and equipment is supported by two successful district bond measures. In spring 2002, voters approved Measure A, a \$265 million general obligation bond, and in fall 2008 voters approved Measure M, a \$475 million general obligation bond. Both measures provide funding for classroom and facility improvements at all four colleges and their centers.

### **Analysis**

Since the college's initial accreditation in 2004, the total gross square footage for facilities space at FLC-main has grown from 50,249 to 279,682; facilities space at EDC has grown from 49,648 to 71,038; and leased space at RCC has grown from 6,748 square feet to 13,379. The district continues its efforts to secure land on which to site permanent facilities for RCC. Measure A funds are earmarked for the purchase of a permanent RCC site and initial facilities construction. In the interim, the RCC facility has been expanded to ensure students have equitable access to programs and services.

The college has been able to support equipment needs at all three sites. When it became apparent that furniture, fixtures and equipment (FF&E) budgets would not cover the FF&E needs of some capital projects at FLC-main, the college set aside FLC bookstore unrestricted reserves for affected projects. For example, unrestricted reserves were used to augment the capital project budget for FF&E in the Falcon's Roost and Physical Education buildings. Bookstore unrestricted funds will also be used on the Falcon's Roost expansion, which is scheduled to begin in fall 2009. At EDC,

the college is replacing, on an ongoing basis, old classroom and office furniture as budget permits. The EDC site dean works with faculty and staff to identify and prioritize needed replacements/upgrades, and the majority of the original EDC classrooms have been upgraded with current instructional technology. At RCC, iTV and teleconferencing capabilities as well as additional office space were added when the current space was expanded in 2006. More recently, RCC has been connected to the district's fiber network.

The mean response for accreditation employee survey (Ref. III.16) item #25, "The college regularly assesses and addresses its need for physical resources that support the integrity and quality of its programs and services, regardless of location or means of delivery," was slightly lower than the means for other survey questions. The survey results reflect a four point Likert scale (4 = strongly agree, 3 = mostly agree, 2 = mostly disagree, and 1 = strongly disagree); thus a mean response of 3.5 would indicate an opinion average half way between "mostly agree" and "strongly agree." The overall mean response for item #25 is 2.99, or "mostly agree," with individual employment group means as follows: full-time faculty, 2.88; adjunct faculty, 3.18; classified employees, 3.10; and administration, 3.00. The responses to accreditation *student* survey item #16, "Lab classes have the necessary equipment to support course needs," are more positive, with a mean response of 3.44 (Ref. III.72). Regarding the slightly lower mean response for item #25, the size of faculty and administrator constituency groups have doubled and support staffing has increased 40% since the college's initial accreditation in 2004. Because the majority of the capital projects were planned prior to 2004, most of the newer employees were not part of the capital projects planning processes. Further, the majority of post-construction warranty issues have been addressed primarily by those employees that were involved and familiar with the initial planning, so many of the new employees have not been involved with facilities planning.

### **Plan**

None.

**Standard III.B.1.b: The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.**

### **Description**

The permanent facilities at the Folsom Lake College main campus (FLC-main) and the El Dorado Center (EDC) are recently constructed and therefore compliant with current building code and American with Disabilities Act (ADA) standards. While not required by ADA or building code, operator buttons are installed or scheduled for installation on many entry/exit doors to provide easier access for physically challenged students. Further, all door hardware is regularly checked to ensure compliance with current access standards. The Rancho Cordova Center (RCC) leased facility was expanded and remodeled in fall

2007, at which time the district required the landlord to update the facility to comply with access and safety codes. The furniture, fixtures and equipment at all three campuses are relatively new and representative of that used in business and industry. Ergonomic value was a major consideration when selecting furniture for classrooms and offices to ensure a comfortable and healthy learning and work environment.

All of the buildings at FLC-main include infrastructure to support security cameras. Security cameras are installed in main hallways and entrance/exits as well as in higher risk areas such as student and business services and the bookstore/cafeteria. Security alarms are also installed. At FLC-main and EDC higher risk areas such as student services and business services have panic buttons (both stationary and remote) that staff can push in the event of an emergency. In addition, the district has engaged a consultant to work with the colleges to develop a district-wide parking lot facilities digital video security system plan. The parking lots at all sites are well lit, and emergency phones are installed throughout the FLC-main campus.

The college vice president of administration (VPA) and the campus operations supervisor meet monthly with district facilities management staff to discuss facilities issues. On a daily basis, the campus operations supervisor coordinates with campus and facilities management personnel to address regular maintenance requests at FLC-main and RCC; the EDC educational center supervisor coordinates requests at EDC. A work order request system is in place to document and track requests for facility maintenance, repairs and changes. The district facilities management department (FM) coordinates larger projects such as updates of lighting, heating and cooling. FM also manages the college's irrigation systems, which are designed to reduce energy and water consumption.

The college's participatory governance structure includes the safety committee, whose purposes include the following:

- To ensure recognition of the importance of a safe working environment for all employees
- To ensure a safe learning environment for students
- To consider health and safety issues and direct them to the appropriate individuals or services
- To forward recommendations regarding safety issues that cannot be resolved at the committee level to the college president
- To carry recommendations regarding safety issues not resolved at the college/facilities management level to the district safety committee
- To work cooperatively and collaboratively with the district's Preparedness Assessment Team (Ref. III.53).

The safety committee is chaired by the VPA and includes a broad membership, including the campus police captain, representatives from each of the four collective bargaining groups, the college nurse, a chemical hygiene officer, a DSPS representative, a



representative from each of the three campuses, a custodial services representative, a representative from the academic senate, the classified senate, and student government, and other representatives for a total of 25 members. The committee meets twice each semester or more often as needed to review, discuss and recommend action plans to address safety concerns. The district also has a safety committee and preparedness assessment team that meet regularly to review, discuss and make recommendations on district-wide issues (Ref. III.73).

The college has police facilities at FLC-main and EDC. The FLC-main office is located on the lower level of the Falcon's Roost, near the bookstore and student lounge area. The EDC police office is located in Building B, near student services and the bookstore. The FLC-main campus also has a nurse's office, located in Aspen Hall (FL1) in the student services area.

### **Analysis**

The positive responses to the accreditation and Noel-Levitz surveys indicate that college facilities are well constructed and maintained so as to provide access, safety, security, and a healthful learning and working environment. The mean response for accreditation student survey (Ref. III.72) item #15, "In general, the classrooms comfortably accommodate all students enrolled in a given course," is 3.41; the mean response for item #14, "I feel that safety and security issues are adequately addressed," is 3.40; and the mean response for item #24, "I feel safe and secure while attending classes and campus activities," is 3.60, the highest mean for all accreditation student survey items. Responses to the following Noel-Levitz survey items are also quite positive and exceed the *importance/satisfaction* means of community colleges nationwide: item #31, "The campus is safe and secure for all students" (FLC: 6.47/5.85 and National: 6.25/5.50); item #68, "On the whole, the campus is well-maintained" (FLC: 6.34/6.28 and National: 6.15/5.72); and item #28 "It is an enjoyable experience to be a student on this campus" (FLC: 6.24/5.65 and National: 6.10/5.47) (Ref. III.51).

The mean response for accreditation employee survey item #26, "The college adequately addresses safety and security issues," was also quite high at 3.28, with means for individual employment groups as follows: full-time faculty, 3.19; adjunct faculty, 3.50; classified employees, 3.29; and administration, 3.22 (Ref. III.16). However, the mean response for item #27, "LRCCD Police are accessible and easy to contact," was lower at 2.94, with means for individual employment groups as follows: full-time faculty, 2.92; adjunct faculty, 3.19; classified employees, 2.85; and administration, 2.67. One explanation for this lower mean may be that all calls to the police are routed through a call center located at Sacramento City College. Per district policy, the phone number for the FLC police office has until recently not been published. In January 2009 the college hired a permanent clerk to support the FLC-main police office. Adding this position has provided more consistent access to the police office during business hours and the ability to publish the non-emergency police office numbers in the campus telephone directory. When the district office call center was first established the phone tree

message caused some confusion with employees which resulted in some callers only accessing an answering machine. Employees now understand that all that is necessary to reach dispatch is to dial extension 2221 and hit zero.

**Plan**

None.

**Standard III.B.2: To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.**

**Standard III.B.2.a: Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.**

**Description**

The college and district work collaboratively to develop long-range capital plans. At the college, facilities planning is overseen by the budget and facilities planning committee (BFPC). The entire facilities planning process is outlined in the *Budget and Facilities Planning Handbook* (Ref. III.65). Existing space is evaluated using the *Space Descriptions Survey*, and potential projects are identified through the program review and educational master plan (EMP) processes described in Standard II. Projects fall into three broad categories: new construction and expansion, remodeling and renovation, and modernization and maintenance. Project proposals are outlined and evaluated using *Instructional Space Design Considerations* and *Planning and Design Criteria*, and all project proposals are reviewed via the participatory governance process.

The district's facilities management department (FM) works closely with the college's vice president of administration (who co-chairs BFPC) to develop the college's portion of the district's *Long Range Capital Needs Plan* (Ref. III.74). Using state mandates and guidelines, FM analyzes enrollment forecasts and determines the amount and type of spaces that the college will need to meet expected increases in enrollment. Once state approval for additional space is obtained, FM works with BFPC and a master plan architect to design new facilities and develop a general timeline that is compatible with the college's ongoing operations. The long range capital needs plan helps guide facilities improvement and informs the college's *Facilities Master Plan* (Ref. III.66) as well as the college's portion of the district's *Five-Year Construction Plan* (Ref. III.67).

The district uses state and local bond, college foundation, and capital outlay funds to pay for facilities projects. To request state funding, FM submits initial project proposals (IPPs) to the state chancellor's office on an annual basis. An IPP is a simple three page proposal that indicates concept, capacity/loads and conceptual estimated

costs. The state chancellor's office reviews IPPs and indicates those that are viable for final project proposals (FPPs). FPPs are complex, detailed proposals that include drawings, specifications, detailed cost estimates, needs analysis, alternatives analysis, space analysis, detailed equipment list and costs and many other state forms. FPPs typically require months of close coordination with college and district staff, college faculty, and consultants. The district has run two successful bond campaigns, Measure A in 2002 and Measure M in 2008, which have provided significant funding for new college facilities at the college's main campus (FLC-main) and the El Dorado Center (EDC). The measures also include funding for land and new permanent facilities for the Rancho Cordova Center (RCC). Measure A includes funding for land and the initial permanent facility and parking, and Measure M includes funding for expanded facilities and parking. The college foundation is currently engaged in a Capital Campaign that will provide funding to support the capital construction project that is underway and build an endowment fund for the college's new Visual and Performing Arts Center.

### **Analysis**

The college and district long range capital planning processes are effective, as evidenced by the numerous facilities projects successfully completed or currently underway at the college's three campuses. Since long range capital planning items are initiated via departmental EMPs and program reviews, they necessarily reflect and support the college's programmatic goals. The college's Capital Campaign is also aligned with college goals, as evidenced by the positive responses to accreditation employee survey item #28, "The college's Capital Campaign is aligned with institutional goals" (Ref. III.16). The mean response was 3.25, with means for individual employment groups as follows: full-time faculty, 3.24; adjunct faculty, 3.29; classified employees, 3.29; and administration, 3.25.

### **Plan**

None.

**Standard III.B.2.b: Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.**

### **Description**

Physical resource planning is addressed through the college's participatory governance structure, including the budget and facilities planning committee (BFPC), the curriculum committee, and the institutional planning committee. Physical resource planning is also integrated into the college's planning and evaluation cycle (Ref. III.61), which references the facilities master plan, individual facilities plans, and the five-year capital outlay plan.

BFPC has developed and implemented processes for allocating resources to support the needs of the institution. Requests for resources must be documented in department

or operating unit educational master plans (EMPs) and align with college and district vision and mission statements and strategic plans. This helps ensure that facilities decisions emanate from institutional needs and plans for improvement. EMPs are updated annually and help the college to identify physical resource needs in program and service areas.

Additionally, instructional deans and faculty continually assess and evaluate facility and classroom use in an effort to place classes in rooms that best meet teaching and learning needs, to minimize scheduling conflicts for students, and to maximize productivity. Also, the college's information technology services department (IT services) provides annual recommendations on replacement of hardware and funds needed for annual software application license renewals and upgrades.

### **Analysis**

The college has engaged in extensive physical resource planning, and its processes are generally effective. All of the facilities at the college's main campus (FLC-main) have been built within the last eight years, and construction is currently underway on the Visual and Performing Arts Center. In spring 2006, the college completed a second instructional building at El Dorado Center and in fall 2006 expanded the leased space at Rancho Cordova Center. Additional facilities projects are in various stages of planning. In spring 2003 the college completed a review and update of its facilities master plan (Ref. III.66) and will do so again in fall 2009. The college works closely with the district's facilities management department to develop initial and final project plans for capital construction, scheduled maintenance and repair projects, and, other projects that support the institutional goals of the college and district.

The college's rapid growth has required that it continually assess and prioritize the use of its resources. For example, the college recently hired a college nurse and needed to identify an interim space for an exam room and office. The Phase 2A capital project, currently pending state funding, will house a permanent health services facility. Following the facility planning guidelines outlined in the *Budget and Facilities Handbook* (Ref. III.65), space was identified in student services and remodeled. Likewise, additional faculty office space has been needed as new full-time faculty hiring has outpaced new office construction. The Visual and Performing Arts Center, currently under construction, will include additional faculty offices. Working together, the academic senate and the vice presidents of instruction and administration evaluated various options and agreed upon an action plan that included adding an additional workstation in several of the offices in Cypress Hall (FL2). In some cases, a lack of available resources has limited how fast the college can respond to identified needs. For example, student enrollments and wait lists in lab science classes indicate a strong need for increased science facilities at the FLC-main campus, and the Phase 2A capital project will include science labs for career and technical education programs; however, state funding for that project has been put on hold. The college has considered portable science lab facilities as a short-term solution, but the cost has been prohibitive, with the result that the college has been

unable to grow its science facilities as quickly as needed. The college will address this matter in the next update of the facilities master plan.

### **Plan**

1. Explore ways to provide additional, short-term student access to science lab facilities.

### **Standard III.C: Technology Resources**

**Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.**

**Standard III.C.1: The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.**

**Standard III.C.1.a: Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.**

### **Description**

FLC's technology acquisitions and support are the joint responsibility of the district and the college, both of which work together to ensure that the college's technology resources are adequate to meet the needs of learning, teaching, communications, research, and operational systems. The district information technology department (district IT) is responsible for the following areas:

- Infrastructure: design, implementation, operation and support of the district physical and logical network, including the cable plant and related facilities, the local area networks (LAN) and Wireless LANs (WLAN), remote access and virtual private networks (VPN) and the metropolitan area network (MAN)
- Network and application security: including firewalls, routers, intrusion prevention services, spam filter
- Learning management system (LMS), including servers, storage, and management of the infrastructure for the Desire2Learn LMS
- SOCRATES, the district's curriculum management system
- Online grading system
- PeopleSoft, which is used for human resources, payroll, student administration, and financials/supply chain management
- District data resources
- Telephony and video teleconferencing
- District website
- District servers
- Help desk.

Detailed information about district IT can be found in its program review document (Ref. III.75), the district's *Information Technology Plan* (Ref. III.76), and the college's *Technology Plan* (Ref. III.77). Additionally, district IT committees, which include representatives from the four colleges, worked with a professional consultant group to develop the *LRCCD Distance Education Strategic Planning Resource Document* (Ref. III.78), which provides information regarding district-wide distance education (DE) planning processes.

The college information technology department (IT services) works closely with district IT to provide hardware, software, network and planning support for college employees and departments. The college's audio visual services department (AV services) oversees the college's instructional television (iTV) broadcast operations as well as the maintenance, repair, and installation of AV equipment; AV services also provides training and support for video teleconferencing and classroom AV equipment. Other college departments with responsibility for technology include the library, the office of institutional research, the innovation center, and student services departments. Detailed information about these departments can be found in their educational master plans (Ref. III.79, Ref. III.80, Ref. III.81, and Ref. III.82 respectively).

College representatives participate in district-wide technology planning and decisions through their active membership on district level governance committees and IT work groups, including the following:

- Education technology committee, which makes recommendations on district-wide instructional technology matters, e.g., the district's learning management system (LMS)
- Administrative technology committee, which addresses district-wide hardware and software issues primarily utilized in non-classroom applications
- District student and academic services committee, which addresses district-wide issues and initiatives related to administrative systems that regulate the flow of students into and through the colleges, including application, registration, grading and prerequisites. All proposed regulations are routed to appropriate governance bodies and to the Chancellor's Cabinet.

Additional district-level workgroups are listed in the college *Technology Plan* (Ref. III.77). Oversight of technology planning at the college rests with the institutional planning committee's IT subcommittee although the subcommittee has requested an upgrade to full participatory governance committee status beginning in fall 2009. The IT subcommittee is developing the college *Technology Plan*, which is expected to be completed by the end of the spring 2009. The document will describe the various technology components at the college's three campuses and indicate whether responsibility for each component is shared with the district or the sole responsibility of the college. The plan will also provide a comprehensive set of strategic technology directions for the college to pursue over the next three years. Information regarding the college's various technology components is provided below.

### Smart Classrooms

The college has made a commitment to technology-enhanced, or “smart classrooms,” with computer and AV technology included in each classroom on each campus/center. Standard classrooms on the college’s main campus (FLC-main) are equipped with a resident computer, monitor (for instructor display), LCD projector, projection screens, document camera, DVD and VHS players, speakers, laptop audio/video/network capability, and all necessary AV equipment for sound and video switching capability. Cable service through Comcast is also available as needed in all FLC-main classrooms and some El Dorado Center (EDC) classrooms. Classroom computers have access to the Internet and user network drives, plus portable digital device inputs. IT services collaborates with AV services to design, install, test, and repair classroom technology for minimal downtime.

Special use rooms may contain all of the above as well as flat screen monitors, instructional television or video teleconferencing capability, or enhanced audio functionality (e.g., dance studio). Large rooms (FL1-20 and FL3-173) include touch screen controls for AV and room equipment (e.g., lighting, microphones) and power-operated drop down projection screens. Some rooms are also designated for broadcast and are camera ready. Most classrooms at EDC and all classrooms at the Rancho Cordova Center (RCC) have variations on the above, including AV carts and other portable devices. In addition, IT services facilitates use of laptop carts in classrooms, computer controls for equipment rooms, and various specialized print functions (in collaboration with printing services) at the FLC-main campus.

### Computer Labs

The college maintains general purpose and specialty computer labs at all three campus locations, maintained and overseen by instructional assistants and IT personnel. These facilities are discussed in greater detail in Standard II.C.

### Discipline Specific Instructional Technology

In addition to “smart classroom” technology and computer labs, a number of instructional departments have high-end, discipline-specific technology that prepares students for transfer and work. Some examples include:

- Chemistry: Spectroscopy and chromatography lab equipment
- Geosciences: ArcView Geographic Information System (GIS) software, Trimble Global Position Systems (GPS), Garmin GPS, and Nidon total station for surveying
- Music: Digital audio workstations using Smart Music, Finale, Sonar, Musition and Auralia applications; and hardware and software for Pro Tools applications
- Physical Education: Cortex HDC 1000 dual digital musical controller, Bod Pod to measure body composition, Cardio Coach CO2 to measure metabolic rates.

The maintenance for these technologies is primarily completed by discipline-specific support staff and/or vendors, and is paid for by department and/or division budgets.

### Instructional Television

Instructional television (iTV) provides access to home viewers as well as viewers at educational centers. The technology is also used for multi-site meetings requiring recording capability. The system, which was updated in summer 2008, utilizes the latest in high-performance broadcast technology to provide programming over two cable systems and district-maintained fiber infrastructure or commercial fiber links. A completely automated staging system allows for preemptory screen control and program management from a single location. The technology also enables video teleconference capability, both for nationwide and international purposes (e.g., MegaConference).

Students can access televised classes from any of the three college sites, each of which is connected via studio-grade camera equipment and microphones with “my turn” buttons to cut extraneous noise. Home viewers are connected via CCC Confer’s phone bridge system, which is a first for deployment of this service. Students and instructors can view all center-based audiences simultaneously, without loss of conventional classroom functionality. Development of diverse course offerings, supported by reassign time for faculty, is being explored.

### Library Services

Nearly every service and resource provided by the FLC-main and EDC libraries has a technological component. To maximize the libraries’ technology resources, the college works together with other colleges in the district to leverage purchasing and support in the following areas:

- All district libraries have used the Millennium system since 2001. The field standard for system replacement is seven years and falls in 2008/09. In 2008, district librarians decided to stay with this system instead of purchasing a replacement, the cost of which was estimated at over \$400,000.
- All district libraries share in database purchases with funding from Telecommunications and Technology Infrastructure Program (TTIP) and the district. District libraries will continue to share these purchases, but even so, current funding does not allow for the purchase of many needed discipline-specific databases.
- The four eBook collections (NetLibrary Collections 5, 6, 7 and 8) are permanently owned and are funded from the library materials budget (e.g., lottery). Some capital outlay project funds were used to augment the FLC-main library materials budget in the purchase of eBook collections, and the funds were completely expended by March 2008. Further eBook purchases are dependent on identification of other funding resources.

### Innovation Center

The college’s innovation center provides training and resources to assist faculty and staff in the design and development of creative and innovative approaches to teaching and learning. The innovation center facility consists of an open computer lab, an AV studio, and a small classroom space. The center is staffed by an instructional design



and development coordinator, who provides individualized and group training in the areas of instructional design, digital media and tools, teaching and learning, and online pedagogy. Particular emphasis is placed on continued development, training, and support for faculty on use of the district's learning management system.

#### Distance Education

The college offers distance education (DE) classes via online, hybrid (combination of online and face-to-face meetings), and iTV formats. iTV students may attend class from a college iTV classroom at FLC-main, EDC, or RCC, or via cable from their own homes or workplaces. Most DE classes require students to visit the college sites for orientation, testing, and other services, thereby limiting the enrollment of students who live a significant distance from the college. Course offerings are determined by instructional departments and are highly influenced by availability of faculty wishing to teach in a DE modality. Technology support services are focused on providing faculty and students with the resources needed to successfully offer and complete their DE courses. The college's instruction office and the academic senate are working to develop a more comprehensive vision and plan for DE offerings, which in turn should help those responsible for supporting DE services to better project the quantity and type of future services needed.

#### Internet and Wireless Access

The college has made a commitment to wireless technology, including retrofit of first-built campus structures. IT services is responsible for assessing and planning distribution of the wireless network deployed at all three campuses.

#### Office Technology

The college maintains a functional and empowering environment for both employees and students, including electronic communication, software updates, and help desk services. Hardware, including servers, computers and peripherals, is replaced according to budget and software upgrade requirements. The hardware renewal timelines recommend replacing office computers and computer lab machines at five- and three-year intervals, respectively (Ref. III.77). IT services researches and evaluates new technologies to improve office automation (and hence productivity) and delivery of instruction via computers and network resources. AV services troubleshoots video teleconferencing equipment and arranges trainings/conferences for numerous educational sites through the Corporation for Education Network Initiatives in California (CENIC) fiber system.

#### Software

The district purchased a Microsoft Volume License Agreement (MVLA), allowing the installation of any Microsoft client operating system and certain applications such as MS Office on all district computers. Purchase of desktop applications such as Adobe products or Microsoft applications not covered under the MVLA is coordinated by IT services to assist in tracking and renewal. IT services maintains an inventory of desktop software installed on computers at all three campuses and tracks renewal dates of those

most critical to office productivity and instruction. Purchases and renewals for systems such as SARS, Nuesoft and OnBase are handled by departments or, in the case of SPSS, in conjunction with the district institutional research office. Deployment of all software or shortcuts to web-based applications is done primarily through the creation of desktop images, scripting and deployment systems such as Patchlink. Applications are often installed and maintained locally or through remote sessions on desktop systems, saving staff time and limiting user downtime.

#### College Website and Content Management System

In 2005, an agreement was reached by the district and four colleges to purchase and implement Ingeniux, a district-wide web content management system (CMS) software for district and college websites. In fall 2007, the college hired an educational media and web design specialist to create and manage the new college website, which was launched in spring 2009. This CMS project required in excess of 12 months to develop content hierarchy, various page types (e.g., gateway, detail, news, calendar and academic detail—catalog information), training materials and browser compatibility. The new site ensures compatibility with legacy sites, and user training sessions are ongoing. This new web resource gives users the ability to easily manage and update their unique content while maintaining appropriate control through workflow management. The intended result is increased efficiency, more user-friendly web-based services, and a greatly improved organizational brand.

#### FLC Insider

The 2006 development of this decision support source was facilitated and continues to be maintained by the office of institutional research (OIR). Currently comprising 268 pages, 2840 linked documents, and 465 images, the *Insider* contains links to committee agenda and minutes, schedule development reports, key accreditation documents, college institutional and unit plans and program reviews, staff-focused descriptions of student services, charge and responsibility of various committees, and SLOs and SLO assessment results. Many college employees have selected *Insider* as their desktop home page and regularly use the documents and information to efficiently complete their work tasks. Links such as the “entire forms repository” are particularly popular, and all of these resources are available from any computer with internet access.

#### Public Information Office

The public information office has a number of specialized technology needs due to its involvement in generating media products for college imaging, including color printing, power user hardware configuration, campus information screens (remote technology), photo technology, content management system (Ingeniux), and data storage. Video streaming and editing are also becoming important tools and require a partnership with AV services to supply full-featured support.

#### Print Services

The all-digital printing services office utilizes state-of-the-art computer software and

hardware to produce products of high quality in a number of areas. These include online print requests, online business cards, copier fleet monitoring, power user hardware configurations, specialized printing software, and online postage, to name a few. Although some of the specialized equipment, software, and computer controls are the purview of vendors, IT services works with vendors to support these systems as part of their work tasks.

### Student Services

In spring 2008, district IT successfully implemented the newest upgrade to PeopleSoft (9.0). Part of the new functionality in version 9.0 includes the eServices student center, a new student portal. District IT has begun the PeopleSoft degree audit project, starting with use by evaluators, then counselors and later self-service use by students (Ref. III.83). Also in 2008, the assessment center successfully implemented computerized testing for assessment and placement. Computerized testing is currently available at the FLC-main and RCC campuses, with plans for computerized testing to become available at the EDC campus in the near future.

The financial aid office is working with other colleges in the district to research automatic deposit products currently available. Additionally, input is being sought from students on the automatic deposit option for disbursement of checks. It is the goal of the financial aid office to reduce the number of checks mailed to students, controlling costs and reducing delays due to lost or returned checks. CalWORKs is piloting the use of a custom built web application, which will be used to create reports, store student information, and provide multiple sites with online access, eliminating transport of hard copy documents and files. This application is being extended during 2008-09 to also serve the DSPS office.

All student services departments have educational master plans, with many addressing issues surrounding distance education services for students. Much of what student services can do, however, is driven by funding from outside sources, as well as staffing and facility constraints. Important future developments in the use of technology and distance education include:

- Online career services
- Updating the online student orientation (for relevancy and effectiveness)
- PeopleSoft – degree audit module for students
- Online advising.

### Analysis

The college appears to be providing students with the learning environment they expect with regards to technology. The mean response for accreditation student survey item #13, “FLC’s computer labs meet my educational needs,” had the third highest response overall, at 3.51 (Ref. III.72). The survey results reflect a four point Likert scale (4 = strongly agree, 3 = mostly agree, 2 = mostly disagree, and 1 = strongly disagree); thus a mean response of 3.5 would indicate an opinion average half way between “mostly agree” and

“strongly agree.” The results of the *Noel-Levitz Student Satisfaction Inventory* are also positive, with responses exceeding the response average (for importance/satisfaction) set by community colleges nationwide for item #34, “Computer labs are adequate and accessible,” (FLC: 6.33/6.17 and National: 6.17/5.54) and item #42, “The equipment in the lab facilities is kept up to date” (FLC: 6.26/5.90 and National: 6.12/5.42) (Ref. III.51).

The college is quite new and as such is run with a small, multi-functional staff with support from district IT. The college support staff, whether in IT or AV services, is responsive, knowledgeable and efficient, prepared with back up plans and the tools/abilities to keep the various systems (e.g., electronic communication) up and running. The need for additional support staff and resources has been well documented in EMPs and is regularly included in college resource prioritization processes. Ongoing district-wide IT collaboration remains a high priority, and FLC representatives on governance groups and IT work groups ensure the college’s needs are understood. The college also utilizes its participatory governance structure to make recommendations regarding technology resources and support.

### **Plan**

None.

### **Standard III.C.1.b: The institution provides quality training in the effective application of its information technology to students and personnel.**

#### **Description**

The college provides a variety of technology training, including the following:

- **Office of Institutional Research (OIR) Training:** Training is provided by OIR staff for OIR-developed systems. These include web applications (e.g., online EMP and curriculum review), reporting and tracking systems, and data collection systems.
- **Student Services Training:** The majority of training that is offered to staff and faculty in student services is “on the job” or “as needed” training for applications such as OnBase, SARS, and the various components of PeopleSoft. Staff members who use PeopleSoft have access to the User Productivity Kit (UPK), which is an online tutorial that deals with specific functions. Group workshops are offered with any major PeopleSoft conversion.
- **Library Technologies Training:** Training for faculty and staff in library technologies is provided by library faculty (e.g., library catalog, subscription databases and Internet searching) and staff (e.g., eReserves and interlibrary loan systems), who in turn are trained thorough vendor seminars as well as through district and professional association opportunities.
- **Student Training:** Technology training for students is provided through student services, the library, and the computer labs for topics that include eServices, online research tools, operation of lab technologies (e.g., pay for print system),

- and wireless network access.
- Office Productivity Training: The public information office, IT services, and the college web design specialist provide group technology training on office software applications and hardware. Training needs are identified through new technology (initial implementation) needs, by request, or through help desk trouble ticket analysis. Individual training is also available.
  - Innovation Center (IC): The IC provides training for faculty and staff on instructional hardware and software, media production, computer-based teaching and learning tools and techniques, instructional design, and the learning management system. In 2004 and 2006 faculty/staff technology surveys were conducted to identify training needs.
  - District Office (DO) Technology Trainings: Various departments at the DO present trainings on SOCRATES, PeopleSoft, and other relevant topics. The district also uses the online modality for a variety of mandatory trainings (e.g., sexual harassment).
  - Professional Development Committee (PDC): PDC coordinates technology training as part of the flexible calendar program (Flex) in cooperation with the sister colleges, the IC, IT services, staff and faculty. Training topics are typically arranged based on faculty/staff requests.
  - Audio Visual: AV services provides training on the use of classroom AV equipment through frequent Flex activities (for groups) as well as individual instruction. In some cases, new buildings (e.g., Physical Education) require specialized training, which can be group-oriented (for classroom instructors) or individualized (for support staff).
  - Instructional Television (iTV): AV services provides training regarding the college's iTV processes and procedures, strategies for classroom management and inclusiveness, and equipment use. Instructors with iTV experience also help train faculty who are new to this modality through observation and practice, often in conjunction with other training programs (e.g., mentoring and the Faculty Internship Program). AV services also provides customized training on the use of sophisticated video conferencing facilities found at several locations on campus.
  - IT Technical Staff: Each IT staff member is encouraged to attend two technical training classes per year at a training center, as well as various seminars, webinars and online trainings. Often district IT will demo software at college or district IT meetings and provide small group or one-on-one real world training on infrastructural technology (e.g., VMWare).

### **Analysis**

The college provides a wide variety of technology training throughout the academic year. Regular training opportunities are available to students, staff, faculty and administration on technology topics ranging from operating desktop hardware to using the content management system. Most training is arranged in advance on a rotating schedule or prompted by more immediate changes in hardware or software. As more systems

become automated, additional training will be required either through district IT programs, vendors, internal staff, or consultants hired for specific purposes. Ongoing commitment to technology training requires buy-in from supervisors, faculty, and budgeting groups to provide the time and funding necessary. Currently, the college does not formally assess its technology training program.

### **Plan**

1. Assess the technology training needs of students, faculty and staff, as well as the content and quality of training provided, to facilitate continual improvement in the technology training program.

**Standard III.C.1.c: The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.**

### **Description**

College and district activities regarding systematic planning, acquisition, maintenance, upgrading, and replacement of technology infrastructure and equipment are described in the district's *Information Technology Plan* (Ref. III.76) and the college's *Technology Plan* (Ref. III.77). Both plans reflect a three-year planning cycle. The district's *Information Technology Plan* (IT plan) describes in detail the current status, goals (mid-term and near-term), and objectives for each of the district's existing technology systems, which include the following:

- Administrative computing applications
  - PeopleSoft Financials and supply chain management
  - PeopleSoft Campus Solutions
  - Human resources/payroll/benefits/student administration
- Applications in support of instruction and student services
  - Advanced class search
  - Data warehouse
  - District website
  - Internship opportunities
  - Learning management system (LMS)
  - LMS help desk
  - Online grading system
  - Online unified transcript request
  - Photo ID and transit stickers
  - SEND system email
  - SOCRATES curriculum management system
  - Student email server

- Desktop and network applications and services
  - Microsoft exchange
  - Directory services
  - Distributed computing
  - Back-up and recovery
  - Firewall protection
  - Intrusion protection
  - Anti-virus
  - Library system server.
- Network infrastructure and services
- Telephones
- Help desk and operations
- Business continuity
- Information security.

The college's *Technology Plan* describes each of the following college technology resources and includes action plans for each:

- Technology organization and governance
  - District and college technology organization
    - Governance and workgroups
  - College technology organization
    - Organization/flow chart
- FLC Technology
  - Administrative technology: projects and systems
  - Student services
    - Software
    - DSPS software/hardware
    - Recent developments
    - Support for online student services
  - Instructional technology and support
    - Smart classrooms
    - Computer labs
    - Instructional television
    - Digital instructional tools
    - ADA accommodations in instruction
    - Library
    - Innovation center
    - Distance education
  - Technology skills and training
    - Training types/providers
  - Emerging technologies and support needs.

### **Analysis**

Both the college and district have detailed technology plans that help to ensure the adequacy of technology infrastructure and equipment at the college and throughout the district. District planning has resulted in extensive improvements to technology infrastructure and equipment during the past six years, including but not limited to improvements to information security systems and disaster recovery; high speed fiber optic networks linking the four colleges and the district; upgrades to PeopleSoft as well as implementation of its Campus Solutions modules; development and implementation of SOCRATES, the district's curriculum management system; and implementation of the Blackboard LMS and subsequent conversion to Desire2Learn. College level planning has led to improvements in iTV broadcasting equipment; upgrades to video teleconferencing equipment to enable international access; cable service in all main campus (FLC-main) classrooms; a 3-D printer in the innovation center; computer-controlled chemistry instrumentation; and computer presentation equipment in classrooms. The college's *Technology Plan*, developed in spring 2009, addresses the college mission, vision, and values statements to ensure that technology planning is connected to and complements overall college planning. It also calls for the elevation of the IT subcommittee to full participatory governance committee status so as to provide greater and more inclusive oversight of plan implementation. The institutional technology committee will oversee implementation of the college's new *Technology Plan* when it begins meeting in fall 2009.

### **Plan**

None.

### **Standard III.C.1.d: The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.**

#### **Description**

Both the district and the colleges are systematic in allocation of resources to support the maintenance and replacement of core computing and network systems. The district's conservative approach to budgeting reduces the swing between peaks and valleys of financial resources for technology, which allows a more consistent implementation of the maintenance and replacement plan (e.g., desktops renewed every three years in classrooms, every five years in offices). Audit Wizard software, a technology inventory management tool, is used by the college to guide replacement planning and inform decisions regarding hardware renewal.

Special needs programs receive appropriate priority in maintenance and upgrade schedules for their systems. For example, Disabled Students Programs and Services (DSPS) requires attention to the following specific software and hardware:

- *eCclipse Reader*: A DAISY Digital Talking Book player and text document reader, offering support for over 30 formats of accessible media



- *Dragon Naturally Speaking*: A speech recognition software package for Windows personal computers (PCs)
- *Kurzweil 3000*: A comprehensive reading, writing and learning software solution for those who struggle with reading comprehension, including individuals with learning difficulties, such as dyslexia, attention deficit disorder or those who are English Language Learners
- *Kurzweil 1000*: A comprehensive reading, writing and learning software solution with features similar to that of Kurzweil 3000 but with an interface primarily designed for the blind and visually impaired
- *JAWS*: A software program for blind and visually impaired users, designed to make personal computers using Microsoft Windows accessible
- *ZoomText*: A screen magnification and reading software designed for the visually impaired
- *Victor Reader*: A software/hardware package that reads books in audio format, for use by blind and dyslexic students
- *Juliet Braille Embosser*: Prints e-text in Braille from a computer.

Decisions about use and distribution of district and college technology resources are made through close adherence to policy outlined in various planning documents, although some flexibility is supported. For example, software requirements help to determine when to replace computers, and this consideration may outweigh general replacement timetable considerations. Also, fewer numbers of anticipated users may result in a lower funding prioritization for certain technology requests.

The district information technology department (district IT) supports the computerized systems that provide access for students and prospective students. District IT also creates portals for employee access and productivity, and more and more services have been made available and utilized via remote access (e.g., new paperless processes to reduce the cost and time lag of the paper-based purchasing, budgeting, and curriculum management). Electronic communication requires a high level of investment in hardware, software and training, and resources have been committed toward creating a “paperless office” environment.

The technical infrastructure needs of a large district create constant challenges for the staff that plan, design, deploy and maintain that system. Recently, district IT succeeded in building and testing a secure fiber ring for the Metropolitan Area Network (MAN), connecting all colleges and most educational centers in the district. This system is designed with “no single point of failure” and, like all other key systems, is subject to constant testing (e.g., checking for “fast failover for core operations”). Also, alternative backup power helps ensure smooth operation of the infrastructure, even in catastrophic conditions (e.g., flooding). As a result, network down time has been reduced over the last three years as new, more simplified network architecture has been put in place. Over the last two years the district has been implementing server virtualization to reduce costs and improve operational stability. Planning and implementation are well under

way to establish a hot/warm site in FLC's main server room that will protect the entire district from loss of network and core application services in the event of a small or large event that disrupts service at the district office data center. A backup power generator to support district and college servers is scheduled for purchase and installation at FLC by summer 2009.

In addition to reducing downtime and network interruption incidents, district IT also takes the lead in preventing malicious attacks on the system. A particular focus is on prevention of malware (viruses, Trojans, spyware), requiring deployment of network-wide security measures as well as incidental help desk support. The district has recently added a full-time internal auditor position which includes information security officer (ISO) responsibilities. Through this position the district is developing a plan for review of current practice and continuous training concerning best practices, current threats, and other information security issues, demonstrating a commitment to maintaining a secure data system. The goal for the entire district is to create a "culture of information security," and this process is evident in recent issuance of related district board policies and regulations (Ref. III.84).

At the college level, a sinking fund has been established to help offset the cost of the three-to-five year replacement schedule for desktop and lab infrastructure. District IT also shares in funding for infrastructural replacement or expansion, and therefore most infrastructure decisions are made at, or in conjunction with, district IT. The district and college IT personnel work to ensure that the proper infrastructure and support services are in place prior to expanding current technologies or implementing new technologies. Technology equipment and infrastructure are reasonably up to date, but some are nearing the end of their warranty periods. Until recently, most purchases relied heavily on new capital project funding, which allowed for purchases in a variety of technology areas:

- Aging broadcast equipment to support iTV was replaced in 2008 with a more up-to-date and less expensive system, with some upgrades at receive sites and overall infrastructure improvements (fiber optic broadcast in spring, 2008).
- The college has purchased hardware and software for podcasting and is exploring on-demand and streaming media.
- The GIS/engineering graphics lab is equipped with power-user configuration computers, incorporating 21 inch screens for detailed mapping and computer assisted design (CAD) projects.
- The innovation center has new computers, several "smart" presentation boards, an ultra high-speed camera, and a 3-D printer.
- The music department midi lab.

Capital project funding has created two challenges. First, since new facilities take some eight years from concept to completion, equipment lists are long out of date by the time items are to be ordered. This requires an in-depth analysis of available technology designed to accomplish the same function, and to determine if that function

is still mission-critical eight years later. Second, each facility that comes online typically introduces a new generation of one or more technology systems, presenting support challenges to IT and AV services, and training challenges for end users. Each time an instructor or staff member is assigned to a new facility, there are frequently new systems and functionality to learn, often in an abbreviated timeframe.

### **Analysis**

The college has acquired much of its initial technology through capital project funds. Now that construction has been completed and the new facilities are fully online, the challenges of maintaining large numbers of computers and specialty instruments (preventative maintenance, repairs, warranties, etc.) are significant, as are the anticipated replacement costs over time. The cost of maintenance for current inventory for division specific technology is the joint responsibility of the individual departments and areas and their division. Requests for these funding resources are noted in EMPs until they become part of the department's established budget. The budget and facilities planning committee established a sinking fund in 2005-06 to assist with replacement costs for desktop and lab infrastructure. However, it is expected that it will take a minimum of five years to accumulate a sufficient amount in the sinking fund to support annual purchases without exhausting the fund balance. In the meantime a variety of sources including instructional and non-instructional equipment funds are being used to replace outdated equipment as well as purchase equipment to support new programs and services and emerging technologies.

The college expects equipment and software costs to rise due to increasing annual maintenance costs, ongoing technology changes that create decreased equipment replacement timelines, and state-of-the-art technologies and software required to keep programs and services current. As a result, the college will need to increase its funding capacity to assure sustained, high-level technology functionality. Ultimately, success of these efforts will be dependent on:

- Budget allocation processes which recognize the rising total cost of ownership in the technology area
- Realistic assessment of the rising expectation of technology availability in education
- Development of a cohesive vision for, and a process to support the research, development and adoption of emerging technologies to support instruction, student services, or the administrative needs of the college
- Partnerships and alternative funding that leverage district, college and community resources.

### **Plan**

1. Review and update as necessary the processes to ensure funding for timely future upgrade and replacement of existing and emerging technology.

**Standard III.C.2: Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.**

**Description**

The college's integration of technology planning with institutional planning is evident in its strategic plan (Ref. III.85), which includes five overarching "goals" or areas of development. Each of these five goals includes several strategies, and for each strategy there are several future directions. Technology planning is integrated in many of these areas. For example, section A (student success) includes as one of its strategies, "Assessing and Meeting Technology and Training Needs," for which there are four "future directions." Section B (teaching and learning effectiveness) includes the strategies, "Creating a Framework for Learning," and "Teaching Tools and Technology," for which there are a total of seven future directions. Section C (access and growth) includes the strategy, "Emerging Technologies to Promote Access and Student Support," which in turn has three future directions. Lastly, Section E (organizational effectiveness) includes the strategy, "Institutional Technology," which has three future directions.

Thus technology planning is interwoven throughout the college's strategic plan. The college assesses its use of technological resources through the program review and educational master plan (EMP) processes. All departments and operating units throughout the college update their EMPs annually, and the process includes documentation of equipment and software needs. The program review process, which was only recently implemented, includes documentation of resources required to improve the program, and it is in this section that departments and operating units assess their technology resources. The EMP process is linked or integrated with the budget process, so funding for new technology is provided only when there is documented need and assessment.

At the district level, technology assessment occurs through the review and regular updating (every three years) of the *Information Technology Plan* (Ref. III.76), and also through the district office program review process, which occurs every six years. Additional assessment occurs via meetings of various district committees, including the administrative technology committee and the educational technology committee, as well as through various meetings involving end-users of PeopleSoft, SOCRATES, Desire2Learn, and other software systems. Librarians from across the district meet regularly to assess online databases and other technology products. Assessment can also occur on an as-needed basis. For example, when the district began experiencing problems with its previous learning management system (Blackboard), the district called together an ad hoc committee to assess the capabilities and costs of Blackboard and other competing products, with a recommendation being made to move to a new product (Desire2Learn) that better meets the needs of the district. A similar workgroup was called when it was learned that Gateway, the district's primary computer supplier, announced it would be going out of business.

### **Analysis**

The college's program review and EMP processes facilitate assessment of technology use at the department and operating unit level. These planning processes are linked with other college planning processes, including those for budget and new staffing. Higher level assessment is provided via the budget and facilities planning committee, which reviews and assesses funding requests for technology equipment, software, and supplies that are intended for college-wide use. Examples include library and computer lab equipment, software, and supplies, iTV equipment, and student tracking software. It is anticipated that the IT committee, once it is established, will provide further college-level assessment of technology use. The district provides an even higher level of assessment through the IT program review process and regular review of its *Information Technology Plan*. The mean response for accreditation employee survey (Ref. III.16) item #29, "The college regularly assesses the various technology needs of the institution," was 3.09, slightly above "mostly agree."

### **Plan**

None.

## **D. Financial Resources**

**Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.**

**Standard III.D.1: The institution relies upon its mission and goals as the foundation for financial planning.**

**Standard III.D.1.a: Financial planning is integrated with and supports all institutional planning.**

### **Description**

District financial planning is described in the *Los Rios Community College District 2008-09 Adopted Budget* (Ref. III.86). As indicated in the executive summary, district financial planning is intended to reflect the district strategic plan as well as statutory obligations and the requirements of the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. It is also the district's intent that its financial planning processes reflect the district's values, vision, and mission statements; the district strategic plan's five overarching goals; and the district's core values, all of which are stated in the document's executive summary. Thus district financial planning

integrates and supports almost all other institutional planning. District financial planning is overseen by the district budget committee, which meets monthly during the academic year and includes representation from each college's budget committee, college and district administration, the academic and classified senates, and collective bargaining units.

District financial planning for facilities and infrastructure is informed by the *Los Rios Long Range Capital Needs Plan (LRCN)* (Ref. III.74). The district successfully passed two local bond measures, Measure A in 2002 and Measure M in 2008, both of which have provided leverage for eligible facilities projects competing for state capital project funds, as well as funding for projects that are not state eligible. The district maintains the LRCN plan and updates and submits to the state on an annual basis its *State Capital Outlay Five-Year Construction Plan* (Ref. III.67). Both are informed by facilities master planning at each of the four colleges. FLC completed its *Facilities Master Plan* (Ref. III.66) in 2003 and the plan is scheduled for review and update beginning in early fall 2009.

College financial planning processes are described in the budget and facilities planning committee's (BFPC) *Budget and Facilities Planning Handbook* (Ref. III.65). The document includes the following budget planning goals, which make clear the college's intention to integrate financial and other college planning processes:

- Budget allocations and requests shall be consistent with the strategic plan of the district and college, as well as the educational master plan of departments and operating units
- The development of the budget shall be consistent with the long range planning done in the curriculum committee, institutional planning committee, and the budget and facilities planning committee
- The college budget process shall provide the vehicle for a coordinated and focused expenditure plan
- The budget process shall be responsive to the overall needs of the college, as well as each division, department, and operating unit.

Financial and facilities planning at the college is overseen by BFPC, as described in the *College Participatory Governance and Collegial Consultation* document (Ref. III.53). BFPC meets monthly during the academic year and includes representatives from all college constituencies (faculty, staff, administration and students). The committee is co-chaired by the vice president of administration and a faculty member appointed by the academic senate. The integration of financial and other planning processes is also facilitated by the institutional planning committee (IPC), whose purpose includes coordinating college processes for institutional planning and development. The committee is co-chaired by the academic senate president and a designated administrator, and its membership includes key committee and constituency leaders from across the college.

The college's budget process is linked to its program review and educational master plan (EMP) processes, through which all college departments and operating units identify short and long-term plans, including equipment, software, and staffing needs. All planning and subsequent budget requests must be consistent with and supportive of the college mission and strategic plan. Budget requests generally are not given consideration unless they have first been documented in a department/operating unit EMP.

### **Analysis**

The district and college have in place well documented financial planning processes that are integrated with and support all other institutional planning. District personnel report on a regular basis to the Board of Trustees regarding financial planning (Ref. III.87), and at the college BFPC co-chairs report regularly to IPC and the academic senate. In addition to approving the FLC Foundation and final district budgets, the Board of Trustees is provided with regular budget updates, including quarterly updates and budget revision updates twice annually.

### **Plan**

None.

## **Standard III.D.1.b: Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.**

### **Description**

As evidenced by the *Los Rios Community College District 2008-09 Adopted Budget* (Ref. III.86), the district's annual adopted budget contains information regarding available funds, including the annual budget and ongoing and anticipated fiscal commitments. Specifically, the 2008-09 adopted budget includes the following information:

- Executive summary, including a state budget overview that outlines changes in the current state budget and assesses how those changes will impact the upcoming district budget
- District organization, including the budget calendar
- Summary of district funds, including how they may be utilized, and significant budget and financial policies that govern district budget development
- Historical and budget year data
- General fund summary information
- General fund detailed information
- District reserves information

- Other information, including:
  - Funding methodology
  - Student enrollment and achievement data
  - Property tax analysis
  - Capital facilities program
  - LRCCD debt obligations
  - Comparative analysis with other California community colleges
- Glossary of finance terms.

In preparing the adoptive budget, the district actually develops three budgets, the X, Y, and Z budgets, with the X budget being the most conservative and the Z budget being the most optimistic. The adoptive budget contains the Z budget, but spending during the year is limited to the X budget levels until enrollment growth is achieved and funding is assured. The budget utilizes a funding methodology whereby 80% of new funds are allocated to collective bargaining units, with the remaining 20% going to program development. This helps the district to ensure equity in collective bargaining as well as appropriate funding levels for instructional and student support programs. The adopted budget is widely distributed throughout the district so that individuals involved in institutional planning have accurate budget information.

At the college, the *Budget and Facilities Planning Handbook* (Ref. III.65) provides an overview of college-level budget planning, including information on the following:

- Annual operating budget
- Capital outlay budget
- Process for establishing the annual operating budget
- Process for requesting operating funds, temporary staffing, and capital equipment;
- Re-allocation of line items within an area/operating unit's annual operating budget
- Carryover and overrun
- Processes beyond the scope of the budget manual.

The handbook also lists and describes the college's contingency reserve and sinking funds, as well as the various college-wide support services for which funding is allocated. It is provided in hardcopy to members of the budget and facilities planning committee and is available to all employees via the *Insider*.

### **Analysis**

The district's adopted budget document provides extensive information regarding district-wide financial resource availability, development, and utilization, and the college's *Budget and Facilities Planning Handbook* outlines college-level financial planning processes. These documents, along with the processes of the district budget committee and BFPC, help ensure realistic budget assessment and planning at both the district and the college.

### **Plan**

None.



**Standard III.D.1.c: When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.**

**Description**

The district conducts its short and long range financial planning in accordance with the 8000-series district board policies. The district's short and long-term debt obligations are described in the district's adopted budget (Ref. III.86). As indicated in the "Information" section of that document,

...[the district] has traditionally issued tax and revenue anticipation notes (TRANS) to meet its short-term cash flow needs. Because revenues lag behind expenditures in the first six months of the fiscal year, it is often necessary to borrow funds to adequately meet expenditure needs. Once property tax revenues are sufficiently received, adequate revenues are in place to meet District obligations, and therefore additional borrowing is not required for the latter portion of the fiscal year. TRANS notes were not issued in 2006-07 or 2007-08. The District will continue to monitor its short-term borrowing needs for 2008-09 and may issue TRANS in Fall 2008 if necessary. [Note: TRANS were issued in 2008-09].

The district has two primary sources of long-term debt: general obligation bonds and certificates of participation. In 2002 district voters approved Measure A, a \$265 million general obligation bond for the purpose of meeting the district's capital facility needs. The district issued three separate bond series in 2002, 2004, and 2006, each of which calls for a 25-year repayment schedule that is described in the adopted budget. In 2008, district voters approved a second bond measure, Measure M, which authorizes the issuance of \$475 million in general obligation bonds. In spring 2006, the district issued certificates of participation (COPs) in the amount of \$7,055,000 to pay for a portion of the new parking structure at Sacramento City College. The structure will generate parking revenues, which along with other continuing revenues will cover the annual repayment costs. The debt schedule is described in the adopted budget.

As stated in district board policy P-8122 (Ref. III.88), the district maintains a 3% (minimum) undistributed reserve or contingency reserve for the general fund in accordance with fiscal policies and guidelines recommended by the state chancellor's office. The district has also been funding its other post-employment benefits (OPEBs) since 1985, long before such practice was called for by Government Accounting Standards Board (GASB) 45. As of July 1, 2007, the district had funded \$53.9 million of its \$58.6 million actuarial accrued liability for current employees and retirees. The district has also fully funded its liability for accrued vacation and faculty leave banking.

The college maintains reserves and establishes sinking funds for long-range financial priorities. For example, a designated reserve was set-up using the bookstore fund

to support the fixtures, furniture, and equipment (FF&E) needs of the new Physical Education building after it was determined that FF&E funds designated in the state capital project would be insufficient to meet the instructional needs of the students. Also, a designated reserve is being established in 2008-2009 to ensure sufficient funding for FF&E needs in the Falcon's Roost (bookstore/ cafeteria) expansion.

### **Analysis**

The district's philosophy of not spending until funds are "in the bank" has resulted in a long-term record of financial stability. The district does not issue certificates of participation until funding sources for certificate principal and interest have been identified. A citizen's bond oversight committee is in place for the Measure A and Measure M general obligation bonds, and the annual independent audit reports (Ref. III.89) reveal that the district is diligent in identifying and planning for the payment of liabilities. The district builds contingency plans into all of its financial planning as well as negotiated salary schedules.

The college, too, has developed contingency measures as part of its financial planning to ensure short and long-term financial stability. The establishment of sinking and contingency funds has helped ensure that long-range financial priorities are recognized and addressed during financial planning.

### **Plan**

None.

**Standard III.D.1.d: The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.**

### **Description**

The district's financial planning and budget development processes are defined in the 8000-series district board policies (Ref. III.90) as well as in other documents, including the adopted budget (Ref. III.86), the district's *Budgeting Principles and Formulas* document (Ref. III.91), and the district's *Illustration of the Bucket Concept* document (Ref. III.92). Additional information can be found in the *State Capital Outlay Five-Year Construction Plan* (Ref. III.67) and the other post-employment benefits (OPEB) report (Ref. III.93). College financial planning and budget development processes are defined in the *Budget and Facilities Planning Handbook* (Ref. III.65).

The roles and responsibilities of the district budget committee (DBC) are defined in district board regulation R-8122 (Ref. III.88). The committee meets monthly during the academic year, and its membership includes representatives from all four colleges as well as the district office. Its responsibilities, as indicated in R-8122, include "[r]eview

of District budgetary practices and operational guidelines, as needed, to ensure that procedures are responsive to strategic priorities, are balanced across the district and protect the financial well being of the District.”

The roles and responsibilities of the college’s budget and facilities planning committee (BFPC) are defined in the *College Participatory Governance and Collegial Consultation (CPGCC)* document (Ref. III.53) as well as the *Budget and Facilities Planning Handbook* (Ref. III.65). The latter document states that BFPC’s responsibilities include “[s]erve as a recommending authority on all budget allocation matters to the College President ....” The committee meets monthly during the academic year, and its membership includes representatives from each college constituency. BFPC has faculty and administrative co-chairs, both of whom serve on the DBC.

### **Analysis**

The district board policies and regulations are posted on the district home website, where they are easily accessed. The adopted budget book contains explanations of both the compensation (bucket concept) and operational (PDF) formulas. The compensation calculation is given to each employee group along with a full explanation of the calculation. The DBC meets regularly and effectively oversees district budget processes, as evidenced by the committee minutes (Ref. III.94), which are available on the district’s website. The college’s *CPGCC* document and *Budget and Facilities Planning Handbook* are easily accessed on the college’s *Insider* website, as are the committee’s agendas and minutes and other reference documents, including a committee FAQ document (Ref. III.95), budget code descriptions (Ref. III.96), department code information (Ref. III.97), college operating budget (COB) resource schedules (Ref. III.98), *Current-Year Operating Budget and Prior-Year Expenditures Detail* (Ref. III.71), budget allocation request forms (Ref. III.99), and the district’s *Budgeting Principles and Formulas* (Ref. III.91) and *Illustration of the Bucket Concept* (Ref. III.92) documents. BFPC meets regularly and effectively oversees college budget processes and planning, as evidenced by its minutes.

In January 2009, the district was awarded the Meritorious Budget Award (MBA) by the Association of School Business Officials International (ASBO), further demonstrating its commitment to budget transparency and providing understandable budget information to all interested constituencies. The Los Rios Community College District is the first community college district (or college) in California to receive this prestigious award. Criteria for awarding the MBA include the following:

- Provides clear budget presentation guidelines
- Defines state-of-the-art budget practices
- Encourages both short and long-term budget goals
- Promotes sound fiscal management practices
- Promotes effective use of educational resources
- Facilitates professional growth and development for the budget staff
- Helps build solid development, analytical, and presentation budget skills.

At the college, responses are very positive for accreditation employee survey item #30, “Each constituent group has appropriate opportunities to participate in the development of *institutional* plans and budgets” (Ref. III.16). The overall mean response was 3.29, with means for individual employment groups as follows: full-time faculty, 3.13; adjunct faculty, 3.55; classified employees, 3.34; and administration, 3.78. (The survey results reflect a four point Likert scale (4 = strongly agree, 3 = mostly agree, 2 = mostly disagree, and 1 = strongly disagree); thus a mean response of 3.5 would indicate an opinion average half way between “mostly agree” and “strongly agree.”)

**Plan**

None.

**Standard III.D.2: To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.**

**Standard III.D.2.a: Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.**

**Description**

In January 2000, the district implemented an integrated software system, PeopleSoft, which allows for online budget inquiry. District staff review college and district budgets on a monthly, quarterly, and annual basis. Twice per month, hard copies of financial reports are printed and distributed within the district business services unit as well as to each college. These reports include the percentage of budget remaining for each account as well as summarized allocations to assist reviewers in identifying areas that may need analysis. On a quarterly basis, the district analyzes revenues and expenditures and submits a report to the state. Twice each year, budget revisions and updates are presented to the Board of Trustees for action. Lastly, the district provides the California community college system office with an annual report of financial information, which is audited by external auditors (Ref. III.89).

All long-term financial and contractual commitments are reviewed and authorized at the district level. The general services department and district general counsel are responsible for reviewing all contracts before approval or recommendation to the Board of Trustees. The district’s authorized “signer’s list” (Ref. III.100) specifically identifies positions authorized to sign various documents, e.g. payroll authorizations, purchase orders, and contracts, so as to ensure proper oversight of commitments.

Annually, the district is subject to an external audit of all funds by an independent certified public accounting firm. This audit is completed each year prior to the December 31 due date. The most recent audit completed was for the fiscal year ended June 30, 2008. The independent audit report was presented to the Board of Trustees in December 2008 (Ref. III.101).

The district has two internal auditors who conduct internal audits regularly, in accordance with state and federal guidelines, so as to improve and ensure confidence in district financial management. The purpose of these audits is to test internal controls and verify compliance with federal, state and program regulations. The internal audits are reported to the deputy chancellor, who distributes the report to the vice president of administration at each college. The findings of an internal audit are kept confidential to protect the assets of the college and integrity of financial and technological procedures.

### **Analysis**

The district is committed to ensuring fiscal stability. Historically the district has had very few audit findings and has generally corrected these issues prior to the next fiscal year audit. The annual audit has been an effective tool for improvement in district financial management. The most recent audit of the district's financial statements found the statements to be presented fairly in all material respects and in conformity with *Generally Accepted Accounting Principles (GAAP)* accepted in the United States of America and standards applicable to financial audits contained in government auditing standards. A review of internal controls by the external auditors revealed no material weaknesses. The review did find four significant deficiencies in district-wide processes that were not college specific. The district has fully implemented or is the process of implementing the recommendations of the auditor.

The district works closely with the college's vice president of administration (VPA), business services, and other appropriate personnel office to correct external audit findings. Finding reports and other related documentation are disseminated for review, and meetings are held with affected departments to discuss and gather input on how to remedy any finding. To ensure corrective actions have been implemented to address areas of concern or non-compliance, follow-up audits are conducted. The VPA regularly reviews and monitors the college's budget and expenditures, and in the fall of each year an expenditure report for the previous fiscal year is prepared and presented to the college's budget and facilities planning committee for review.

### **Plan**

None.

**Standard III.D.2.b: Appropriate financial information is provided throughout the institution.**

**Description**

The district uses the PeopleSoft financial management module, which provides managers, supervisors, business services and other designated personnel throughout the district with appropriate access to financial information. General fund detail information is also available via the district's adopted budget document (Ref. III.86), which is distributed to all managers and supervisors throughout the district.

The district budget committee, which provides recommendations on the district budget processes, meets monthly during the academic year. Its membership includes representatives from all employee groups (i.e., college and district administration, senates, bargaining units and college budget committees), all of whom are responsible for providing budget information to their colleges and constituency. Committee minutes (Ref. III.94) are posted on the district website. The college's budget and facilities planning committee (BFPC) meets monthly to discuss budget matters and make recommendations to the college president. The committee's membership includes representatives from the four constituent groups (faculty, classified, students, and administration), and representatives are expected to report back to their constituencies. Committee minutes (Ref. III.102) and various budget-related documents are posted on the college's *Insider* website.

The district distributes hard copies of financial reports twice monthly, including expenditures by college and expenditures by department. These reports include the percentage of budget remaining for each account as well as summarized allocations to assist reviewers in identifying areas that may need analysis. Position control reports are distributed electronically to the VPA, who works with district personnel to make adjustments, corrections or conversions of authorized FTE. At the beginning of each fall and spring semester, the district chancellor addresses the college at its convocation and shares information on the state budget as well as the overall financial conditions of the district.

**Analysis**

Financial information is appropriately distributed throughout the institution through committee and department meetings. Financial reports can be accessed on demand by management and other appropriate staff from their workstation computers. Upon request, business services staff can provide financial information using the PeopleSoft query function. Management personnel, business services and other appropriate staff are able to verify the validity of account strings as well as determine whether there is a sufficient account balance to process budget transfers or to cover purchase requisitions and/or temporary employment needs. The PeopleSoft financial management module has shown itself to be an effective budget management tool, providing the district and college with the means to make timely and informed decisions regarding expenditures.

**Plan**

None.

**Standard III.D.2.c: The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.**

**Description**

The district is responsible for ensuring that sufficient cash flow and reserves are maintained to support district-wide operations. The district's reserve fund balances exceed the 5% unrestricted reserve recommended by the state chancellor's office to fund future program commitments and provide for economic uncertainties. In addition, following adopted district policy, the district maintains a minimum 3% uncommitted reserve in the general fund.

Cash balances are sufficient to support district operations during periods when the state has not enacted a budget and apportionment payments are suspended. Cash flow statements are prepared monthly. The district issues tax and revenue anticipation notes (TRANS) when necessary to ensure obligations are met in periods of low cash reserves due to the timing of property tax payments. All TRANS borrowing is coordinated by the district financial administration office and reviewed by legal counsel and financial advisors for regulatory compliance.

All risk management services for the district are coordinated by the general services department and are documented in the district's *Risk Management Report* (Ref. III.103). The district is insured through a "layered" approach, with the first layer being self-insured retention (SIR). This layer acts like a deductible for various insured programs, including property, liability, workers' compensation, fidelity and forgery, and boiler and machinery, and provides for better local control and rates from fully indemnified programs. Once the SIR levels are met, the district has coverage through the Alliance of Schools for Cooperative Insurance Programs (ASCIP), a Joint Power Authority (JPA), for significantly higher limits. Lastly, the district has a third layer of insurance through Schools Excess Liability Fund (SELF) for \$45,000,000. The district utilizes an actuarial methodology to identify long-term risk exposure including claims that may be incurred but not reported (IBNR). Appropriate funding for current and future claims minimizes the district's exposure to unfunded risk losses.

In 2007-08, the district budget committee recommended a set-aside of \$2,875,000 in continuing and one-time-only funds to support 2008-09 new classified and management positions, costs associated with new facilities coming on-online (e.g. utilities, telephone service, and fire/security monitoring services), and other one-time-only operational cost and uncertainties related to state funding (e.g., property tax shortfall). Likewise in 2008-09, a \$2,900,000 set-aside is being recommended to cover continuing (e.g., increases

in utilities, etc.) and other one-time-only costs that may arise in 2009-10.

As previously noted in Standard III.D.1.b, the district utilizes an “XYZ” budgeting process in which budgets are developed for three different revenue scenarios. The X budget reflects base plus COLA funding levels only, whereas the Y and Z budgets reflect growth and other revenue funding at “most likely” and “optimistic” levels, respectively. Annually, the Z budget is recommended for board approval with the caveat that spending will be limited to X budget levels until funding is received. This budgetary approach ensures prudent and responsible fiscal resources management.

At the college, the budget and facilities planning committee has established set-asides in its budget allocation process, including a contingency reserve to cover unknown or unforeseen operational costs and other costs (e.g., long-term sick leave backfill) and to support the purchase of instructional equipment and library materials and other non-instructional needs (e.g. ADA door operator buttons). Sinking funds were also established to support alteration and remodel of facilities, replacement of furniture and equipment, replacement of technology, and funding for public arts projects on campus.

### **Analysis**

The district’s commitment to maintaining fiscal stability (one of its core values) is clearly demonstrated through its conservative financial management approach of only spending funds that are “in the bank.” Further, the district’s conservative fiscal management practices have resulted in financial stability even when state funding to California community colleges is decreased. The district and college maintain sufficient cash flows and adequate cash reserves to meet financial emergencies and unforeseen occurrences. Reserves are in place to address ongoing operations, financial emergencies, and unforeseen occurrences as well as anticipated changes in state funding.

The district’s risk management practices are appropriate and actuarially sound. Its use of self insured funding programs has resulted in cost savings that benefit the district and colleges. The external audit report (Ref. III.89) confirms that the district is managing its exposure to risk responsibly and is in compliance with current laws and regulations, including GASB statements No. 43 (Financial Reporting for Postemployment Benefit Plans Other than Pension Plans) and No. 45 (Accounting and Financial Reporting by Employers for Postemployment Benefits Other Than Pension).

### **Plan**

None.



**Standard III.D.2.d: The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.**

**Description**

Various internal control procedures are used at the district and college level to safeguard funds from loss or misuse and to promote efficient expenditure management. Internal audits are conducted periodically to validate and evaluate internal control processes. An annual external audit is also performed to ensure that appropriate accounting principles (e.g. *Generally Accepted Accounting Principles (GAAP)* and *Governmental Accounting Standards (GASB)*) are followed. District fiscal and accounting staff and college business services and administrative services staff work cooperatively together to develop and/or change business rules and practices.

Effective oversight of finances at the college is achieved with the aid of PeopleSoft and district support. Reports are generated on demand using queries and Crystal reports. The vice president of administration regularly reviews and monitors the college's budget and expenditures. Each quarter, the district analyzes revenues and expenditures and submits a report to the state. On an annual basis, the district provides a report of financial information to the state chancellor's office, which is audited by external auditors.

The purchasing of goods and services for grant projects is centralized through the district purchasing department. The district *Purchasing Handbook* (Ref. III.104) is available online to guide and inform users on purchasing policies and procedures. To ensure that categorical and grant funds are spent in compliance with the program requirements and objectives, an additional signature block on the requisition form must be completed to confirm that the expenditure is appropriate and has been reviewed.

The district established the citizen's bond oversight committee in order to satisfy the accountability requirements for Local Bond Measure A and Measure M under Proposition 39. The committee reviews expenditure reports to ensure that bond proceeds are expended only for the purposes set forth in the ballot measure. The committee also submits an annual report to the Board of Trustees. Funds that are received but not yet expended may be invested following state law and district guidelines. A quarterly report of investments is provided to the district chancellor.

Authorization to contract is provided at the district level. Contracts are reviewed by the general services department and approved by appropriate district personnel. Where required by law and California Education Code, contracts and changes to contracts are approved by the Board of Trustees. All service agreements for consulting services require authorization of signatories and must comply with IRS guidelines and standard bidding processes, and be approved by the Board of Trustees. Grants are tracked by the district's resource development office. A routing sheet is used to ensure applications

are reviewed and executed by the appropriate signatories at the college and district.

Outsourced services, (e.g., campus food service program management, snack and beverage vending), are negotiated and approved by the district. Detailed operating statements are provided to the district and college, both of which have the right to examine books of account and records for the purpose of verifying the information shown on statements.

The college financial aid office (FAO) and district office work together to complete required reports for all federal and state funds and ensure appropriate management of all financial aid records. In addition, the FAO works with the director of college advancement to advertise and track student scholarships. PowerFAIDS application software is used to track and reconcile student awards. Federal awards are monitored for Title IV compliance and procedures are in place to ensure the timely return of Title IV funds (also referred to as Return to Title IV – R2T4). FLC's FAO is working with the district and the financial aid offices at the three sister colleges to acquire automatic deposit products to reduce the number of aid checks that are mailed, minimize delays due to checks being lost or returned, and lower postage expenses.

Auxiliary organizations (e.g., college bookstore and child development center) must submit budgets for review by the district chancellor's office. An auxiliary organization must maintain adequate records and prepare an annual report showing its operations and financial status. Each organization shall have an annual fiscal audit performed by a certified public accountant. The audited statement of financial condition shall be available to any person on request.

The college bookstore uses MBS Systems software to track in-store operations and Solomon Accounting software to track income and expenditures. Annual financial reports are audited by the district's independent auditors. Performance is tracked for multiple years and analyzed. Periodically, the district internal auditors review internal controls and make recommendations on how to better safeguard assets and improve operating procedures.

The Folsom Lake College Foundation is an affiliate of the Los Rios Foundation, a California non-profit, public benefit corporation, and is tax-exempt as provided by IRS Sec. 501 (c) (3). The college foundation was established in 1999 to advance education at the college's three campuses by providing financial resources and enhancing community support. The college's vice president of administration (VPA) and the director of college advancement provide oversight of the foundation's operating budget and expenditures. The Los Rios Foundation and the college advancement office use Raiser's Edge database software to track foundation donations and donor information. Quarterly financial statements are provided to the district and college foundation boards as well as the Board of Trustees. Both the district and college foundations undergo an independent audit annually.

The college's IT services department is responsible for maintaining the college-wide technology inventory (hardware and software) and the upgrade and replacement schedule. The department uses Audit Wizard to track and analyze inventory. Working in conjunction with the VPA and institutional planning committee, the IT services department develops recommendations and prepares budget requests for the upgrading and replacement of equipment and infrastructures.

### **Analysis**

The district and college have in place financial management systems that provide solid control mechanisms and dependable and timely information for sound financial decision-making. The district's utilization of the PeopleSoft system has allowed for enhanced monitoring of financial resources and expenditures. Because of the integrated nature of the software, the college is better able to manage its resources and expenditures. At both the district and college levels, effective monitoring and oversight procedures have been adopted to ensure budget compliance.

The minutes and reports of the citizen's bond oversight committee, as well as the 2008-09 independent audit confirm that Measure A bond funds have been accounted for and expended appropriately. The district has exercised sound financial management and is compliant with all laws and regulations.

The *Los Rios Foundation Independent Auditors' Report* (Ref. III.105) for fiscal year ended June 30, 2007 included two reportable conditions: 1) controls need to be implemented to allow reconciliation between the foundation's recording of contributions and the accounting records; and 2) change the methods of allocating investment earnings to ensure consistent allocation among the campus foundations. The district's response has been timely and procedures are being implemented to ensure accurate recording of contributions and performing reconciliations. Procedures have been implemented to ensure consistent allocation of investment earnings.

### **Plan**

None.

**Standard III.D.2.e: All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.**

### **Description**

At the district, all categorical and grant expenditures require the program administrator to attest that the expenditure is in compliance with the goals and objectives of the program. In addition, the district's external auditors select transactions to be reviewed for compliance with program objectives as well as legal and other constraints applicable to the use of funds.

The college bookstore provides an annual augmentation to the instructional-related fund that supports programs and services of the institution. Bookstore profits were used to help complete the existing bookstore/cafeteria building (Falcon's Roost) and to augment the furniture, fixtures and equipment budget of the Physical Education building capital project. Bookstore profits will be also be set aside to support the expansion of the Falcon's Roost that is scheduled to begin in fall 2009. The vice president of administration (VPA) oversees all financial activities of the bookstore, and it is audited annually under the scope of the district's independent audit.

The college food services program (cafeteria) is managed by an outside contractor engaged by the district. The district and college monitor monthly financial statements provided by the contractor and conduct an annual audit of the vendor's records. Commissions earned from food and Pepsi vending activities are deposited into the college's instructionally related fund and used for purposes that ultimately support programs and services of the institution and are consistent with the mission and goals of the institution. Commissions and other funds received from the food services program contractor are deposited into the general fund and distributed proportionately to the colleges. Oversight of the general fund is established at the district level.

The college's community services/facilities use program is overseen by the college VPA. Local revenue generated from community service classes and facility use fees are deposited into the district's general fund.

The district-wide "pay for print" system in use at campuses provide revenue that is used to cover supplies and maintenance expenses and build an equipment replacement reserve for student printing services. In compliance with the California Education Code, fees charged to students for printing services are cost covering only. The college VPA oversees the financial activities of the pay for print system.

### **Analysis**

College and district practices help to ensure that special funds are appropriately managed and utilized. Audits are regularly conducted to ensure the integrity of these practices.

### **Plan**

None.

**Standard III.D.2.f: Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.**

**Description**

The college and the district maintain a variety of contractual agreements and memoranda of understanding (MOUs) in support of instruction, community relations and outreach, grants, and district-wide services. Grants, contracts, and MOUs must be reviewed by the college's vice president of administration before being sent to the district for review and approval. The district uses two special forms to ensure appropriate review and signatory evidence of approval, one for grants (Ref. III.106) and one for agreements and contracts (Ref. III.107). Only designated district personnel are authorized to execute a contract or MOU on behalf of the district. Depending upon the nature of the agreement, the college, general services, grants and contracts, and human resources departments, as well as the district's general counsel, may be involved in the review. All new construction and major remodel/modernization contracts are coordinated through the district's facilities management department and bid through the general services department.

**Analysis**

To prevent obligating the district in areas inconsistent with its mission and goals, only the vice chancellors, deputy chancellor, and chancellor are authorized to sign contracts and agreements. All contracts are reviewed before execution. Terms are negotiated and defined for changing, extending or terminating each contract. State legal and district board policy requirements are followed to ensure that all contracts are proper, competitive and without conflict of interest.

**Plan**

None.

**Standard III.D.2.g: The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.**

**Description**

The district undergoes an external audit annually. One focus of the audit is to test processes and procedures to detect deficiencies in internal controls and compliance. Identified audit findings are included in the audit as well as the district's responses to those findings. The district also has two internal auditors who regularly conduct internal system audits, the results of which are used to improve the district's financial management systems.

The district has a financial users group that is chaired by the district director of accounting services and includes representation from all four colleges and the district's information technology and business services departments. The group meets regularly to discuss the district's financial management systems and to recommend improvements.

At the college, the vice president of administration (VPA) is responsible for ensuring that proper controls and processes are in place and consistently followed, and that college and district resources are used effectively and efficiently. The VPA is also responsible for coordinating corrective actions to internal and external audits. Further, the VPA meets monthly with the district deputy chancellor as well as human resources, business services, facilities management, and police service administrators to discuss various issues that include financial management systems.

The college's budget and facilities planning committee (BFPC) reviews its budget planning process on an ongoing basis. In 2006, the committee revised the budget allocation process to place more decision-making authority within divisions, areas, and operating units. The committee also reviews and updates the *Budget and Facilities Planning Handbook* (Ref. III.65) at least bi-annually and more often as needed.

Additional evaluation is provided via the state chancellor's office categorical program review. The last such review occurred in spring 2008 and included reviews of the EOPS, Matriculation, DSPS and CalWORKs programs (Ref. III.108). The U. S. Department of Education and other federal agencies may also send auditors to review and audit the use of federally funded programs such as VTEA and Pell.

### **Analysis**

The college and district have processes in place to ensure the regular evaluation and improvement of financial management processes and systems. External and internal audits are conducted on a regular basis, and concerns or deficiencies are expediently addressed, with follow-up occurring to ensure that changes or improvements are implemented.

In spring 2008, concerns were raised about how to better safeguard against the loss or misuse of Universal Transit Passes. An internal audit was conducted and the findings and recommendations were used to strengthen internal controls and improve operations at each college. Changes were implemented by August 2008, and follow-up meetings with responsible staff have resulted in additional recommendations that will be implemented in August 2009.

BFPC continues to search for new and innovative ways to teach college personnel about the college's budget process. This has been an ongoing challenge as the number of college personnel has grown rapidly, with at least 50% of college staff having been hired within the last three years. The committee has created a budget FAQ document, which is available on the college's *Insider* website, and provided training workshops for individual areas and departments.

**Plan**

None.

**Standard III.D.3: The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.**

**Description**

The district and college use various methods and tools to assess the effective use of financial resources. These include, but are not limited to, independent and internal audits (described above in Standard III.D.2.g), program review, educational master plans (EMPs), productivity reports, staffing analysis, key performance indicators (KPIs) and utility tracking reports, and review of the district and college budget planning/allocation processes.

The district business services department, including general services, undergoes program review every six years. The most recent review was completed in fall 2008 (Ref. III.109). It involved collection and review of data; an analysis of trends or anomalies indicated by the data; significant accomplishments made since the previous review; department strengths and challenges; and facilities/equipment, staffing, and research needs. The review also calls for the development and listing of department goals and objectives, but they are not included in the review. The college recently developed a process and timeline for administrative program review, and the business services department is scheduled to undergo review in spring 2009.

The college's business services department undergoes an annual review via the college's EMP process. Collectively, EMPs make up a major part of the college's ongoing institutional planning, implementation, and evaluation cycle necessary to ensure continuous program and service improvement. Unlike the program review process, which operates on a six-year cycle, EMP planning focuses on a one-year timeframe directly linked to resource allocations. EMPs are required to be updated annually. The EMP process examines the following: department mission statement; responsibilities and projects; equipment, software, supplies, staffing, and facilities needs; professional development activities; safety procedures; plans to participate in and provide leadership; satisfaction/quality assessment; efforts to refer students to support needs; individual service activities; special or long-term projects; and suggestions for improving the EMP process.

The college and district use productivity reports to evaluate the efficient use of instructional human resources. The reports indicate weekly student contact hours (WSCH) per full-time equivalent faculty (FTEF) utilized. The college uses the productivity information to inform and balance class offerings. Effective scheduling translates into improved responsiveness to students and additional WSCH being generated, which in turn

increases the college discretionary fund (CDF) allocation.

The district performs an annual classified staffing analysis to determine how many new positions can be authorized in a given fiscal year. There is no set formula for classified positions although the district works to ensure an equitable balance of new positions among the four colleges and across classified bargaining units.

The college uses key performance indicators (KPIs) (Ref. III.110) to monitor how effectively planning activities/strategies are moving the college towards the achievement of its goals. KPI reports provide supporting data for unit EMPs, selected student learning outcomes, and service area outcomes. As it relates to effective use of financial resources, KPI report information is used to support recommendations by the BFPC to adjust formulas and college-wide budget allocations. For example, KPI's are useful in determining whether additional funding is needed to support tutoring or printing services.

Utility tracking reports are used to evaluate energy and cell phone usage and have been used to inform the district plan to reduce energy use by 15% before FY 2011-12, as mandated by *California Community Colleges Board of Governors Energy and Sustainability Policy* (Ref. III.111). The college is working with the district facilities management department to pilot the improvement plan.

The college reviews its operating budget annually to ensure appropriate fiscal support for all areas and operating units of the college. In 2006-07, the budget and facilities planning committee (BFPC) significantly revised the college's budget allocation process, giving each of the four divisions (Instruction, Student Services, Administrative Services and President's Office) increased control and oversight over their respective allocations. Annually, each division works with their assigned areas and operating units to assess how resources were spent in previous fiscal year and to determine how resources should be utilized in the current year. The committee also developed a handbook (Ref. III.65) that outlines the entire budget planning process. BFPC reviews and, as needed, recommends changes to the annual operating budget allocation process on a bi-annual basis. The committee also surveys faculty, staff and administrators periodically so as to improve college budgeting processes.

### **Analysis**

The processes described above are used to improve the use of financial resources. As indicated in the district business services program review,

...[t]he District's Tentative and Adopted Budget books continue to be a focus of improvement. The Adopted budget for the 2005-06 year was significantly modified to provide more information regarding the District's budgeting process including communicating the external and internal factors that affect the District's budget. Each year since, additional information has been included to further improve this as a resource document ... (Ref. III.109)



The document lists several other improvements as well. The district staffing analysis report has led to improved staffing at the college, with the number of classified staff positions growing from 60 to 103 since 2003-04.

BFPC has been effective in ensuring the college's budget process is responsive and effective in meeting the needs of the college. The new process allows for flexibility within a division to respond to the needs identified in area/operating unit EMPs. The committee has also made adjustments and changes in the budget planning and allocation process in response to college growth. Further, the committee has established sinking funds and contingency reserves to address both expected and unexpected college-wide needs.

**Plan**

None.

**References for Standard III, Resources**

<b>Reference</b>	<b>Documents</b>
Ref. III.1	LRCCD Board Policy P-5120
Ref. III.2	LRCCD Board Policy P-6120
Ref. III.3	LRCCD Board Policy P-9120
Ref. III.4	LRCCD Equity Handbook
Ref. III.5	LRCCD Faculty Hiring Manual
Ref. III.6	FLC Academic Senate Faculty Hiring Prioritization Process
Ref. III.7	FLC Classified Hiring Manual
Ref. III.8	FLC EMP Templates
Ref. III.9	FLC Discipline Profile Form
Ref. III.10	FLC Classified Staffing Request Form
Ref. III.11	LRCCD Postings of Job Announcements
Ref. III.12	CCC Chancellor’s Office Minimum Qualifications Document
Ref. III.13	LRCCD Equivalency Review Form
Ref. III.14	LRCCD and FLC Faculty Hiring Workshops
Ref. III.15	FLC Equity Trainings
Ref. III.16	FLC Accreditation 2009 - Employee Survey Report
Ref. III.17	LRCCD Report on Recruitment Efforts
Ref. III.18	LRCCD Board Policy P-5140
Ref. III.19	LRCCD Board Policy P-6141
Ref. III.20	LRCCD Board Policy P-9141
Ref. III.21	LRCCD Collective Bargaining Agreement with LRCFT
Ref. III.22	LRCCD Collective Bargaining Agreement with LRCEA
Ref. III.23	LRCCD Collective Bargaining Agreement with SEIU Local 1021
Ref. III.24	LRCCD Collective Bargaining Agreement with LRSA
Ref. III.25	FLC Faculty Peer Review Workshop Trainings
Ref. III.26	LRCFT Contract Appendices E and F
Ref. III.27	FLC Faculty Statement of Professional Ethics
Ref. III.28	FLC Classified Staff Code of Ethics
Ref. III.29	FLC Administrator’s Code of Ethics
Ref. III.30	LRCCD Board Policy P-6911
Ref. III.31	LRCCD Board Policy P-6912
Ref. III.32	LRCCD Board Regulation R-9413
Ref. III.33	LRCCD Full-Time/Part-Time Faculty Ratio: F08 Actual to F09 Projected
Ref. III.34	LRCCD Classified Job Descriptions
Ref. III.35	LRCCD Board Policy P-5111
Ref. III.36	LRCCD Board Regulation R-5121
Ref. III.37	LRCCD Board Regulation R-9122
Ref. III.38	LRCCD Board Policy and Regulation P/R-5171
Ref. III.39	LRCCD Board Policy and Regulation P/R-6151
Ref. III.40	LRCCD Board Policy and Regulation P/R-9511
Ref. III.41	LRCCD IBA Annual Newsletter

- Ref. III.42 LRCCD Faculty Internship Program
- Ref. III.43 LRCCD Sexual Harassment Prevention Trainings for Managers and Supervisors
- Ref. III.44 LRCCD Reminder of Rights and Responsibilities Memorandum
- Ref. III.45 LRCCD Board Policy P-6111
- Ref. III.46 LRCCD Board Policy P-9111
- Ref. III.47 LRCCD Mission, Vision, and Values Statements
- Ref. III.48 FLC 2009-2010 College Catalog
- Ref. III.49 LRCCD Board Regulation R-2423
- Ref. III.50 FLC Discipline, Equity, and Grievance Reporting Contacts
- Ref. III.51 Noel-Levitz Student Satisfaction Inventory
- Ref. III.52 LRCCD How Are We Doing Employee Survey Report Spring 2008
- Ref. III.53 FLC College Participatory Governance and Collegial Consultation Document
- Ref. III.54 FLC Sample Flex Activities Schedules
- Ref. III.55 FLC Professional Development Committee End of Year Report
- Ref. III.56 LRCCD Classified Leadership Academy Program Flyer and Announcement
- Ref. III.57 LRCCD LRMA Leadership Series Flyers
- Ref. III.58 FLC New Faculty Orientation Agenda
- Ref. III.59 FLC Teaching and Learning Community Workshop Announcements
- Ref. III.60 FLC Professional Development Committee Handbook of Policies and Procedures
- Ref. III.61 FLC Planning and Evaluation Cycle
- Ref. III.62 LRCCD Human Resources Program Review
- Ref. III.63 LRCCD District Academic Senate Minutes
- Ref. III.64 LRCCD Board Policy P-8400
- Ref. III.65 FLC Budget and Facilities Planning Handbook
- Ref. III.66 FLC Facilities Master Plan
- Ref. III.67 LRCCD State Capital Outlay Five-Year Construction Plan
- Ref. III.68 LRCCD Facilities Conditions Index
- Ref. III.69 LRCCD Americans with Disabilities Act Transition Plan
- Ref. III.70 FLC Annual Operating Budget Allocations
- Ref. III.71 FLC Current Year Operating Budget and Prior Year Expenditure Detail
- Ref. III.72 FLC Accreditation 2009 - Student Survey Report
- Ref. III.73 LRCCD Safety Committee and Preparedness Assessment Team Minutes
- Ref. III.74 LRCCD Long Range Capital Needs Plan
- Ref. III.75 LRCCD Information Technology Program Review
- Ref. III.76 LRCCD Information Technology Plan
- Ref. III.77 FLC Technology Plan
- Ref. III.78 LRCCD Distance Education Strategic Planning Resource Document
- Ref. III.79 FLC Library EMP
- Ref. III.80 FLC Office of Institutional Research EMP

- Ref. III.81 FLC Innovation Center EMP
- Ref. III.82 FLC Student Services EMPs
- Ref. III.83 LRCCD Degree Audit Project
- Ref. III.84 LRCCD Board Policy P-7871, and LRCCD Board Policy and Regulation P/R-8871
  
- Ref. III.85 FLC Strategic Plan
- Ref. III.86 LRCCD 2008-2009 Adopted Budget
- Ref. III.87 LRCCD Board of Trustees Minutes
- Ref. III.88 LRCCD Board Policy P-8122
- Ref. III.89 LRCCD Annual Independent Audit
- Ref. III.90 LRCCD Board Policy P-8000
- Ref. III.91 LRCCD Budgeting Principles and Formulas
- Ref. III.92 LRCCD Illustration of the Bucket Concept
- Ref. III.93 LRCCD Other Post-Employment Benefits Report
- Ref. III.94 LRCCD District Budget Committee Minutes
- Ref. III.95 FLC Budget and Facilities Planning Committee FAQ Document
- Ref. III.96 FLC Budget Code Descriptions
- Ref. III.97 FLC Department Code Descriptions
- Ref. III.98 FLC College Operating Budget Resource Schedule
- Ref. III.99 FLC Budget Allocation Request Forms
- Ref. III.100 LRCCD Authorized Signers List
- Ref. III.101 LRCCD Board of Trustees Minutes, December 17, 2008
- Ref. III.102 FLC Budget and Facilities Planning Committee Minutes
- Ref. III.103 LRCCD Risk Management Report
- Ref. III.104 LRCCD Purchasing Handbook
- Ref. III.105 LRCCD Los Rios Foundation Independent Auditors' Report
- Ref. III.106 LRCCD Grants Form
- Ref. III.107 LRCCD Agreements and Contracts Form
- Ref. III.108 FLC Categorical Programs Self-Evaluation, November 26, 2007
- Ref. III.109 LRCCD Business Services Program Review
- Ref. III.110 FLC Key Performance Indicators Report
- Ref. III.111 CCC Board of Governors Energy and Sustainability Policy



# Standard IV

## Leadership and Governance



**Construction of the Visual & Performing Arts Center - 2009**

### STANDARD CHAIRS

KC Boylan  
Sue Lorimer  
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### COMMITTEE MEMBERS

Scott Crow  
Kim Harrell  
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Carlos Lopez  
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Marta Mueller  
Wayne Olts  
Vonnie Shane  
Shannon Stennett  
Alice Textor



**Visual & Performing Arts Center - 2011**

## **Standard IV: Leadership and Governance**

**The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.**

### **A. Decision-Making Roles and Processes**

**The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.**

**Standard IV.A.1: Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.**

#### **Description**

The college's commitment to an environment of empowerment, innovation, and institutional excellence is reflected in its mission statement, which communicates the intention to "[d]evelop and maintain a collaborative and innovative college environment that promotes personal interaction as the foundation of learning, [as well as an environment that] honors and is responsive to the diverse backgrounds, perspective, abilities and needs within each of the evolving communities we serve" (Ref. IV.1). The college's commitment is expressed further in its values statements, which include four core values: excellence, inclusion, community, and student success. Regarding "inclusion," the values statements indicate that "Folsom Lake College provides equitable access to programs and services, celebrates the diversity of students and staff, fosters an atmosphere of collaboration, and encourages the free exchange of ideas and the pursuit of individual goals" (Ref. IV.2). Finally, the college's commitment is expressed in its strategic plan, which includes five overarching goals, one of them being "organizational effectiveness." The plan recognizes that

...[t]he strength of the organization rests on the combined strength of its members. For this reason, the college celebrates its members and their contributions, promotes open communication and dialogue across sites and constituency groups, and supports the general well being of its members. The college is committed to building upon this strong foundation through effective planning and community outreach activities. (Ref. IV.2)



Additionally, the *College Participatory Governance and Collegial Consultation (CPGCC)* document (Ref. IV.3) empowers all constituencies (staff, faculty, administrators, and students) by guaranteeing them the right to engage in participatory governance. The *CPGCC* document lists the memberships of all participatory governance (PG) committees, which include seats for all constituencies. Committee members are appointed to those seats by their constituency leaders, e.g. the academic senate president, the classified senate president, the student association president, and the college president. Constituency leaders actively encourage and honor participation on PG committees as well as on the academic senate, classified senate, student association, and the Los Rios Management Association (LRMA). Likewise, employees are encouraged to seek leadership roles within committees and departments as well as within their own constituency groups.

There are many forums in which individuals can initiate improvement to the practices, programs, and services in which they are involved. In addition to participatory governance and constituency leadership meetings, these forums include vision/mission/values review, strategic planning, department and area meetings, program review, educational master planning, the department chair collaborative, management meetings, student clubs, collective bargaining, hiring committees, performance review, facilities planning, and class scheduling, to name a few. Additional forums exist at the district, including district academic senate, district governance committees, district work groups (e.g. district-wide research council, vice presidents of instruction and vice presidents of student services meetings, etc.), collective bargaining, LRMA meetings, and chancellor's cabinet. College representatives from all four constituencies also participate in the district's strategic planning. Most of these forums are guided by documented, systematic participative processes that are used to assure effective discussion, planning, and implementation.

Individuals at the college can also initiate improvement to the practices, programs, and services in which they are involved through professional development activities. Professional development is supported at the college through the professional development committee as well as the innovation center, which is staffed by a full-time faculty coordinator. Professional development is also supported at the district through the human resources department and through district-wide collective bargaining processes. Activities include flexible calendar program (Flex) workshops, conferences, faculty sabbatical leaves, new faculty orientation workshops, mentoring activities, and numerous innovation center activities. Additional opportunities exist through grants (Earmark, C-PATH), local projects (Education Initiative), and statewide projects (Basic Skills Initiative).

The college posts on the *Insider* various documents and reports relating to institutional and program performance so that individuals throughout the institution can see where improvements are needed. These documents include the *College Strategic Plan* (Ref. IV.2), the *Strategic Plan Progress Matrix* (Ref. IV.4), the annual *Key Performance*

*Indicators* report (Ref. IV.5), the institutional goals and achievement document (Ref. IV.6), the *Accreditation Strategic and Operational Planning Items Matrix* (Ref. IV.7), all program review documents (Ref. IV.8), and all educational master plans (Ref. IV.9). Both the program review and educational master plan documents include information regarding student learning outcomes.

Finally, the college seeks to recognize individual and group achievement through the annual Falcon and Building Bridges awards, which include the following six categories:

- Falcon Teaching and Learning Effectiveness Award: Recognizes innovative FLC programs, persons or activities designed to improve the ability of students to learn, both inside and outside the classroom.
- Falcon Exemplary Service Award: Recognizes FLC employees, work units or departments for individual/collective contributions to the college during the year. The recognition may be for an individual, work unit or department that has gone above and beyond the call of duty, or demonstrated a commitment to serving students and/or the college community embracing the spirit of FLC.
- Falcon Student Success Award: Recognizes innovative FLC programs designed to increase access to services, and/or support growth, and/or enhance student success.
- Falcon Organizational Effectiveness Award: Recognizes innovative FLC programs designed to enhance organizational effectiveness by streamlining processes, saving money, or increasing enrollment.
- Building Bridges College Advancement Award: Recognizes the contributions community organizations have made to support Folsom Lake College in its delivery of services to the community.
- Building Bridges Community Partnerships Award: Recognizes programs designed to increase relationships between Folsom Lake College, the business community, high schools, and other community groups.

### **Analysis**

The college's commitment to an environment of empowerment, innovation, and institutional excellence is well documented in the college mission, vision and values statements and the strategic plan. That commitment is also evident in the *CPGCC* document and the college governance processes that it addresses. The college mission, vision statement, and strategic plan are all reviewed on a regular cycle whereas the *CPGCC* document is reviewed on an as-needed basis. The participatory governance portion of the *CPGCC* document has been reviewed and revised twice over the last three years to reflect changes made to committees and subcommittees. Since PG committees are independently able to create subcommittees, sometimes there is a delay before the *CPGCC* document is updated. Also, the *CPGCC* document does not list the objectives, purposes, and responsibilities of subcommittees. This lack of documentation could cause occasional confusion regarding where proposals for improvement should be initiated. The results of the accreditation employee survey (Ref. IV.10) indicate that many employees have not read and/or are not familiar with the *CPGCC* document (item

#33). This survey item had the second lowest overall mean (2.71) for all survey items, with means for individual employment groups as follows: full-time faculty, 2.95; adjunct faculty, 2.11; classified employees, 2.50; and administrators, 3.67. This survey item also had the largest mean response difference between length-of-employment groups, indicating that employees who have been at the college the longest are most likely to have read the document. (Note: the survey results reflect a four point Likert scale (4 = strongly agree, 3 = mostly agree, 2 = mostly disagree, and 1 = strongly disagree); thus a mean response of 3.5 would indicate an opinion average half way between “mostly agree” and “strongly agree.”)

Responses were fairly positive for accreditation employee survey item #3, “The college’s participatory governance process works well,” with an overall mean of 3.09 and individual employment group means as follows: full-time faculty, 3.09; adjunct faculty, 3.22; classified employees, 3.04; and administrators, 3.11 (Ref. IV.10). However, these means reflect the responses of employees that indicated an opinion, and a significant portion of adjunct faculty (67%) and classified employees (27%) indicated “don’t know,” which may indicate a lack of involvement among adjunct faculty and classified employees in participatory governance. This can also be seen in the response to accreditation *student* survey item #17, “FLC clearly states the role of students in college governance” (Ref. IV.11). The overall mean for this student survey item is 3.33, which is remarkable since the fall-to-fall persistence rate is currently around 57%. However, 33% responded “don’t know,” which is not unexpected given the persistence rate. These responses suggest that the college could do a better job of informing adjunct faculty, classified employees, and students about the role of participatory governance.

Nonetheless, responses to other accreditation employee survey items indicate that the college is doing well in regard to this standard. The overall mean for survey item #31, “The college’s leaders (faculty, classified, administrators) work to create an environment of empowerment, innovation and institutional excellence,” is 3.23, with means for individual employment groups as follow: full-time faculty, 3.1; adjunct faculty, 3.33; classified employees, 3.26; and administration, 3.67. Survey item #32, “As an employee I can describe my own roles in helping the institution achieve its goals,” had the fourth highest overall mean (3.42) of all survey items, with means for individual employment groups as follows: full-time faculty, 3.41; adjunct faculty, 3.31; classified employees, 3.44; and administration, 3.89 (Ref. IV.10).

The college and district have provided significant resources in support of professional development, including the professional development committee (PDC), the innovation center, and professional development and sabbatical leave funding made available through the collective bargaining process. PDC is currently working on a professional development handbook that will improve processes for awarding funds and tracking expenditures. Further, in fall 2009 the institutional planning committee (IPC) is scheduled to create a professional development plan that will address employee development needs across the institution. The innovation center has experienced increased demand

for instructional support service to utilize the district's learning management system. Unfortunately, the college's staff development fund is not large enough to keep pace with competing professional development needs.

The college actively seeks to recognize individuals and groups for improving college practices, programs, and services through the Falcon and Building Bridges awards. However, in recent years the college foundation has received very few nominations for these awards. As a result, the foundation is working to streamline the nomination process and to improve college-wide awareness of these awards and their significance.

### **Plan**

1. Review the participatory governance portion of the *College Participatory Governance and Collegial Consultation (CPGCC)* document on a regular basis so that the list of subcommittees remains current. Also, update the *CPGCC* document to include the objectives, purposes, and responsibilities of each subcommittee.
2. Explore additional ways to fund professional development.

**Standard IV.A.2: The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.**

**Standard IV.A.2.a: Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.**

### **Description**

The roles of faculty and administrators in institutional governance as well as the mechanisms and organizations for student and staff participation are defined in college and district documents. The *College Participatory Governance and Collegial Consultation (CPGCC)* document (Ref. IV.3) guarantees each constituency the right to participate in college governance, which is where most policy, planning, and budget proposals are addressed and recommended. The document lists the participatory governance committees, along with their objectives, purpose, responsibilities, membership, and subcommittees. The membership section specifies the number of faculty, classified, student, and administrative members. It also specifies whether the committee has a faculty chair with an administrative liaison, faculty and administrative co-chairs, or faculty and classified co-chairs. This document was agreed to and signed by the college president, the academic senate president, the classified senate president, and the student government representative. The document also contains a section that

describes the coordinating council, which must be called in order for changes to be made to the *CPGCC* document. The coordinating council has eight members, two from each constituency, providing each constituency with an equal opportunity to participate in decision making regarding changes to this guiding document.

Further, several participatory governance committees have handbooks and other documents that describe the processes by which ideas and proposals are brought forward to the committees. The budget and facilities planning committee has an extensive *Budget and Facilities Planning Handbook* (Ref. IV.12); the professional development committee has the draft *PDC Handbook* (Ref. IV.13); and the curriculum committee has several documents, including the *Curriculum Handbook* (Ref. IV.14), the *Style Guide for Curriculum Developers* (Ref. IV.15), the *Model District Policy* (Ref. IV.16), and the *Program Appraisal and Recommendation Process* (Ref. IV.17), to name a few.

Additional documentation regarding the roles of faculty and administrators in institutional governance as well as the mechanisms and organizations for student and staff participation can be found in the district board policies. Some of the more significant policies are as follows:

- P-2311 Student Associations: (1.0) The Los Rios Community College District Board of Trustees authorizes the students of each of the colleges of the District to organize a student association. The association shall encourage students to participate in the governance of the college and conduct any activities, including fundraising activities, subject to approval by appropriate college officials. Activities should promote the intellectual, physical, political, and multicultural life of the college and the general welfare of the student community. The association may be granted the use of college premises and properties for officially-authorized activities without charge, subject to established college regulations. (Ref. IV.18)
- P-3122 Student Trustee: (1.1) In accordance with the Education Code, the Board of Trustees shall include within its membership, in addition to the number of members otherwise prescribed, a non-voting student as Student Trustee. (Ref. IV.19)
- P-3411 Shared Governance: (2.2) In its role as the final decision-making body in the District, the Board shall give reasonable and due consideration to the recommendations and positions developed by faculty, staff and students through the shared governance process. The recommendations developed through the shared governance process will normally be accepted, and if a recommendation is not accepted, the Board or its designee shall promptly communicate its reasons in writing to the affected shared governance body. (Ref. IV.20)
- P- 8122 Budget Planning: (2.1) District Budget Committee: A district budget committee shall participate in the budget planning process. The committee shall meet on a regular basis but not less than twice a semester. (2.2) The committee shall be composed of representatives from each college and the district office as

follows:

- Three district office and/or facilities management representatives appointed by the Chancellor,
- All college presidents or their designees,
- District Academic Senate President or his/her designee,
- All college Academic Senate presidents or their designees,
- An additional faculty member appointed by each college Academic Senate President,
- All classified, Senate Presidents or designees appointed by the Classified Senate Presidents, and a classified representative representing district office/facilities management.
- One representative (LRCEA, LRCFT, LRSA SEIU, LRMA) appointed by the respective organization,
- One student representative from each college appointed by the appropriate student association president.

(2.3) The committee will have an administrative co-chair appointed by the Chancellor and a faculty co-chair appointed by the District Academic Senate President. (Ref. IV.21)

### **Analysis**

The roles of faculty and administrators in institutional governance as well as the mechanisms and organizations for student and staff participation are well defined. The committees and processes described in the *CPGCC* document and district board policies are active and functional, and through these committees and processes all constituencies, not just faculty and administrators, are able to exercise a substantial voice in the development and implementation of policies, planning, and budget processes. Additionally, faculty, staff, and students are appointed to participatory governance committees by their respective constituency leaders, who give careful consideration to their appointees' areas of responsibility and expertise when making the appointments so that individuals are better able to influence and contribute to institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

The results of the accreditation employee survey (Ref. IV.10) indicate that faculty, staff, and administrators are able to exercise a substantial voice in institutional policy, planning, and budget processes. The overall mean for survey item #30, "Each constituent group has appropriate opportunities to participate in the development of institutional plans and budgets," was 3.29, with means for individual employment groups as follows: full-time faculty, 3.13; adjunct faculty, 3.55; classified employees, 3.34; and administrators, 3.78. However, a significant portion of adjunct faculty (67%) responded "don't know" or "doesn't apply to me," and as noted in the previous standard, this response may indicate a lack of involvement among adjunct faculty in participatory governance. The same may be true for students, given responses to accreditation student survey item #19, "I have the opportunity to participate in FLC's planning processes, either directly or through student government representatives" (Ref. IV.11). The mean response was 2.97. However,

a significant number of students (47%) responded with either “don’t know” or “doesn’t apply to me,” and the less positive response rate of those that had an opinion may indicate a lack of involvement in participatory governance processes. Nonetheless, the percentage of students (39%) that responded positively (mostly or strongly agree) to this survey item is somewhat remarkable given the fall-to-fall persistence rate, which is currently nearly 57%.

**Plan**

None.

**Standard IV.A.2.b: The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee and academic administrators, for recommendations about student learning programs and services.**

**Description**

The responsibilities and authority of faculty and academic administrators in regards to student learning programs and services are defined in college and district documents. The *College Participatory Governance and Collegial Consultation (CPGCC)* document (Ref. IV.3) includes a section that outlines the collegial consultation process involving the academic senate and the college president in regards to academic and professional matters, as they are defined in Section 53200 of Title 5. Specifically, the *CPGCC* document addresses how academic and professional matters are determined and directed; how they are to be addressed by the academic senate and the participatory governance committees; and how they are directed to and accepted, amended, or rejected by the college president. The document also lists terms and conditions relating to these processes.

The district board policies also address the responsibilities and authority of faculty and academic administrators in regards to student learning programs and services. The more significant policies are as follows:

- P-3412 Academic Senate:
  - (1.2) The President of the District Academic Senate and the president of each college Academic Senate shall have a recognized chair at all formal meetings of the Board of Trustees.
  - (2.1) The Board or its representatives will receive recommendations from faculty in respect to academic and professional matters in three modes:
    - (2.1.1) From the District Academic Senate directly;
    - (2.1.2) From District committees under the leadership of the Academic Senate; and
    - (2.1.3) From District committees which are not under the leadership of the Academic Senate...

- (2.2) For recommendations directly from the District Academic Senate or from District Committees under the leadership of the Academic Senate, the Board or its representatives agree that the Board is relying primarily on the advice and judgment of the Senate.
- (2.3) Recommendations from committees under Section 2.1.3 will come to the Board through a process construed as providing for mutual agreement between the representatives of the Board and the Academic Senate. (Ref. IV.22)
- P-7141 Curriculum Development:
  - (1.0) Faculty Involvement
    - (1.1) The Board of Trustees encourages widespread faculty involvement in the planning of course offerings, and in exploration by instructors of new techniques for meeting course objectives. Team teaching and other innovative approaches are encouraged.
    - (1.2) The overall programs of the colleges will be continually reappraised to assure that the courses offered meet the needs of the community and the students.
  - (2.0) Curriculum Committee
    - (2.1) For the purposes of advising the Board, a curriculum committee at each college shall meet at least twice during each school year, in fall and spring, to make recommendations for new courses or programs, and to consider the deletion of existing courses or programs from the curriculum. (Ref. IV.23)

### **Analysis**

The collegial consultation portion of the *CPGCC* document is respected and adhered to by the academic senate and the college president, as well as the college at large. Proposals regarding student learning programs and services are routed appropriately, and recommendations are made in a timely manner by college committees and/or the academic senate. Appropriate administrators are actively engaged in committee processes, and their input is valued.

College faculty and administrators are appropriately represented on district committees and actively contribute to district processes related to student learning programs and services. When it is their turn, college faculty chair district committees. Currently, the FLC past academic senate president serves as the district academic senate president. The college's academic senate executive committee regularly attends district academic senate meetings, and the college and district academic senate presidents regularly attend district board meetings. The college and district academic senates are also represented on the chancellor's cabinet where formal recommendations are made to the chancellor regarding proposed changes to board policies and regulations.

Finally, as already noted in Standard IV.A.1, administrators and full-time faculty responded positively to accreditation employee survey item #34, "The college's



participatory governance process works well,” with the mean response for each group being 3.11 and 3.09 respectively. Only 9% of full-time faculty (five respondents) mostly or strongly disagreed (Ref. IV.10).

### **Plan**

None.

**Standard IV.A.3: Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution’s constituencies.**

### **Description**

The Los Rios Community College District, as a whole, is committed to strong, effective shared governance structures, a blame-free environment, and nurturing positive relationships to facilitate discussion of ideas and effective communication among the institution’s constituencies. This is evidenced by the board policies described above in Standards IV.A.2.a and IV.A.2.b, as well as in the district values statements (Ref. IV.24), which include (but are not limited to) the following:

### **Relationships**

We believe productive working relationships are central to achieving our mission.

- *Respect, Civility, Collegiality, and Ethical Integrity:* These hallmarks of a collegial environment enhance our cooperative efforts and shared use of resources for providing education, training, student services, and community service.
- *Blame-Free Culture:* Los Rios strives to create a supportive, problem-solving culture, and we recognize the proven usefulness of an interest-based approach (IBA) for achieving cooperation and effective problem solving.

### **Participatory Governance**

- *The Contributions of All Our Members:* All members of the Los Rios community are encouraged to contribute to our organizational success.
- *Informed and Decentralized Decision Making:* We value informed decisions made by people close to the issues.
- *Democratic Practices:* We observe democratic practices in our internal governance.

To help ensure that all constituencies work together for the good of the institution, the district encourages all new employees to be trained in interest-based alliance (IBA) principles (truthfulness, cooperation, effective communication and consensus). The district also supports advanced training for facilitators, refresher training, and other IBA-related forms of professional development (Ref. IV.25).

The college's commitment in regards to this matter is reflected in the *College Participatory Governance and Collegial Consultation (CPGCC)* document (Ref. IV.3), which states in its introduction that "[t]he overall goal of participatory governance (PG) at Folsom Lake College is to facilitate the success of students and to provide effective decision-making processes for the college. The entire college community—students, faculty, classified staff, and administrators—is encouraged to participate in PG committees, knowing that each individual's perceptions, expertise, and contributions are valued."

The *CPGCC* document was significantly revised in spring 2005 following a workshop featuring representatives from the Academic Senate for California Community Colleges and the Community College League of California (Ref. IV.26). The speakers discussed the publication *Participating Effectively in District and College Governance* (Ref. IV.27), which was co-written by their two organizations. The event was well attended by all constituencies and led to improved understanding of effective participatory governance practices. Further, it strongly influenced the revision of the *CPGCC* document, which specifies the roles of all constituencies in participatory governance as well as the rights of faculty and the college president in collegial consultation. The participatory governance section of the document has been revised twice since 2005 to reflect changes in participatory governance committees. That the *CPGCC* document can be revised only by the coordinating council, which includes two members from each constituency, helps ensure mutual understanding and acceptance of the structures and processes described therein. The *CPGCC* document is posted on the *Insider*, as are the minutes and agendas for all participatory governance committee meetings.

In addition to participatory governance, there are other structures and processes by which constituencies work together for the good of the institution. These include but are not limited to vision/mission/values review, college and district strategic planning, facilities planning, hiring committees, class scheduling, collective bargaining, department and area meetings, program review, educational master planning, and performance review.

The college has updated some structures, processes, and practices to improve how individuals work together for the good of the institution. In fall 2007 the college underwent a major reorganization, moving from five to seven instruction/student services areas (Ref. IV.28). At the same time the college also moved from five instructional area "spokespersons" to 21 department chairs, thereby complying with the faculty contract. The college has revised its budget allocation process to provide better operational input and accountability from its four distinct divisions of instruction, student services, administrative services, and president's services. Also, the college has transitioned from an administration-led faculty hiring prioritization process to an academic senate-led process that includes participation by administration.

The college has greatly increased its employee training efforts. The college provides a five-day new faculty orientation workshop for all new faculty hires. The union, the academic senate, and the instruction office have collaborated to provide faculty

evaluation and hiring workshops (Ref. IV.29), and administrative services has provided training on classified hiring processes (Ref. IV.30). Members of the curriculum committee, the instruction office, and the office of institutional research have worked together to provide training on instructional program review and educational master plan processes (Ref. IV.31), and administrative assistants are now working on the final draft of the first administrative assistant help guide (Ref. IV.32). The district has provided emergency preparedness training (Ref. IV.33) and continues to provide IBA training on a regular basis (Ref. IV.34).

Finally, the college has improved college-wide communication. The institutional planning committee, whose membership comprises all constituency group leaders and PG committee chairs, provides an effective clearinghouse for information. The *Insider* serves as a repository for all documents relating to college planning, instructional support, student support, and governance. The faculty department chair collaborative facilitates information sharing and collaboration among the college's department chairs. The college president's campus dialogues, held every semester at each of the three college campuses, provide unique opportunities for all constituencies to meet together informally to share ideas and perspectives, address matters of importance, and hear the latest news and developments about the college (Ref. IV.35). Additional communication is provided via campus publications, including *In Touch* (Ref. IV.36), a monthly electronic newsletter, and the *Bulletin* (Ref. IV.37), a quarterly printed publication, both from the president's office, and also *The RCC Informer* (Ref. IV.38) and *EDC Foothill Flyer* (Ref. IV.39), electronic newsletters featuring news and events at each center.

### **Analysis**

The positive responses to the accreditation employee survey suggest that college governance structures, processes, and practices are effective. As noted in the response to Standard IV.A.1, responses to accreditation employee survey item #32, "As an employee I can describe my own roles in helping the institution achieve its goals," had the fourth highest mean of all survey items. Further, the overall mean for survey item #4, "Faculty, staff, and administration work collaboratively toward the achievement of the institution's goals," was 3.20, with means for individual employment groups as follows: full-time faculty, 3.05; adjunct faculty, 3.38; classified employees, 3.24; and administration, 3.56 (Ref. IV.10). The positive response to these two survey items suggests that most individuals in each employment group are cognizant of the college's institutional goals, and this in turn suggests that the college effectively communicates those goals through its processes and practices.

As noted in the response to Standard IV.A.1, accreditation survey results may indicate a lack of awareness among adjunct faculty, classified employees, and students as to the role of participatory governance. Overall, there was a positive response (overall mean of 3.09) to accreditation employee survey item #34, "The college's participatory governance process works well." However, 67% of adjunct faculty and 27% of classified employee respondents indicated "don't know" (Ref. IV.10), and as indicated previously,

the number of “don’t know” responses may indicate a lack of involvement in participatory governance by adjunct faculty and some classified employees, as opposed to a lack of communication on the part of the college. The “don’t know” responses could also be due to the relatively large number of new employees. That the college does communicate the role of participatory governance effectively can be seen in the response to accreditation *student* survey item #17, “FLC clearly states the role of students in college governance,” which had an overall mean of 3.33. Not surprisingly, 33% of respondents indicated “don’t know” or “doesn’t apply to me”; however, of those that had an opinion, 89.4% either mostly or strongly agreed, which is remarkable given the fall-to-fall persistence rate of 57% (Ref. IV.11).

Responses to accreditation employee survey item #35, “Overall, communication across the institution’s constituencies is effective,” were somewhat less positive than responses for other survey items. The overall mean was 2.96, with means for individual employment groups as follows: full-time faculty, 3.02; adjunct faculty, 2.81; classified employees, 2.94; and administration, 3.11. Thirty percent of adjunct and 20% of classified responded either “don’t know” or “doesn’t apply to me” (Ref. IV.10). The responses indicate that the college could do a better job of facilitating communication between constituencies.

The *Insider* is an effective repository for documents relating to college planning, instructional support, student support, and governance. It has been increasingly developed by the office of institutional research (OIR) in accordance with the *Insider* development plan (Ref. IV.40) to the point that college personnel now rely on the *Insider* for up-to-date, accurate information. It is vital that the *Insider* be maintained and updated regularly, and the college has prioritized and recommended funding for an instructional media design specialist whose responsibilities will include overseeing continued development and maintenance of the *Insider*.

Finally, the college’s new faculty orientation program has been very successful. However, each year securing adequate funding to support this orientation program has been challenging. The situation is complicated due to the fact that the number of new hires varies each year. Recently the college has had as many as 10-15 new full-time faculty hires per year, and the orientation program has included a robust, week-long event involving three faculty organizers. However, it is anticipated that there will be far fewer new positions over the next few years due to the state budget crisis, and an orientation program involving only 2-3 new employees will likely differ substantially from those of the past, which have involved 10-15 new employees. Thus funding for new faculty orientation is irregular and difficult to budget. The college has succeeded in finding funding in the past, and it is anticipated that it will be equally successful in the future.

### **Plan**

None.

**Standard IV.A.4: The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.**

### **Description**

Since its initial accreditation in January 2004, the college has submitted to the Commission timely annual reports (Ref. IV.41) and substantive change reports (Ref. IV.42) as well as a progress report (Ref. IV.43), a midterm report (Ref. IV.44) and this self-study. The college communicates with appropriate local, state, and federal agencies and complies with agency policies and guidelines. Currently, the college does not have any programs requiring separate accreditation (such as nursing). The district office, as well, communicates regularly with the external agencies that fund or regulate the district and promptly responds to required reports and recommendations. The chancellor and his staff communicate regularly with the Commission about important changes in the district (such as a change in a college presidency), the status of the district's educational centers, and the progress it has made in respect to its district-centered accreditation recommendation about centers development. The Board of Trustees regularly receives information on the college's progress pertaining to accreditation developments.

The college has a designated accreditation liaison officer who communicates with the Commission and ensures that the college complies with accreditation standards. The college provides reassign time for a faculty accreditation chair, faculty accreditation writer, and faculty document coordinator, as well as an SLO coordinator and curriculum technical review leaders who facilitate development of course and program SLOs. The district provides reassign time for a district-level faculty chair who helps coordinate accreditation efforts throughout the district. The accreditation steering subcommittee (now a subcommittee of the institutional planning committee) has met regularly since 2004 to review and address team recommendations as well as the strategic and operational planning items that were developed in the 2003 self study (Ref. IV.45). The accrediting team recommendations were successfully addressed in the 2005 progress report (which included a team visit) and the 2006 midterm report. All planning items were completed by spring 2008. The college also redesigned its program review and EMP processes (Ref. IV.46), incorporating language from the accreditation standards so that these processes are more closely aligned with Commission standards. The *Insider* includes an accreditation webpage (Ref. IV.47) featuring documents relating to the 2003 and 2009 accreditation processes as well as the progress and midterm reports.

### **Analysis**

The college, the district, and the Board of Trustees take seriously the Commission's recommendations and address them in a timely manner. The college has processes and

responsible individuals in place so as to ensure compliance with standards established by the Commission as well as by local, state, and national agencies. When deficiencies are discovered, action is taken to remedy the problems. The college has successfully addressed accreditation team recommendations as well as all of the nearly 100 strategic and operational planning items identified in its 2003 self study. Also, the college has made steady progress on program and course SLOs, as documented in annual reports beginning in 2006.

**Plan**

None.

**Standard IV.A.5: The role of leadership and the institution’s governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.**

**Description**

The *College Participatory Governance and Collegial Consultation (CPGCC)* document (Ref. IV.3) describes the college’s participatory governance structure (as well as the collegial consultation agreement between the academic senate and the college president). The *CPGCC* document is currently reviewed on an as-needed basis. The review process is described in the document itself in the section entitled “Coordinating Council.” Changes to the participatory governance portion of the document can be made only by the coordinating council, which has eight members, two from each constituency, providing each constituency with an equal opportunity to participate in decision making regarding changes to the document. The coordinating council has been called on two occasions to evaluate and approve proposed changes to participatory governance committees. These changes include the dissolution of the educational planning committee (EPC) and the professional activities committee (PAC) and the addition of the institutional planning committee (IPC), the professional development committee (PDC), the safety committee (SC), as well as various subcommittees.

Evaluation of college decision-making structures often occurs during routine meetings between college constituency leaders and various administrators throughout the year. When it is determined in these meetings that institutional governance and decision-making processes and outcomes need updating, the matter is referred to IPC, which formalizes the process. If a matter is academic and professional in nature, IPC directs it to the academic senate. If not, IPC directs it to a participatory governance committee, a subcommittee, or sometimes a joint subcommittee, which then develops a formal proposal for IPC’s further consideration. For example, a joint subcommittee of the academic senate and IPC developed the proposal for the recent area reorganization, and a joint committee of the matriculation/student success committee and IPC developed the proposal for the Basic Skills Initiative plan. Such proposals are routed back to IPC for

consideration, and then IPC's recommendation is forwarded to the college president for final approval and subsequent adoption by the college. Examples of college decision-making processes that have been changed through this process include the following:

- Revised participatory governance structure
- Revised budget allocation process
- Revised area organization process
- Revised department chair structure
- Revised instruction education master plan (EMP) and program review processes
- Revised faculty hiring prioritization process
- New process for assigning new instructional disciplines to departments/areas
- New process for assigning new career and technical education curriculum development to external experts when in-college discipline expertise is not available
- Establishment of the department chair collaborative.

When proposed changes to decision-making structures and processes are addressed, the process involves affected departments, committees, and constituency groups, and results are reported at IPC meetings and recorded in minutes. Since IPC's membership includes leadership from all constituencies as well as all of the participatory governance chairs, the committee is an effective clearinghouse for information. Approved planning and decision-making documents as well as the agenda and minutes for IPC meetings are posted on the *Insider*.

The academic and classified senates as well as student government have recently reviewed their constitutions and/or bylaws, which describe internal decision-making structures and processes. The constitutions and bylaws for both groups are posted on the *Insider*. Additionally, in 2006-07 the district academic senate (DAS) conducted a sweeping review of all district shared governance committees (Ref. IV.48), which led to updated structures and processes in district-level governance. During that same year the DAS reviewed and revised the district faculty hiring manual (Ref. IV.49), with the recommended changes being accepted by district administration and adopted by all four colleges.

There are review processes in place for administrators and others with decision-making authority. The review of district administrators, including the chancellor, are outlined in board policies P-9141 (Ref. IV.50) and P-9142 (Ref. IV.51). On a related note, the district academic senate recently created an online survey for faculty concerning the evaluation of the four college presidents, and the chancellor has found the survey results useful in his evaluations. Also, the faculty contract describes the evaluation process for department chairpersons, who have some decision-making authority at the department level.

### **Analysis**

In response to the recommendations of the 2003 accreditation team visit and report and on the rapid growth of the college, FLC has worked diligently to put in place governance and decision-making structures and processes that are effective and can be collaboratively and strategically revised to meet changing needs. The college believes its efforts have been successful, for the new governance and decision-making structures and processes have resulted in changes that improve the work of the college. For example, the area reorganization included new instructional area names that are clearer to students and the community; the 21 department chairs are able to focus on their department's disciplines; the college has new career and technical education programs in place; and budget allocations are better understood by impacted departments and are easier to revise when conditions warrant.

The college uses the *Insider* and email to broadcast information relating to governance and decision-making. Further communication occurs in area, department, constituency, and participatory governance meetings. The accreditation employee survey results indicate that these methods of communication are effective. Responses to survey item #36, "Overall, I am informed and aware of college matters that affect me," were positive, even for adjunct faculty and classified employees. The overall mean was 3.18, with means for individual employment groups as follows: full-time faculty, 3.13; adjunct faculty, 3.12; classified employees, 3.15; and administrators, 3.78. (Ref. IV.10)

### **Plan**

None.

## **B. Board and Administrative Organization**

**In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.**

**Standard IV.B.1: The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.**

**IV.B.1.a: The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.**



### **Description**

The Los Rios Community College District board policies, which are publically accessible on the district website, outline the role and responsibilities of the governing board. The Board of Trustees derives its authority from the Education Code of the State of California and is therefore subject to provisions of the Constitution of the State of California and the laws of the State of California, as indicated in board policy P-3111 “Authority” (Ref. IV.52). Trustee responsibilities and how the board enacts its leadership are indicated in board policy P-3112 “Supervision and Control” (Ref. IV.53):

The Los Rios Community College Board of Trustees has the responsibility for formulating broad public policy in community college education. It shall function as the legislative and policy making body charged with the oversight and control of the District. The formulation and adoption of policies shall constitute the basic method by which the Board of Trustees shall exercise its leadership in the operation of the District. The Board of Trustees shall delegate to the Chancellor the function of specifying required actions and designing the detailed arrangements under which the District shall operate. The Board of Trustees must be sensitive to the hopes and ambitions of the community, and be able to respond readily to community needs. The study and evaluation of reports concerning the execution of policies shall constitute the basic method by which the Board of Trustees shall exercise its control over the operation of the District. Responsibility is delineated in four (4) areas: [leadership, adoption of policies, evaluation, and maintaining relationships].

The board includes seven elected members, each representing one of the district’s seven service areas (Ref. IV.54). Each board member is elected to a four-year term by registered voters in the service area. In accordance with the Education Code, the Board of Trustees also includes a non-voting student trustee and the chancellor. The term of the student trustee is one (1) year. It is expected that board members will represent the interests of their individual service areas. However, board policy P-3113 “Attributes and Conduct” (Ref. IV.55) makes clear that the board should act as a whole once decisions are made:

Although representing their own area of residence, Trustees are elected to a Board which governs a multi-campus community college district. It is, therefore, incumbent on each Trustee to exhibit equal interest, loyalty and concern for all Los Rios colleges and facilities, and not just for the college situated in the Trustee’s area of residence.

Board policy P-3113 (Ref. IV.55) also states that board members shall exhibit the following attributes:

- 1.2.1 A sincere and unselfish interest in public education and in the contribution it makes in the development of students.

- 1.2.2 A knowledge of the community which the District is designed to serve and a willingness to assume a role of leadership in education.
- 1.2.3 A sensitivity to the diversity of the residents of the district and a responsiveness to the needs and interests of students from all backgrounds.
- 1.2.4 An ability to think independently, to grow in knowledge and to rely on facts rather than prejudices, and a willingness to hear all sides of controversial questions.
- 1.2.5 A deep sense of loyalty to associates and respect for group decisions cooperatively reached.
- 1.2.6 A respect for and interest in people, and an ability to get along with them.
- 1.2.7 A willingness to work through defined channels of authority and responsibility.
- 1.2.8 A willingness to devote the necessary time to become an effective Board member.

Board members must abide by the district's conflict of interest code, as described in board policy P-8611 "Conflict of Interest Code" (Ref. IV.56). Specifically, they must file a "Statement of Economic Interest" with the district's office of general counsel for any of the following disclosure categories:

- 3.1.a. Investments and business positions in business entities and income from sources or sources engaged in the performance of building construction or design within the District.
- 3.1.b. Investments and business positions in business entities and income from sources engaged in the acquisition or disposal of real property within the jurisdiction.
- 3.1.c. Investments and business positions in business entities and income from sources which manufacture or sell food items, supplies, books, machinery, or equipment of the type utilized by the administrative unit for which the designated employee is manager, director, supervisor, or responsible.
- 3.1.d. Investments and business positions in business entities and income from sources which are contractors or subcontractors engaged in the performance work or services of the type utilized by the administrative unit for which the designated employee is manager, director, supervisor, or responsible.
- 3.2.a. Interests in real property located within the jurisdiction.

### **Analysis**

Board members are elected by geographical area and therefore reflect public interest in the institution at both the college and district levels. The public's satisfaction with the board is evident in the fact that all but one board member, who is still in his first term, have been re-elected to subsequent terms. Every board meeting includes trustee reports, at which time trustees describe activities they have attended and/or participated in since the previous board meeting, including conferences, local community meetings, or state-level meetings that pertain to college and district interests. The district has in

place policies and processes that address and manage conflicts of interest involving board members and other designated employees.

The results of the college's accreditation employee survey (Ref. IV.10) indicate high levels of satisfaction with the Board of Trustees regarding its decision making and leadership. The survey results reflect a four point Likert scale (4 = strongly agree, 3 = mostly agree, 2 = mostly disagree, and 1 = strongly disagree); thus a mean response of 3.5 would indicate an opinion average half way between "mostly agree" and "strongly agree." The overall mean response to item #37, "The LRCCD Board of Trustees and the Chancellor make responsible decisions that support and promote the missions and functions of the college," was 3.27. The mean response for each employment group was as follows: full-time faculty, 3.29; adjunct faculty, 2.87; classified employees, 3.36; and administration, 3.56. Responses were also quite positive for accreditation employee survey item #38, "Overall, I believe the LRCCD Board of Trustees and the Chancellor provide effective leadership and management," with an overall mean response of 3.29. The individual mean for each employment group was as follows: full-time faculty, 3.27; adjunct faculty, 2.90; classified employees, 3.40; and administration, 3.89. Regarding the adjunct responses to both survey items, it should be noted that a significant number of adjunct responded with "don't know" or "doesn't apply to me." For those that did express an opinion, there was a relatively high standard deviation among the responses, with a small number of "strongly agree" responses balancing out an equally small number of "strongly disagree" responses. The majority of the remaining adjunct responses for both survey items were "mostly agree," leading the college to conclude that the slightly lower adjunct mean for this survey item does not indicate a problem.

### **Plan**

None.

**Standard IV.B.1.b: The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.**

### **Description**

As indicated in board policy P-3112 "Supervision and Control," "[t]he formulation and adoption of policies shall constitute the basic method by which the Board of Trustees shall exercise its leadership in the operation of the District" (Ref. IV.53). Board policy P-3112 also lists board member responsibilities in regards to leadership, adoption of policies, evaluation, and maintaining relationships. The following responsibilities are included under the headings of "adoption of policies" (section 2.2) and "evaluation" (section 2.3):

- 2.2.3 Students: To approve uniform policies regarding admission and retention standards; scholastic standards, record keeping, registration practices, student conduct, and student mobility from one college to another.

- 2.2.4 Facilities: To review and take appropriate action on matters relating to site selection and utilization and physical plant development.
- 2.2.5 Finance: To approve the annual budget; to review and approve expenditures; to approve matters of capital outlay; to establish procedures for accounting of receipts and disbursements of funds under the supervision of the District.
- 2.2.6 Curriculum: To approve all curricula and courses of study.
- 2.2.7 General: To formulate such other policies as are necessary to promote the programs of the District.
  - 2.2.7.3 The Board of Trustees shall regularly evaluate its policies and revise them as necessary.
- 2.3.1 Educational Program: To examine follow-up studies and reports on student achievement and curricular offerings.
  - 2.3.4.2 The Board of Trustees will review achievements related to goals annually and progress towards those goals at midyear.

In carrying out these responsibilities, the Board of Trustees oversees the formulation of policies, institutional goals, and other formal statements regarding student learning programs and services and the resources necessary to support them. Such policies, goals, and statements include the district's vision, mission, and values statements (Ref. IV.24), as well as the district's strategic plan (Ref. IV.57), both of which are reviewed on a regular cycle.

The board regularly expresses its expectations for quality, integrity and improvement of student learning programs and services at monthly board meetings. The board's expectation is also evidenced by the Education Initiative program (Ref. IV.58), which the board called for in May 2004. This program targeted first-time, full-time freshman students, ages 18-20, and sought to improve student success, retention, and teaching and learning effectiveness by providing funds to the colleges to initiate a variety of strategies designed to meet the initiative goals. The program preceded and was later augmented by the statewide Basic Skills Initiative (Ref. IV.59), which is currently underway. The board has also acted to improve service to students by calling for course renumbering, course alignment, and portability of assessment test results throughout the district so that students can more easily take classes at any of the four colleges. Finally, in 2008 the board elected to put a \$475 million bond measure on the November general election, which was subsequently approved by the voters. Measure M (Ref. IV.60) will provide funding for classroom and facility improvements at all four colleges and their centers.

### **Analysis**

The Board of Trustees is active in establishing policies aimed at improving student learning programs and services throughout the district. Additionally, board members participate in the review of the vision, mission, and values statements as well as in the development of the strategic plan. They call for annual reporting of progress made in implementing and achieving strategic plan strategies and goals (Ref. IV.61). The

board also hears regular progress reports from each college regarding the Education Initiative. The board relies on the district's annual report (Ref. IV.61) as well as the annual student profile report (Ref. IV.62) to assess how well its policies and practices lead to improvements in student access, learning and success.

**Plan**

None.

**Standard IV.B.1.c: The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.**

**Description**

The Board of Trustees' authority is described in the board policies. As discussed previously in the response to Standard IV.B.1.a, board policy P-3112 "Supervision and Control" indicates that "[t]he Los Rios Community College Board of Trustees has the responsibility for formulating broad public policy in community college education. It shall function as the legislative and policy making body charged with the oversight and control of the District..." (Ref. IV.53). The board's authority is further evidenced by board policy P-8315 "Authorization of Signatures," section 1.3, which states that "... authorization is given by the Board of Trustees to selected District positions to sign, on behalf of the Board of Trustees, any and all documents necessary to implement particular transactions" (Ref. IV.63). Board policy P-8315 goes on to list transactions for which board approval (section 2.1) or ratification (section 2.2) is required. These transactions include the following:

- 2.1.1 Bid awards on facility construction projects above five hundred thousand dollars (\$500,000).
- 2.1.2 Hiring of tenure track academic employees and management employees;
- 2.1.3 Collective bargaining agreements;
- 2.1.4 Agreements settling lawsuits and claims in excess of Forty Thousand and 00/100 Dollars (\$40,000.00); and
- 2.1.5 Real property purchases.
- 2.2.1 Purchase of goods or services above the bid limit established in the Public Contract Code for which approval has not been previously obtained;
- 2.2.2 Real property leases.
- 2.2.3 Hiring of regular classified employees, long-term temporary employees and non-tenure track academic employees.
- 2.2.4 Other transactions as required by law.

Finally, the board's authority is recognized in board policy P-8321 "Contracts and Contract Procedures" (Ref. IV.64), which states in section 1.1 that "[t]he Chancellor is authorized and empowered to contract in the name of Los Rios Community College District subject to provisions of law and to approval or ratification by the Board of Trustees. (Education Code §§ 81655 and 81656)."

### **Analysis**

The Board of Trustees actively exercises oversight and control of the district and its operations. Their decisions are final and are subject only to local, state, and federal law.

### **Plan**

None.

**Standard IV.B.1.d: The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.**

### **Description**

The Los Rios Community College District publishes its board policies and regulations on the district website, where they are available for public access. Policies regarding the Board of Trustees are addressed in the P-3000 section (Ref. IV.65), which includes the following three sub-sections: Organizational Procedures (including duties and responsibilities, election procedures, board organization, public access, and board access to information); Meetings of the Board (including meetings, and compensation and reimbursement); and Governance (including shared governance).

### **Analysis**

Board policies regarding the board’s size, duties, responsibilities, structure, and operating procedures are published and publically accessible. They are reviewed throughout a three-year cycle.

### **Plan**

None.

**Standard IV.B.1.e: The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.**

### **Description**

The district has a systematic process for evaluating all of its board policies on a three-year cycle. That process is documented on the “General Counsel” section of the district website as follows (Ref. IV.66):

District Policies and Regulations are periodically updated to clarify or change procedures as well as to stay in compliance with new or revised California and Federal law. The District reviews one third of its policies annually to ensure they are appropriately updated. Any of the constituencies of the District may propose changes to the policies and regulations. Proposed changes are reviewed by

the General Counsel and then vetted through the District's shared governance process. Typically, the General Counsel brings the proposed changes to the monthly meetings of the VPAs [vice presidents of administration], VPIs [vice presidents of instruction] and VPSSs [vice presidents of student services] for review, approval and/or revision. The next step of the process entails review by the Chancellor's executive staff. After approval by the Chancellor's executive staff, the Chancellor's Cabinet reviews the proposed new policy or regulation. Changes to a Regulation become effective once they are approved by the Cabinet but changes to a Policy continue to the Board of Trustees for first reading and become effective upon the Board's approval. Where immediate change to a policy or regulation is required, interim guidelines may be issued.

The "General Counsel" section of the district website also includes a list of recently updated policies and regulations dating back to spring 2007.

### **Analysis**

Board meeting minutes (Ref. IV.67) indicate that the Board of Trustees' actions and practices are consistent with board policies. The district has a process by which all board policies are reviewed during a three-year cycle. Evidence on the "General Counsel" section of the district website indicates that reviews and updates take place as required by board policy.

### **Plan**

None.

**Standard IV.B.1.f: The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.**

### **Description**

Board policy P-3113 "Attributes and Conduct" (Ref. IV.55) addresses the district's program for board development and new member orientation as follows:

- 1.7 The Board shall maintain an effective program for new member orientation and ongoing Board member development.
- 1.7.1 The Board President and Chancellor will conduct an orientation session for all new Board members.
- 1.7.2 New Board members shall be encouraged to attend the new Board member orientation programs of the California Community College Trustees Association and the Association of Community College Trustees.
- 1.7.3 Board members will be encouraged to participate in professional activities designed for community college trustees.

Board policy P-3113 also indicates that trustees must possess “[a] willingness to devote the necessary time to become an effective Board member” (Ref. IV.55). Further, board policy P-3112 “Supervision and Control” states in section 2.1.5 that board members will “be informed about and involved in the accreditation process” (Ref. IV.53). In respect to their orientation, new members of the Board of Trustees meet with district officials and with the college presidents, often taking tours of the colleges. Even prior to election, all candidates for the board are afforded the opportunity for an extensive orientation, which includes briefings and question-and-answer opportunities with the chancellor, vice chancellors and college presidents. Each January the California Community College Trustees Association provides orientation for trustees. In addition, new members are provided a local orientation that includes an introduction to the policies and procedures of the district. The orientation process is extended to the student trustee as well.

Board policy P-3132 “Representation and Terms of Office” (Ref. IV.68) addresses the matter of staggered elections. The governing board includes seven members elected by the voters within their service areas, and one student trustee elected by students district-wide. Board members serve four-year terms, which are staggered so that three members are up for election one year followed by the other four members two years later. The student trustee serves a one-year term.

### **Analysis**

The district’s program for board development and new member orientation is documented in board policy, and evidence of board member training and development can be found in board minutes (Ref. IV.67).

### **Plan**

None.

**Standard IV.B.1.g: The governing board’s self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.**

### **Description**

The governing board’s self-evaluation processes for assessing board performance are identified in board policy P-3112, section 2 (Ref. IV.53):

- 2.3.4 Board of Trustees: To perform regular self-evaluation of the performance of the Board of Trustees.
  - 2.3.4.1 The Board of Trustees will set annual goals for the Trustees and Chancellor: the Chancellor will set annual goals with the Presidents of the Colleges.
  - 2.3.4.2 The Board of Trustees will review achievements related to goals annually and progress towards those goals at midyear.



- 2.3.4.3 The Board of Trustees will informally discuss their performance as a Board annually.

Each year the board, working with the chancellor, develops its goals for the coming year and prepares a report on its accomplishments of the previous year. Most recently, the Board of Trustees completed a self evaluation instrument (Ref. IV.69) at their October 2007 retreat, after which the results were tabulated and later reviewed and discussed by the board at its March 2008 retreat. This process is repeated annually.

### **Analysis**

The district's board policies call for regular self-evaluation of the board. The board evaluates its performance regularly, as evidenced by board minutes (Ref. IV.67).

### **Plan**

None.

**Standard IV.B.1.h: The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.**

### **Description**

The district's statement of ethics regarding Board of Trustees members is stated in board policy P-3114 (Ref. IV.70) as follows:

- 1.0 Statement of Ethics
  - 1.1 In providing educational opportunities for all who can benefit, the Los Rios Community College District is guided by the principles of access, excellence and values. The Board of Trustees' Statement of Ethics provides a framework for carrying out the mission and a model for behavior expected of the Board and all District employees.
  - 1.2 Each member of the Board will:
    - 1.2.1 Keep access and quality education for all students as primary concerns;
    - 1.2.2 Make decisions in the best interest of students and the District;
    - 1.2.3 Be sensitive to the needs of the diverse population the Board represent;
    - 1.2.4 Take action only as a full Board, not as individuals;
    - 1.2.5 Focus on appropriate Board-level responsibilities;
    - 1.2.6 Observe the requirements of the Open Meeting Act;
    - 1.2.7 Devote adequate time and effort to Board responsibilities;
    - 1.2.8 Work through the Chancellor or the Board to resolve issues and concerns;
    - 1.2.9 Demonstrate the professional conduct expected of a public official;

- 1.2.10 Maintain confidentiality of privileged information;
- 1.2.11 Avoid conflicts of interest; and
- 1.2.12 Ensure an atmosphere in which controversial issues can be presented fairly and in which the dignity of each individual is maintained.

Additional ethics-related policy can be found in board policy P-8611 “Conflict of Interest Code” (Ref. IV.56), which states that board members must file a “Statement of Economic Interest” with the district’s office of general counsel for any of the five disclosure categories listed in the policy.

### **Analysis**

Board policy P-3114 (Ref. IV.70) provides an overall statement of ethics and describes twelve elements that each member of the board will adhere to in performing the duties of his or her office. The policy does not include a stated process for dealing with board behavior that is unethical. However, as trustees for four California community colleges, board members are bound by relevant sections of the California Government Code and the California Code of Regulations, which further describe elements of ethical conduct in government and stipulate (in Government Code Section 83116) the sanctions available when standards of conduct are violated.

There have been no code of ethics violations in recent history. Board meeting minutes indicate that trustees are committed to acting ethically in the representation of the district and in the execution of the district’s business.

### **Plan**

None.

## **Standard IV.B.1.i: The governing board is informed about and involved in the accreditation process.**

### **Description**

The Board of Trustees has received regular updates about the accreditation process. It received and commented on a presentation about accreditation at the August 2007 Board of Trustees meeting, and it received updates about and discussed the accreditation process and the Commission’s rubric for evaluating institutions in the areas of program review, institutional planning and student learning outcome development at its October 2007 and October 2008 Board of Trustees retreats (Ref. IV.71). In November, 2008, members of the Board of Trustees met with representatives of the Standard IV workgroups from the four colleges to assist the colleges in writing their responses relative to this standard. In addition, the Board of Trustees reviews and acts on all accreditation substantive change requests, midterm and self study reports, and other reports required by the Commission.

### **Analysis**

As indicated above, the board actively participates in institutional self-study and planning efforts. The board reviews and approves institutional reports due to the Commission, as evidenced by board meeting minutes (Ref. IV.67) and is informed and aware of Commission recommendations to each of the four colleges. The board receives periodic training regarding the accreditation standards, including those that apply to the board.

The board's actions reflect its commitment to improvements planned as part of institutional self-evaluation and Commission recommendations. In 2004 all four colleges in the district received similar recommendations regarding the provision of necessary instructional and student support services at existing and planned centers. The board responded in June 2007 by approving the *Centers Development Guidelines* (Ref. IV.72), which describes minimum standards for education and outreach centers throughout the district as well as how they shall be developed and supported. Also, the college's 2003 self study indicated the need for additional staffing due to the college's rapid growth, and the board has repeatedly acted to approve staff (and budget) allocation proposals that are responsive to the college's needs.

The board has demonstrated its commitment to supporting and improving institutional student learning outcomes as early as spring 2004, when it proposed and approved the district's Education Initiative (Ref. IV.58). This district-wide, outcomes-based program targeted first-time, full-time freshman students, age 18-20, and called for data-driven outcomes assessment in regards to student retention and persistence.

### **Plan**

None.

**Standard IV.B.1.j: The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.**

### **Description**

The recruitment, hiring process, evaluation, and authority of the district chancellor are addressed in board policy. Recruitment and the hiring process are addressed in board policy P-4111 "Administrative" (Ref. IV.73):

- 1.2 The Board of Trustees is responsible for the recruitment and selection of the Chancellor. The Board of Trustees or designee shall establish the qualifications for the position and the timeline for the search. The Board of Trustees, in its discretion, shall implement the appropriate recruitment method and shall comply with all relevant provisions of the Education Code and Title 5 of the California Code of Regulations.

In this hiring process, the Board of Trustees shall solicit input on the recruitment and hiring process from representatives of the District's certificated, classified, managerial, confidential and student constituencies.

The evaluation of the chancellor is addressed in board policy P-9142 "Performance Evaluation Chancellor" (Ref. IV.51):

- 1.0 Performance Review

- 1.1 The Board shall review the Chancellor's performance annually. Additional evaluations during the year may occur as the Board desires and pursuant to the Chancellor's contract.
- 1.2 Performance shall be based on achievement of the Chancellor's established goals for the year.
- 1.3 The evaluation cycle shall be based upon the Chancellor's contract anniversary date.

The authority of the chancellor is addressed in board policies P-3112 and P-4111. Section 1.0 of board policy P-3112 "Supervision and Control" (Ref. IV.53) indicates that "[t]he administration of the Los Rios Community College District in all its aspects shall be delegated to the Chancellor who shall carry out the administrative responsibilities and functions in accordance with the policies adopted by the Board of Trustees. The Board of Trustees also delegates to the Chancellor the execution of all decisions made by the Board of Trustees concerning the internal operation of the District." Further, section 1.1 of board policy P-4111 states:

- 1.1 The Chancellor shall serve as the chief executive officer for Los Rios Community College District Board of Trustees. The administration of the Los Rios Community College District in all its aspects shall be delegated to the Chancellor who shall carry out the administrative responsibilities and functions in accordance with the policies adopted by the Board of Trustees. The Board of Trustees also delegates to the Chancellor the execution of all decisions made by the Board of Trustees concerning the internal operation of the District.... (Ref. IV.73)

There is no board policy regarding the selection and evaluation of college presidents. However, the evaluation of college presidents is addressed in board regulation R-9141 "Performance Evaluation" (Ref. IV.50), which states that "[t]he Chancellor shall establish

an annual evaluation process for District officers [including college presidents] and provide annual reports to the Board” (section 1.2).

### **Analysis**

The board is responsible for the recruitment and selection of the chancellor. The board or its designee establishes the qualifications for the position and the timeline for the search, and then implements a recruitment method that complies with all relevant provisions of the California Education Code and Title 5 of the California Code of Regulations. In this hiring process, the board solicits input on the recruitment and hiring process from representatives of the district’s faculty, classified, managerial, confidential and student constituencies. The current chancellor, who has served the district since 1996, was hired in accordance with board policy 4111.

The board entrusts the chancellor with the full responsibility for the implementation and administration of board policies. The board informally discusses the chancellor’s performance at its October and March retreats, and then conducts the formal evaluation in a closed session at its regular business meeting in October, as indicated in board meeting minutes (Ref. IV.67). The formal evaluation is based on three parts: an evaluation instrument completed by members of the board as well as constituent group and community leaders; the chancellor’s self evaluation; and a review of the annual goals and achievements report for the Board of Trustees, chancellor, and executive staff (Ref. IV.74, Ref. IV.6).

The current and founding president of Folsom Lake College was hired in 2001. The chancellor’s evaluation of the college president is conducted on an annual basis and includes two sessions, conducted in February and September of each year, in which the chancellor reviews with the college president the college’s progress toward previously agreed upon desired outcomes (Ref. IV.6). Beginning in fall 2007, the chancellor included in the evaluation process a review of the college president evaluation survey recently created by the district academic senate (Ref. IV.75). The chancellor discusses his evaluations of the college presidents with the Board of Trustees in October and in December issues a memorandum that confirms completion of the evaluation process (Ref. IV.76).

### **Plan**

None.

**Standard IV.B.2: The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.**

**Standard IV.B.2.a: The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.**

**Description**

The college president's authority and responsibility is indicated in board policy P-2411.1.2, which states that "[t]he president of a college in the district serves as the chief administrator of the college and is responsible for the overall supervision of the operation of the college in conformity with the directives and duties as defined by the District Chancellor and consistent with the policies of the Board of Trustees" (Ref. IV.77).

The college president oversees an administrative structure (see page 32) that includes four major components, with responsibility for each component being delegated to an appropriate administrator. (In some instances, responsibility is shared with district administration.) The vice president of administration oversees the bookstore, campus police, college IT systems, business services, campus operations, custodial/receiving services, college-wide web services, ADA, facilities planning and development, fiscal operations, college technology services infrastructure, and college information security; responsibility for many of these work units is further delegated to a supervisor, manager, or officer. The vice president of instruction oversees the instructional programs coordinator, the scheduling office, the office of institutional research, and seven instructional areas for which responsibility is further delegated to five area deans. The vice president of student development and enrollment management (VPSDEM) oversees student life, health services, the child development center, admissions and records, international students and veteran's affairs, and financial aid; additionally, the VPSDEM oversees the following work units, for which responsibility is further delegated to an area dean: counseling, matriculation, human career development, outreach, EOPS, DSPS, and CalWORKs. The college president directly oversees president's services, which includes the public information office and the FLC foundation, with responsibility for the latter being delegated to the director of college advancement. Additionally, the college president currently oversees the planning, development and implementation of the regional visual and performing arts center.

The college president meets regularly with the executive cabinet (the vice presidents) and all college administrators to promote communication, coordination, and accountability. The president regularly evaluates those individuals who report directly to her as required by district policy, and in turn, each of the vice presidents conducts similar evaluations of administrators who report directly to them. Administrators are hired based upon a

rigorous hiring process per board policy P-9122 (Ref. IV.78) and are regularly evaluated by the college president or a designee (reporting supervisor) according to board policy P-9141 (Ref. IV.50).

### **Analysis**

The college has grown significantly since the previous accreditation team visit, and the college president has acted to ensure that the college is adequately staffed administratively with highly qualified employees to reflect the institution's purposes, size, complexity, and to execute the college's mission and vision. A review of all administrators' resumes and job responsibilities will reveal that all administrators possess the required knowledge, experience, and training and are highly qualified to perform their respective duties. All administrators are regularly evaluated, with input from faculty, staff and other administrators across the college community and the entire Los Rios Community College District.

The college president has a five-year administrative staffing plan that is updated annually (Ref. IV.79). Since the previous accreditation team visit, the college has added four new administrative positions: the vice president of student development and enrollment management; the dean of instruction, career and technical education; the dean of instruction, visual and performing arts; and the director of college advancement. The college president has also overseen several changes to the college's administrative structure necessitated by increases in personnel, including a major reorganization in fall 2007, when the college moved from five to seven instruction/student services areas (Ref. IV.28). The planning and construction of the regional Visual and Performing Arts Center has also necessitated the creation of a business plan (Ref. IV.80) that recommends a staffing plan to support the future operations of the facilities upon its completion in late 2010.

### **Plan**

None.

### **Standard IV.B.2.b: The president guides institutional improvement of the teaching and learning environment by the following:**

- **establishing a collegial process that sets values, goals, and priorities**
- **ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions**
- **ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes**
- **establishing procedures to evaluate overall institutional planning and implementation efforts.**

### **Description**

The college president guides institutional improvement of the teaching and learning environment through several collegial processes that set values, goals, and priorities. First and foremost is the strategic planning process. The strategic plan itself (Ref. IV.2) was developed in 2005-06 through a collegial process that involved all constituencies. The development process culminated in an all day retreat at which 70 faculty, staff, students and administrators met to develop the goals and strategies included in the plan. The plan, aligned with the district strategic plan, includes five overarching goals: student success; teaching and learning effectiveness; access and growth; community, economic, and workforce development; and organizational effectiveness. In spring 2008 the institutional planning committee (IPC) implemented a formal, annual reporting process whereby the college vice presidents report to the committee on progress made toward achieving the goals listed in the strategic plan. Annual progress is recorded in the *Strategic Plan Progress Matrix* (Ref. IV.4), which is posted on the *Insider*.

The college also seeks to improve the teaching and learning environment through its educational master planning (EMP) process. All departments and operating units have EMPs, and they must be aligned with the strategic plan; thus EMPs facilitate implementation of the strategic plan at the individual department and unit level. EMPs also include assessment data regarding student learning outcomes as well as strategies on how to improve teaching and learning. EMPs are updated annually and posted on the *Insider*.

The college's office of institutional research (OIR) provides research and analysis in support of student learning outcomes and college planning related to teaching and learning effectiveness. The OIR produces the annual *Key Performance Indicators* (KPI) report (Ref. IV.5), which provides data and analysis for the following indicators: enrollment, feeder high school enrollments, course success rates, fall-to-spring persistence rates, fall-to-fall persistence rates, number of degrees and certificates awarded, and number of transfers. The OIR also works with the district institutional research (district IR) office to provide internal and external scan reports (Ref. IV.81). District IR provides data for the institutional outcomes and achievements document (Ref. IV.6), which the chancellor uses in his evaluation of the college president. All of these documents are posted on the *Insider*.

In fall 2008 the institutional planning committee developed the *FLC Planning and Evaluation Cycle* (Ref. IV.82), which illustrates the integrated linkage between needs assessments, planning, resource allocation, plan implementation, and subsequent evaluation. The document includes the timeline for each step in the cycle and helps the college to ensure that educational planning is integrated with resource planning and distribution to achieve student learning outcomes. Further, the document provides an established procedure and timeline by which overall institutional planning and implementation efforts are evaluated. The planning and evaluation cycle is also evaluated annually to ensure its effectiveness.



The college president works to communicate institutional values, goals and directions. As indicated above, all of the documents cited are posted on the *Insider*, and that posting is possible because the college president has assigned staff resources necessary to develop the website. Initially the website was developed and maintained by the OIR, but as the website grew the task became increasingly time consuming and complex, resulting in the need for more skilled expertise to support the website. The college president also discusses institutional values, goals and directions each year at a series of public meetings and events, including “campus dialogues,” which are held each semester at all three campus sites, as well as college-wide “state of the college” meetings, convocation, and commencement. Minutes from the campus dialogues (Ref. IV.35) are posted on the *Insider*.

### **Analysis**

The college president has guided institutional improvement of the teaching and learning environment through the implementation of the college’s strategic plan, which was developed through a college-wide, collegial process. The institutional planning committee’s *Strategic Plan Progress Matrix* and annual reporting process help to ensure that the plan is successfully implemented, as do department and unit EMPs, which are aligned with and provide linkage to the strategic plan. The college has in place an institutional planning and evaluation cycle that helps to ensure that educational planning, resource allocation, and evaluation are integrated.

The college president has allocated staff resources to maintain high quality research and analysis as well as effective internal communication via the *Insider* website. Each year the college president plans a series of public meetings and events that include discussions on the college’s teaching and learning environment and student success. The college president also holds regular meetings with the academic and classified senate presidents. Responses were positive for accreditation employee survey item #40, “The college’s President informs all constituency groups of significant college-wide issues” (Ref. IV.10), with an overall mean response of 3.27. The individual mean for each employment group was as follows: full-time faculty, 3.19; adjunct faculty, 3.33; classified employees, 3.31; and administration, 3.56.

### **Plan**

None.

**Standard IV.B.2.c: The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.**

### **Description**

The college president reviews on a regular basis district and system policies and education codes to keep abreast of any changes that could impact college day-to-day

operations. Additionally, the college president attends weekly chancellor's executive staff meetings and monthly chancellor's cabinet meetings, which provide additional critical information on pending policies and regulations that are up for review. The college president maintains contacts at the state chancellor's office as well as active involvement with the statewide CEO organization, providing access to information on pending policy issues that could potentially impact the college.

The college president provides oversight of the administrative team, delegating responsibility for departments and operating units in which statutes, regulations, and governing board policies are implemented. Many of those statutes, regulations, and policies are referenced in the college catalog (Ref. IV.83). Examples include the following:

- Admission, matriculation, and registration policies, specifically those pertaining to admission eligibility, determination of residency, and international student admissions
- Fee policies, including general enrollment fees, non-resident tuition, international student capital outlay fee, instructional material fee, student representation fee, universal transit pass fee/student access card, parking fees, and fee refunds
- College and academic requirements, including attendance, auditing courses, catalog rights, course repetition, dismissal, good standing, grades and grade point averages, probation, unit limitation, and unit of credit
- Alternative credit/study options, including advanced placement tests, cooperative work experience, credit by examination, independent studies, and military service-credit
- Financial aid policies, including board of governors fee waiver, federal and state grants, federal supplemental educational opportunity grant, academic competitiveness grant, state Cal grants, on-campus employment, scholarships, and federal Stafford loans
- Policies on the rights of individuals, including the district's non-discrimination policy; diversity/equity commitment; Title IX (sex discrimination); disability, race, color national origin, or disability; age, marital status, religion; gender harassment; sexual harassment policy; statement of principles on academic freedom; Los Rios Federation of Teachers statement on academic freedom; classified staff code of ethics; and administrator's code of ethics
- Student rights and responsibilities, including use and release of student information (FERPA); student right-to-know program completion; student academic rights; academic integrity and responsibility—plagiarism policy; student responsibilities; student conduct standards; discipline process; student grievance policy; alcohol and drug policy, and smoking policy
- Campus safety and security policies, including safety awareness and crime prevention; reporting sexual assault; and the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act.

The vice presidents and area deans are responsible for ensuring that institutional practices in their assigned areas are consistent with these policies. Further, the vice presidents are responsible for reviewing and approving department and operating unit educational master plans (EMPs), which must be aligned with the college mission and strategic plan.

Additionally, administrators serve as liaisons or co-chairs on participatory governance committees, where proposals for new institutional practices are developed as policies change. Again, it is the administrator's responsibility to ensure that proposals are consistent with policy as well as college mission. Per the *College Participatory Governance and Collegial Consultation* document (Ref. IV.3), all participatory governance proposals are eventually routed to the college president, who provides further review and final approval.

There are several board policies that reference the college president directly, including P-1313 (Solicitation, Advertising and Business Activities) (Ref. IV.84); P-2411 (Student Rights and Responsibilities) (Ref. IV.77); P-2424 (Ref. IV.85), P-5173 (Ref. IV.86), and P-6161 (Sexual Harassment) (Ref. IV.87); P-2442 (Due Process) (Ref. IV.88); P-2441 (Standards of Conduct) (Ref. IV.89); and P-5111 (Intent and Accountability for Equal Opportunity) (Ref. IV.90). Most of these board policies are addressed in the college catalog.

### **Analysis**

The college president holds weekly administration meetings so that institutional practices may be discussed. Additionally, the college deans hold regular department and area meetings where institutional practices may be discussed further. This administrative oversight helps ensure that institutional practices are consistent with institutional mission and policies. The college has an effective participatory governance process through which the college updates its practices as policies change. Many of the college's practices are addressed in the college catalog, which is updated annually.

The mean for all responses to accreditation employee survey item #39, "The college's President makes decisions consistent with the college's mission" (Ref. IV.10) was 3.16, with means for individual employment groups as follows: full-time faculty, 3.14; adjunct faculty, 3.16; classified employees, 3.42; and administration, 3.44.

### **Plan**

None.

**Standard IV.B.2.d: The president effectively controls budget and expenditures.**

**Description**

The college president has responsibility and accountability to ensure that the college is financially secure and that the college's mission and strategic goals are supported. The college president supervises the vice president of administration (VPA), who serves as the chief business officer. Together, they continually assess the college's budget priorities. Regular meetings are held between the college president and the vice presidents to ascertain feedback on fiscal matters of their respective areas of responsibilities. The college's budget process has been developed through the college's governance process and approved by the college president, ensuring greater transparency of the college's budget.

As part of the Los Rios Community College District, the business services office undergoes various internal audits as well as an independent external audit each year. The VPA also serves as the administrative co-chair of the budget and facilities planning committee (BFPC) and the college president's designee to the district budget committee. In 2006-07 BFPC significantly revised the college's budget allocation process, which the college president approved. The committee also developed a handbook (Ref. IV.12) that outlines the entire budget planning process. As indicated in the *Budget and Facilities Planning Handbook*, BFPC "[s]erves as a recommending authority on all budget allocation matters to the College President," and "final approval authority rests with the President."

**Analysis**

The college president accepts accountability for the budget decisions made on behalf of the college, recognizes the responsibilities of certain fiscal affairs delegated to the VPA, and effectively endorses the roles and responsibilities of the district and college budget committees through the college's approved budget process. The college president works collaboratively with the vice president of administration to ensure effective monitoring of the college's budget. The approved budget process developed through the college's governance process is embraced by all the constituent groups and work units. The college's budget process and the college and district budgets are quite transparent, providing clarity of revenues, expenses, and projections. The college has sufficient cash flow revenues to maintain stability, strategies to execute appropriate risk management when needed, and realistic plans to meet financial emergencies and unforeseen circumstances.

The business services office has had successful outcomes in all of its internal and external audits, and its practices have been found to be effective. Further, in 2006 the business services office won the college's Falcon Award for Organizational Effectiveness, and in 2007 they received an "Above & Beyond Award" from the EOPS, CARE, and CalWORKs operating units in student services. The college's new budget planning process was well received by all constituencies and has led to improved budgeting processes at the college.

The college is fiscally sound. Since the college's initial self study was conducted in 2002-03, its general purpose resources to support salaries, operations and other institutional needs have increased by 46%. The increase has enabled the college, as a relatively new institution, to respond effectively to its growth and development needs. As indicated by responses to the accreditation employee survey item #30 (Ref. IV.10), the majority of administrators, faculty, and staff feel that they have appropriate opportunities to participate in the development of institutional plans and budgets. The college provides information about the budget and finances to the campus community, and the constituent groups have an active role in the budget development process.

**Plan**

None.

**Standard IV.B.2.e: The president works and communicates effectively with the communities served by the institution.**

**Description**

The college president works and communicates with a wide variety of community organizations, serving on the Folsom Economic Development Corporation Board, the Folsom Tourism Board, and the Folsom Lake College Foundation Board; and as the vice president of the Buckeye Union School District Citizens' Oversight Committee. She is a member and active participant of the Highway 50 Women's Coalition; the El Dorado Hills Rotary and Folsom Rotary; the Rancho Cordova Community Council; and the Chambers of Commerce for Folsom, Rancho Cordova, El Dorado Hills, El Dorado County, and Shingle Springs/Cameron Park. The college president hosts regularly scheduled meetings of the Folsom Lake College Foundation Board as well as Coffee Exchange meetings involving all feeder K-12 school district principals and superintendents.

The college president is also a member and active participant of several national level organizations, including the American Association of Community Colleges (AACC) Commission on Academic Student and Community Development; the American Association of Community Colleges (AACC) Commission on Diversity; African Americans for California Community Colleges (AACCC); President's Round Table (serving as treasurer); and the Lakin Institute for Mentored Leadership (serving as coordinator).

**Analysis**

The college president is quite active with the community organizations described above, spending a significant portion of the work week off campus interacting with individuals and groups within the college's three distinct service areas. A top priority as noted in the college goals is building strong relationships with the local communities served by the college. The college president attends many local community meetings and events, often making presentations on behalf of the college. Strong partnerships have increased over the years between the college and local businesses, city and county

government agencies, and the college's feeder high schools and K-8 grade school districts. The various partnerships created through the college president's leadership and communication have positioned the college well to garner financial resources from numerous community entities (such as support of the regional visual and performing arts center from the City of Folsom, Bank of America, Wells Fargo Bank, and Folsom Lake Bank, to name a few). These partnerships have also produced strong advisory boards to support the development of several new career and technical education programs and curriculum. Additionally, the college is recognized as a "neutral" landmark for hosting various events specific to local businesses, community leaders, educators and citizens that showcase the tremendous attributes of the Highway 50 corridor (such as the Highway 50 Biz Expo; the Fabulous 50 Showcase; Coffee Exchange with K-12 Educators, and the Folsom Leadership Academy.)

The high profile that the college president has maintained throughout the college's service areas has helped to foster a stronger identity for the college and has created a destination point for accessing higher education for many service area residents. The college president and many other administrators, faculty and staff are continuously called upon as a resource to the various communities served. The college president's leadership and communication with local businesses, community leaders, and organizations enables the college to better serve its community.

**Plan**

None.

**Standard IV.B.3: In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.**

**Standard IV.B.3.a: The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.**

**Description**

In 2007 the district created the *Los Rios Community College District Function Map* (Appendix A, Ref. IV.91), which indicates how the district ascribes responsibility among the district and the colleges for the many operational functions of the district. It utilizes the accreditation standards and indicates whether primary responsibility for each standard lies with the district, the colleges, or both. The document was reviewed in late fall 2008 to further clarify ascription of responsibility.

### **Analysis**

The *Los Rios Community College District Function Map* was developed by the district accreditation coordination committee, whose membership includes the accreditation faculty chairs and administrative liaisons from all four colleges and the district, and the development process included extensive dialogue (Ref. IV.92). The function map is posted on the district website and has been frequently referenced during recent accreditation activities. Thus many district and college personnel are aware of the document and the ascribed delineations contained therein. Further communication regarding the delineation of district and college responsibilities occurs throughout the year at numerous district-level participatory governance, senate, and workgroup meetings, as listed below in the response to Standard IV.B.3.f. These meetings, which usually involve participants from all four colleges and the district, serve to ensure that the delineation of responsibilities is adhered to in practice.

### **Plan**

None.

### **Standard IV.B.3.b: The district/system provides effective services that support the colleges in their missions and functions.**

#### **Description**

As indicated in the *Los Rios Community College District Function Map* (Appendix A, Ref. IV.91), the district provides or partners with the colleges on a number of vital services that enable the colleges to fulfill their missions and functions. The following district workgroups underwent program review in December 2007 to ensure the quality of these services:

- Chancellor's Office (Ref. IV.93)
- Business Services (Ref. IV.94)
- Human Resources (Ref. IV.95)
- Information Technology (Ref. IV.96)
- Institutional Research (Ref. IV.97)
- Student Services (Ref. IV.98)
- Facilities Management (Ref. IV.99)
- District Police Services (Ref. IV.100)
- Business and Economic Development Center (Ref. IV.101)
- Foundation Office (Ref. IV.102).

The review process is extensive and includes analysis of data and various reports, as indicated in each of the program review documents. The program review process for district workgroups will continue on a cyclical basis.

### **Analysis**

The program review process used by district services helps to ensure effective support of the colleges. The process involves various feedback mechanisms such as the district's employee survey (Ref. IV.103). In addition to formal program reviews, district staff interact frequently with college staff particularly through district wide committees and work groups where dialogue takes place on how to implement and improve district wide services.

### **Plan**

None.

### **Standard IV.B.3.c: The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.**

#### **Description**

The district's process of distributing financial resources to the colleges is described in board policy P-8122 "Budget Planning" (Ref. IV.21). The process involves the district budget committee, whose membership includes balanced representation from all four colleges and the district, ensuring broad-based constituency input into district fiscal policies. As indicated in board policy P-8122, "[c]ommittee responsibilities shall include the review and recommendations regarding district-wide processes related to budget development which may have a major impact on college operations or allocations" (section 2.5). Allocation of funds often involves consideration of enrollment, weekly student contact hours and assignable square footage at the colleges. The district budget process is described in detail in the *Los Rios Community College District 2008-2009 Adopted Budget* (Ref. IV.104).

The process of distributing new and replacement faculty positions is guided by the district's *Guidelines for Authorizing New and Replacement Faculty Positions* document (Ref. IV.105), which is used at the colleges in determining local hiring priorities and at the district in determining the final distribution of positions to each college and the district. The process also involves consideration of the state's requirement of the 75-25 ratio of full time to adjunct faculty to achieve equal ratios at the four colleges.

The process of distributing new staff positions begins with prioritization at the colleges and district, after which the college vice presidents of administration and district managers meet to advocate for new positions. There are several factors considered in the annual distribution of new staff positions, 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. The process of distributing new staff positions does not use set formulas and is flexible, enabling the district to place new positions where they are most needed.



### **Analysis**

The district's distribution of financial and personnel resources reflects a realistic assessment of a developing college's needs. Since the previous accreditation team visit, the college has completed construction on a number of new buildings, averaging one per year over the last six years, and student enrollments have risen dramatically, resulting in increased need for staffing, equipment, and supplies. The district's allocation processes have enabled the college to operate effectively as it continues to grow.

### **Plan**

None.

## **Standard IV.B.3.d: The district/system effectively controls its expenditures.**

### **Description**

The district's financial control mechanisms are described in board policy P-8122 "Budget Planning" (Ref. IV.21) as well as in the *Los Rios Community College District 2008-09 Adopted Budget* (Ref. IV.104), which describes in detail the district's budget and its budgeting processes. Further information can be found in the college's *Budget and Facilities Planning Handbook* (Ref. IV.12). Board policy P-8122 indicates that "[t]he District shall maintain a 3% (minimum) undistributed reserve or contingency reserve for the General Fund in accordance with fiscal policies/guidelines recommended by the State Chancellor's Office." (Ref. IV.21) The district has two internal auditors and undergoes an external, independent audit annually.

### **Analysis**

The district's annual independent audits (Ref. IV.106) since the previous accreditation team visits indicate that the district follows standard good practice in fiscal management and that it complies with applicable requirements. In the few instances that the district is found to be out of compliance, it acts expediently to correct the situation. The district always ends the fiscal year with a positive ending balance, which helps it to maintain an appropriate reserve (Ref. IV.104, page 124).

### **Plan**

None.

## **Standard IV.B.3.e: The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.**

### **Description**

The chancellor delegates responsibility for administering the colleges to the four college

presidents and holds them accountable for college operations. The chancellor meets regularly with the college presidents at the weekly chancellor's executive staff meeting, at bi-annual review meetings, at periodic executive staff retreats, and at several other times in the course of the year. Per board regulation R-9141 "Performance Evaluation" (Ref. IV.50), "[t]he Chancellor shall establish an annual evaluation process for District officers [including the college president] and provide annual reports to the Board" (section 1.2).

The chancellor works with the college presidents and other district officers to develop annual goals that are later referenced during the college presidents' annual evaluations. The goals are specific to the district and college strategic plans and are based upon the prior year's achievements and future needs analyses. As the FLC college president's goals (Ref. IV.107) are developed, they are shared with constituency leadership and once finalized, shared with the entire college community and posted to the *Insider*.

### **Analysis**

The chancellor's delegation of responsibility to the college presidents is illustrated in the district's *Organizational Chart* (see page 31). The chancellor provides leadership support and guidance to the college presidents, yet allows them to implement and administer district/system policies without interference.

### **Plan**

None.

**Standard IV.B.3.f: The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.**

### **Description**

District personnel act as liaisons to the colleges through their membership and participation on district-level participatory governance committees, including the district budget committee (per board policy P-8122 "Budget Planning" (Ref. IV.21), the district curriculum coordinating committee, the district matriculation coordinating committee, the district international education committee, the district academic calendar committee, the district educational technology committee, the district student and academic services committee, and the district administrative technology committee, to name a few (Ref. IV.108). District personnel also participate on district-wide work groups such as the vice presidents of instruction and student services group, vice presidents of administration group, career and technical education leadership group, the district research council, the public information officers group, the information technology deans group, and the library deans group. All of these committees and work groups meet regularly, and the minutes from many of these meetings are published on the district website. District personnel are also occasional guests at district academic senate meetings, where they

provide information about district policy and decision making.

The district communicates with the colleges via meetings of the committees and work groups listed above, as well as through other methods, including the “Chancellor’s Updates” (Ref. IV.109) which are sent as hard copy or email to all employees; emails to employees regarding important issues or changes relating to information technology, human resources, financial aid and other issues; *Venture*, a district-wide publication produced each semester and sent to all employees (Ref. IV.110); and the *Annual Report*, which is published each year in March (Ref. IV.61). Additionally, the chancellor speaks directly to college staff on issues of importance to the district at each of the four college convocations twice a year.

### **Analysis**

District personnel report regularly to the Board of Trustees, and their participation on district participatory governance committees and district-level work groups facilitates communication throughout the district. College participants on these district-level committees and work groups in turn communicate with their colleagues at college-level participatory governance and work group meetings, with the result that both the Board of Trustees and the college stay well informed regarding district issues. Responses to the district’s *Spring 2008 Employee Survey* (Ref. IV.103) indicate that while the district has made improvement in communication, further improvement is needed. The district’s office of institutional research offers the following analysis:

As the Los Rios Community College District and its four colleges continue to grow, effective *Communication of information quickly up, down and across the organization* will continue to be a challenge. Results of the previous 2006 Employee Survey reflected heightened concern related to communication, particularly with management and classified staff, but results of the 2008 survey illustrate less disagreement in the area of communication amongst each employee group. The improved employee response to the question on communication of information may be partially attributed to strategies implemented in response to the 2006 survey to ensure effective and efficient communication throughout the Los Rios organization. Although in much lower proportions than in 2006, communication continues to be of concern to many of the management and classified respondents; 28.8% of classified staff disagree in 2008 compared to 39.7% in 2006, while 27.3% of managers compared to a much higher 45.9% who did so in 2006. In 2008, 21.4% of faculty respondents disagree that communication flows quickly, down slightly from the 24.7% who disagreed in 2006. (Ref. IV.103)

To facilitate improved communication between the college and the district, college representatives who serve on district committees and work groups will continue to work diligently with district colleagues to further enhance communicative processes.

### **Plan**

None.

**Standard IV.B.3.g: The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.**

**Description**

The review of district governance and decision-making structures and processes occurs informally in the chancellor's executive staff group, in the chancellor's cabinet, and in other district groups such as the vice presidents' groups and the district academic senate. Discussions regarding proposed changes typically involve participants from the district as well as all four colleges, who act as liaisons to their colleges and constituency groups.

In spring 2007, the district academic senate conducted a review of all district participatory governance committees, focusing on the following: mission of the committee; membership and terms of office; decision making processes; reporting structure; status of the shared governance group; meeting schedule; and subcommittee status. A questionnaire was distributed to all committee chairs, and their responses were compiled and used to develop recommendations that were forwarded to the chancellor. In fall 2008, the vice chancellor of education and technology along with district academic senate executive officers began work on instituting the most pressing recommendations, including the development of a webpage for all shared governance groups so as to more effectively communicate district-level committee information. The work group will query committee chairs in the near future to assess the effectiveness of the implemented recommendations.

The review of district governance and decision-making structures and processes is also informed by information gathered from the *Noel-Levitz Student Satisfaction Inventory* (Ref. IV.111) and district's 2006 and 2008 employee surveys (Ref. IV.112 and Ref. IV.103).

**Analysis**

The district's governance and decision making structures are generally considered to be functional and effective, though responses to the district's *Spring 2008 Employee Survey* indicate that further improvement could be made regarding coordination across divisions, departments and the district. District institutional research offers the following analysis:

Although the proportions of respondents in *all* employee groups voicing concern about *adequate coordination across divisions, departments and the district* decreased in 2008 survey, this is still an area of concern. Concern about *adequate coordination across divisions, departments and the district* is held by slightly more classified staff than by managers and faculty members who responded in 2008; 33.2% of classified staff disagree or strongly disagree while 31.3% of managers

who responded do. Comparatively, lower proportions, 26.3% of faculty member respondents disagree, down from 32.9% of faculty respondents in 2006. (Ref. IV.103)

As indicated in the response to the previous standard, college representatives who serve on district committees and work groups will continue to work with district colleagues to further enhance coordination across divisions, departments, and the district.

**Plan**

None.

**References for Standard IV, Leadership and Governance**

<b>Reference</b>	<b>Documents</b>
Ref. IV.1	FLC Vision and Mission Statements
Ref. IV.2	FLC Strategic Plan
Ref. IV.3	FLC Participatory Governance and Collegial Consultation Document
Ref. IV.4	FLC Strategic Plan Progress Matrix
Ref. IV.5	FLC Key Performance Indicators Report
Ref. IV.6	FLC Goals and Achievements in LRCCD 2007-08 Achievements and 2008-09 Outcomes Report
Ref. IV.7	FLC Accreditation Strategic and Operational Planning Items Matrix
Ref. IV.8	FLC Program Reviews
Ref. IV.9	FLC EMPs
Ref. IV.10	FLC Accreditation 2009 - Employee Survey Report
Ref. IV.11	FLC Accreditation 2009 - Student Survey Report
Ref. IV.12	FLC Budget and Facilities Planning Handbook
Ref. IV.13	FLC Professional Development Committee Handbook of Policies and Procedures
Ref. IV.14	FLC Curriculum Committee Handbook
Ref. IV.15	FLC Style Guide for Curriculum Developers
Ref. IV.16	CCC Board of Governors Model District Policy
Ref. IV.17	FLC Program Appraisal and Recommendation Process
Ref. IV.18	LRCCD Board Policy P-2311
Ref. IV.19	LRCCD Board Policy P-3122
Ref. IV.20	LRCCD Board Policy P-3411
Ref. IV.21	LRCCD Board Policy P-8122
Ref. IV.22	LRCCD Board Policy P-3412
Ref. IV.23	LRCCD Board Policy P-7141
Ref. IV.24	LRCCD Mission, Vision, and Values Statements
Ref. IV.25	LRCCD IBA Flyers
Ref. IV.26	ASCCC/CCLC Workshop
Ref. IV.27	ASCCC/CCLC Participating Effectively in College Governance
Ref. IV.28	FLC Area Reorganization Matrix
Ref. IV.29	FLC Faculty Evaluation and Hiring Workshops
Ref. IV.30	FLC Classified Hiring Process
Ref. IV.31	FLC Training on Instructional Review and EMP Process
Ref. IV.32	FLC Administrative Assistant Help Guide
Ref. IV.33	LRCCD Emergency Preparedness Training Documents
Ref. IV.34	LRCCD IBA Training Announcements
Ref. IV.35	FLC Campus Dialogues Notes
Ref. IV.36	FLC In Touch Newsletters
Ref. IV.37	FLC Bulletin Newsletters
Ref. IV.38	RCC Informer Newsletters
Ref. IV.39	EDC Foothill Flyer Newsletters

- Ref. IV.40 FLC Insider Development Plan
- Ref. IV.41 FLC Annual Accreditation Reports
- Ref. IV.42 FLC Substantive Change Accreditation Report
- Ref. IV.43 FLC 2005 Accreditation Progress Report
- Ref. IV.44 FLC 2006 Accreditation Midterm Report
- Ref. IV.45 FLC Report of the Institutional Self Study for Candidacy/Initial Accreditation, June 2003
- Ref. IV.46 FLC Revised Program Review and EMP Process
- Ref. IV.47 FLC Accreditation Webpage
- Ref. IV.48 LRCCD District Academic Senate Review of District Shared Governance Committees
- Ref. IV.49 LRCCD Revised District Faculty Hiring Manual
- Ref. IV.50 LRCCD Board Policy P-9141
- Ref. IV.51 LRCCD Board Policy P-9142
- Ref. IV.52 LRCCD Board Policy P-3111
- Ref. IV.53 LRCCD Board Policy P-3112
- Ref. IV.54 LRCCD Board Membership and Service Areas
- Ref. IV.55 LRCCD Board Policy P-3113
- Ref. IV.56 LRCCD Board Policy P-8611
- Ref. IV.57 LRCCD Strategic Plan
- Ref. IV.58 LRCCD Board of Trustees Agenda, May 19, 2004
- Ref. IV.59 FLC Basic Skills Initiative Plan
- Ref. IV.60 LRCCD Measure M
- Ref. IV.61 LRCCD Annual Report
- Ref. IV.62 LRCCD Student Profile Report
- Ref. IV.63 LRCCD Board Policy P-8315
- Ref. IV.64 LRCCD Board Policy P-8321
- Ref. IV.65 LRCCD Board Policy P-3000
- Ref. IV.66 LRCCD General Counsel, District Evaluation of Board Policies
- Ref. IV.67 LRCCD Board of Trustees Minutes
- Ref. IV.68 LRCCD Board Policy P-3132
- Ref. IV.69 LRCCD Board Self-Evaluation Instrument, October 2007 Retreat
- Ref. IV.70 LRCCD Board Policy P-3114
- Ref. IV.71 LRCCD Board of Trustees Retreat Minutes, October 2007 and 2008
- Ref. IV.72 LRCCD Centers Development Guidelines
- Ref. IV.73 LRCCD Board Policy P-4111
- Ref. IV.74 LRCCD Annual Board Evaluation of Chancellor
- Ref. IV.75 LRCCD College President Evaluation Questionnaire
- Ref. IV.76 LRCCD Chancellor's Annual President's Evaluation Memo
- Ref. IV.77 LRCCD Board Policy P-2411
- Ref. IV.78 LRCCD Board Policy P-9122
- Ref. IV.79 FLC Five Year Administrative Staffing Plan
- Ref. IV.80 FLC Business Plan for the Visual and Performing Arts Center
- Ref. IV.81 FLC Internal and External Scan Reports

- Ref. IV.82 FLC Planning and Evaluation Cycle
- Ref. IV.83 FLC 2009-2010 College Catalog
- Ref. IV.84 LRCCD Board Policy P-1313
- Ref. IV.85 LRCCD Board Policy P-2424
- Ref. IV.86 LRCCD Board Policy P-5173
- Ref. IV.87 LRCCD Board Policy P-6161
- Ref. IV.88 LRCCD Board Policy P-2442
- Ref. IV.89 LRCCD Board Policy P-2441
- Ref. IV.90 LRCCD Board Policy P-5111
- Ref. IV.91 LRCCD Function Map
- Ref. IV.92 LRCCD District Accreditation Coordination Committee Minutes
- Ref. IV.93 LRCCD Chancellor's Office Program Review
- Ref. IV.94 LRCCD Business Services Program Review
- Ref. IV.95 LRCCD Human Resources Program Review
- Ref. IV.96 LRCCD Information Technology Program Review
- Ref. IV.97 LRCCD Office of Institutional Research Program Review
- Ref. IV.98 LRCCD Student Services Program Review
- Ref. IV.99 LRCCD Facilities Management Program Review
- Ref. IV.100 LRCCD Police Services Program Review
- Ref. IV.101 LRCCD Business and Economic Development Center Program Review
- Ref. IV.102 LRCCD Foundation Office Program Review
- Ref. IV.103 LRCCD How Are We Doing Employee Survey Report: Spring 2008
- Ref. IV.104 LRCCD 2008-2009 Adopted Budget
- Ref. IV.105 LRCCD Guidelines for Authorizing New and Replacement Faculty Positions
- Ref. IV.106 LRCCD Annual Independent Audit
- Ref. IV.107 FLC College Institutional Goals
- Ref. IV.108 LRCCD Board Regulation R-3412
- Ref. IV.109 LRCCD Chancellor's Updates
- Ref. IV.110 LRCCD Venture
- Ref. IV.111 Noel-Levitz Student Satisfaction Inventory
- Ref. IV.112 LRCCD 2006 District Employee Survey







**Folsom Lake College graduates - 2003**



**Folsom Lake College graduates - 2009**

## Appendix A - Los Rios Community College District Function Map

The Los Rios Community College District Function Map is intended to illustrate how the colleges and the district manage the distribution of responsibility by function as it pertains to the WASC/ACCJC accreditation standards. The Function Map includes indicators that depict the level and type of responsibility as follows:

**P = Primary Responsibility:** Primary responsibility indicates leadership and oversight of a given function. This primary leadership may include design, development, implementation, assessment and planning for improvement.

**S = Secondary Responsibility:** Secondary responsibility indicates support of a given function. This support may include some levels of coordination, input, feedback, or communication to assist the primary responsibility holders with successful execution of their responsibility.

**SH = Shared Responsibility:** Shared responsibility indicates that the District and the College are mutually responsible for the leadership and oversight of a given function, or that they engage in logically equivalent versions of a function (for instance, there are mission statements at the colleges and at the District). This leadership may include design, development, implementation, assessment and communication processes.

**Note:** It is assumed in this mapping design that the term “institution” *generally* refers to the individual colleges of the District and not to the Los Rios Community College District as a whole, since the standards in many cases address the conditions or practices present in the colleges. However, there are several areas in which “institution” may be reasonably interpreted to mean “actors at both the college and district levels working together.”

## Standard I: Institutional Mission and Effectiveness

<b>A. MISSION</b>		
The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.		
	College	District
1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.	P	S
2. The mission statement is approved by the governing board and published.	SH	SH
3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.	P	S
4. The institution's mission is central to institutional planning and decision-making.	SH	SH
<b>B. IMPROVING INSTITUTIONAL EFFECTIVENESS</b>		
The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.		
	College	District
1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.	P	S
2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.	SH	SH
3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.	SH	SH
4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.	P	S
5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.	P	S
6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.	P	S
7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.	P	S

Legend: P=Primary Responsibility, S=Secondary Responsibility, SH=Shared Responsibility

## Standard II: Student Learning Programs and Services

<b>A. INSTRUCTIONAL PROGRAMS</b>		
The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.		
	<b>College</b>	<b>District</b>
1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.	P	S
a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.	P	S
b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.	P	S
c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.	P	S
2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.	P	S
a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.	P	S
b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.	P	S
c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.	P	S
d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.	P	S
e. The institution evaluates all courses and programs through an on-	P	S

Legend: P=Primary Responsibility, S=Secondary Responsibility, SH=Shared Responsibility

going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.		
f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.	P	S
g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.	P	S
h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.	P	S
i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.	P	S
3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course. General education has comprehensive learning outcomes for the students who complete it, including the following:	P	S
a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.	P	S
b. A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.	P	S
c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.	P	S
4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.	P	S
5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.	P	S
6. The institution assures that students and prospective students receive clear	P	S

*Legend: P=Primary Responsibility, S=Secondary Responsibility, SH=Shared Responsibility*

and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.		
a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.	P	S
b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.	P	S
c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.	SH	SH
7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.	SH	SH
a. Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.	P	S
b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.	P	S
c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.	N/A	N/A
8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.	N/A	N/A

**B. STUDENT SUPPORT SERVICES**

The institution recruits and admits diverse students who are able to benefit from its programs, consistent

*Legend: P=Primary Responsibility, S=Secondary Responsibility, SH=Shared Responsibility*



with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.		
	<b>College</b>	<b>District</b>
1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.	P	S
2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following: a. General Information, b. Requirements, c. Major Policies Affecting Students, d. Locations or publications where other policies may be found.	P	S
3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.	P	S
a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.	P	S
b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.	P	S
c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.	P	S
d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.	P	S
e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.	P	S
f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.	P	S
4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	P	S

**C. LIBRARY AND LEARNING SUPPORT SERVICES**

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever

*Legend: P=Primary Responsibility, S=Secondary Responsibility, SH=Shared Responsibility*

they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.		
	<b>College</b>	<b>District</b>
1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.	P	S
a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.	P	S
b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.	P	S
c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.	P	S
d. The institution provides effective maintenance and security for its library and other learning support services.	P	S
e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.	P	S
2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	P	S

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### Standard III: Resources

#### A. HUMAN RESOURCES

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

	College	District
1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.	P	S
a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.	SH	SH
b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.	SH	SH
c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.	P	S
d. The institution upholds a written code of professional ethics for all of its personnel.	SH	SH
2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.	P	S
3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.	S	P
a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.	S	P
b. The institution makes provision for the security and confidentiality of	S	P

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personnel records. Each employee has access to his/her personnel records in accordance with law.		
4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.	P	S
a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.	SH	SH
b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.	P	S
c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.	P	S
5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.	SH	SH
a. The institution plans professional development activities to meet the needs of its personnel.	P	S
b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.	P	S
6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.	P	S

#### **B. PHYSICAL RESOURCES**

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

	College	District
1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.	S	P
a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.	S	P
b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.	S	P
2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.	P	S
a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.	P	S
b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources	SH	SH

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and uses the results of the evaluation as the basis for improvement.		
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<b>C. TECHNOLOGY RESOURCES</b>		
Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.		
	<b>College</b>	<b>District</b>
1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.	SH	SH
a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.	SH	SH
b. The institution provides quality training in the effective application of its information technology to students and personnel.	SH	SH
c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.	SH	SH
d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.	SH	SH
2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.	SH	SH

<b>D. FINANCIAL RESOURCES</b>		
Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.		
	<b>College</b>	<b>District</b>
1. The institution relies upon its mission and goals as the foundation for financial planning.	SH	SH
a. Financial planning is integrated with and supports all institutional planning.	SH	SH
b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.	SH	SH
c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.	SH	SH
d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the	SH	SH

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development of institutional plans and budgets.		
2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.	SH	SH
a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.	SH	SH
b. Appropriate financial information is provided throughout the institution.	SH	SH
c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.	SH	SH
d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.	SH	SH
e. All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.	SH	SH
f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.	SH	SH
g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.	SH	SH
3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.	SH	SH

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## Standard IV: Leadership and Governance

<b>A. DECISION-MAKING ROLES AND PROCESSES</b>		
The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.		
	College	District
1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.	P	S
2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.	SH	SH
a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.	P	S
b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.	P	S
3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.	SH	SH
4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.	P	S
5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.	P	S
<b>B. BOARD AND ADMINISTRATIVE ORGANIZATION</b>		
In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.		
	College	District

Legend: P=Primary Responsibility, S=Secondary Responsibility, SH=Shared Responsibility

1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.	S	P
a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.	S	P
b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.	S	P
c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.	S	P
d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.	S	P
e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.	S	P
f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.	S	P
g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.	S	P
h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.	S	P
i. The governing board is informed about and involved in the accreditation process.	SH	SH
j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.	S	P
2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.	P	S
a. The president plans, oversees, and evaluates an administrative structure	P	S

Legend: P=Primary Responsibility, S=Secondary Responsibility, SH=Shared Responsibility



organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.		
b. The president guides institutional improvement of the teaching and learning environment by the following: <ul style="list-style-type: none"> <li>• establishing a collegial process that sets values, goals, and priorities;</li> <li>• ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;</li> <li>• ensuring that educational planning is integrated with</li> <li>• resource planning and distribution to achieve student learning outcomes; and</li> <li>• establishing procedures to evaluate overall institutional planning and implementation efforts.</li> </ul>	P	S
c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.	P	S
d. The president effectively controls budget and expenditures.	P	S
e. The president works and communicates effectively with the communities served by the institution.	P	S
3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.	S	P
a. The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.	S	P
b. The district/system provides effective services that support the colleges in their missions and functions.	S	P
c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.	S	P
c. The district/system effectively controls its expenditures.	S	P
e. The Chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.	S	P
f. The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.	S	P
g. The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.	S	P

Legend: P=Primary Responsibility, S=Secondary Responsibility, SH=Shared Responsibility

## **Appendix B - Self Study Acronyms**

A & R – Admissions and Records  
AACCC – American Association of Community Colleges  
AACCC – African Americans for California Community Colleges  
AAUP – American Association of University Professors  
ADA – Americans with Disabilities Act  
AOB – Annual Operating Budget  
ARC – American Red Cross  
ASBO – Association of School Business Officials  
ASCIP – Alliance of Schools for Cooperative Insurance Programs  
ASSIST – Articulation System Stimulating Interinstitutional Student Transfer  
AV – Audio Visual  
BFPC – Budget and Facilities Planning Committee  
BOG – Board of Governors  
BSI – Basic Skills Initiative  
BUSTEC – Business Technology  
CAD – Computer Assisted Design  
CARE – Cooperative Agencies Resources for Education  
CalPASS – California Program for Achieving Student Success  
CalWORKs – California Work Opportunity and Responsibility to Kids  
CDF – College Discretionary Fund  
CELSA – Combined English Language Skills Assessment  
CENIC – Corporation for Education Network Initiatives in California  
CEO – Chief Executive Officer  
CIS – Computer Information Science  
CMS – Content Management System  
COB – College Operating Budget  
COLA – Cost Of Living Allowance  
COP – Certificate of Participation  
C-PATH – CISE Pathways to Revitalized Undergraduate Computing Education  
CPGCC – College Participatory Governance Collegial Consultation  
CPR – Cardiopulmonary Resuscitation  
CPU – Central Processing Unit  
CRC – Cosumnes River College  
CSU – California State University  
CSUCO – California State University Chancellor’s Office  
CTE – Career and Technical Education  
CTEP – College Test of English Placement  
D2L – Desire2Learn  
DACC – District Accreditation Coordination Committee  
DBC – District Budget Committee  
DE – Distance Education  
DO – District Office

DSPS – Disabled Student Programs and Services  
ECE – Early Childhood Education  
EDC – El Dorado Center  
EdTech – Educational Technology Committee  
EMP – Educational Master Plan  
EMT – Emergency Medical Technician  
EOPS- Extended Opportunities Programs and Services  
EPC – Educational Planning Committee  
ESL – English as a Second Language  
FAFSA – Free Application for Federal Student Aid  
FAO – Financial Aid Office  
FERPA – Family Educational Rights and Privacy Act  
FF & E – Furniture Fixtures and Equipment  
FAQ – Frequently Asked Questions  
Flex – Flexible Calendar Program  
FM – Facilities Management  
FPP – Final Project Proposal  
FTE – Full Time Equivalent  
FTEF – Full Time Equivalent Faculty  
FLC – Folsom Lake College  
GAAP – Generally Accepted Accounting Principles  
GASB – Government Accounting Standards Board  
GE – General Education  
GED – General Education Degree  
GIS – Geographic Information System  
GPS – Global Positioning System  
HCD – Human and Career Development  
IA – Instructional Assistant  
IBA – Interest Based Approach  
IBNR – Incurred But Not Reported  
IC – Innovation Center  
IGETC – Intersegmental General Education Transfer Curriculum  
ILLS – Interlibrary Loans  
IPC – Institutional Planning Committee  
IPP – Initial Project Proposal  
IR – Institutional Research  
ISO – Information Security Officer  
IT – Information Technology  
iTV – Instructional Television  
JPA – Joint Power Authority  
KPI – Key Performance Indicators  
LAN – Local Area Networks  
LMS – Learning Management System  
LMTA – Library Media Technical Assistant

LRCCD – Los Rios Community College District  
LRCEA – Los Rios Classified Employees Association  
LRCFT – Los Rios College Federation of Teachers  
LRCN – Long Range Capital Needs  
LRMA – Los Rios Management Association  
LRSA – Los Rios  
MAN – Metropolitan Area Network  
MARC – Machine Readable Card  
MBA – Meritorious Budget Award  
MDTP – Mathematics Diagnostic Testing Project  
MLA – Modern Language Association  
MOU – Memorandum of Understanding  
MVLA – Microsoft Volume License Agreement  
NFNRC – North Far North Regional Consortium  
OCLC – Online Computer Library Center  
OIR – Office of Institutional Research  
OLSS-SAT – On-line Student Services Self-assessment Tool  
OPEB – Other Post-employment Benefits  
PAC – Professional Activities Committee  
PDC – Professional Development Committee  
PDF – Program Development Funds  
PDP – Program Development and Planning  
PE – Physical Education  
PG – Participatory Governance  
PIO – Public Information Officer  
PLE – Personal Learning Environment  
POST – Police Officer Standards and Training  
PPC – Program Placement Council  
RCC – Rancho Cordova Center  
RFID – Radio-frequency Identification  
RWMC – Reading, Writing, and Math Center  
SAO – Service Area Outcomes  
SC – Safety Committee  
SDEM – Student Development and Enrollment Management  
SEIU – Service Employees International Union  
SELF – Schools Excess Liability Fund  
SIFE – Students in Free Enterprise  
SIR – Self-insured Retention  
SLO – Student Learning Outcome  
SOCRATES – Los Rios District web-based curriculum management system  
TLC – Teaching and Learning Community  
TRANS – Tax and Revenue Anticipation Notes  
TTIP – Telecommunications and Technology Infrastructure Program  
UC – University of California

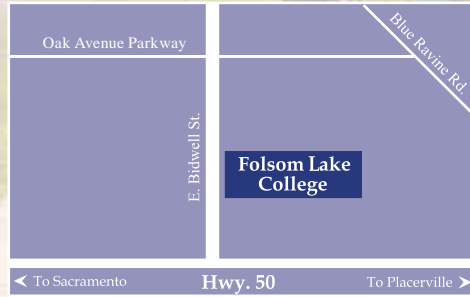
UCOP – University of California Office of the President  
UPK – User Productivity Kit  
VNC – Virtual Network Computing  
VPA – Vice President of Administration  
VPN – Virtual Private Network  
VPSDEM – Vice President of Student Development and Enrollment Management  
VPSS – Vice President of Student Services  
VTEA – Vocational and Technical Education Act  
WLAN – Wireless Local Area Networks  
WSCH – Weekly Student Contact Hours  
YBP – Yankee Book Peddler

## Appendix C - 2009 Self Study Planning Agenda Items

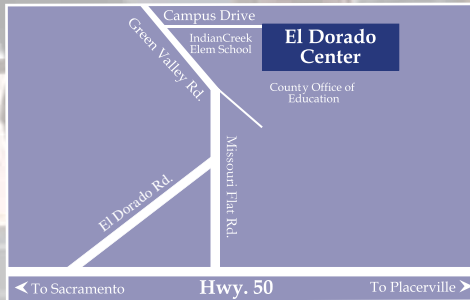
<u>Standard</u>	<u>Planning Agenda Item</u>
I.B.1	Create a database in which to store longitudinal SLO data and assessment results.
I.B.4	Increase awareness of the college's ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation and re-evaluation, and improve communication throughout the cycle process.
I.B.5	Identify, measure and report additional key performance indicators (KPIs).
I.B.6	Update the <i>CPGCC</i> document so that each committee is charged with assessing its processes and plans on a cyclical basis.  Update each college initiated plan listed in the <i>Cycle</i> document so that it includes an assessment component.
II.A.1.c	Implement planned SLO assessment activities and updated program review processes to attain "proficiency" by 2012 and ultimately the "sustainable continuous quality improvement" level of SLO implementation, as described in the Accrediting Commission's rubric.
II.A.2.b	Complete activities listed in the college's <i>SLO Implementation Timeline</i> document to ensure that SLOs for all active courses have been assessed at least once by the end of 2012.
II.A.2.e	Develop and implement a process to place new degree/certificate programs into the program review cycle.
II.A.3	Develop and implement a process to assess general education program SLOs and analyze the results for use in program and course improvement.
II.A.5	Develop and implement a process to track and document success of CTE program completers.
II.B.3.b	Develop a student services division-wide SLO that focuses work units on promoting opportunities for students to enhance personal and civic responsibility and engagement.

- II.C.1.a Enhance communication with discipline faculty regarding the need for increased input into library collection development.
- Assess the adequacy of FLC print and electronic collections and, if warranted, explore options to increase needed resources.
- II.C.1.d Assess the FLC-main library and computer lab space to determine security needs and, if warranted, explore options to increase security.
- III.A.1.b Advocate for classified and administrative input into the college president's evaluation.
- III.A.5.b Complete the Professional Development Plan, including methods for developing, assessing, and improving professional development programs.
- III.B.2.b Explore ways to provide additional, short-term student access to science lab facilities.
- III.C.1.b Assess the technology training needs of student, faculty and staff, as well as the content and quality of training provided to facilitate continual improvement in the technology training program.
- III.C.1.d Review and update as necessary the processes to ensure funding for timely future upgrade and replacement of existing and emerging technology.
- IV.A.1 Review the participatory governance portion of the *College Participatory Governance and Collegial Consultation (CPGCC)* document on a regular basis so that the list of subcommittees remains current. Also update the *CPGCC* document to include the objectives, purposes and responsibilities of each subcommittee.
- Explore additional ways to fund professional development.

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