



## **FOLLOW-UP REPORT**

**October 15, 2010**

*Submitted to*

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

*Submitted by*

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## Certification of the Institutional Follow-Up Report

September 15, 2010

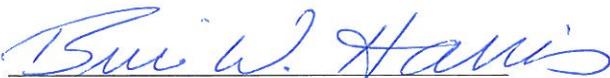
TO: Accrediting Commission for Community and Junior Colleges,  
Western Association of Schools and Colleges

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

This institutional Follow-Up Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

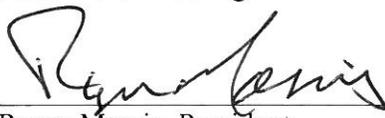
We certify that there was broad participation by the college constituencies, and we believe the Follow-Up Report accurately reflects the nature and substance of this institution.

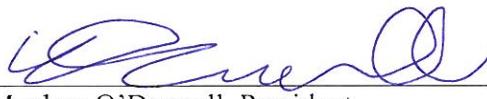
  
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Board of Trustees

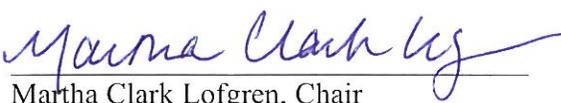
  
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Brice W. Harris, Chancellor  
Los Rios Community College District

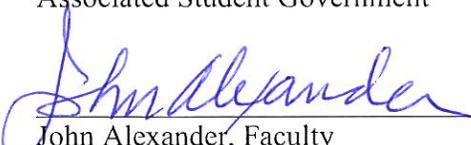
  
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Thelma Scott-Skillman, President  
Folsom Lake College

  
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Kim Harrell, President  
Academic Senate

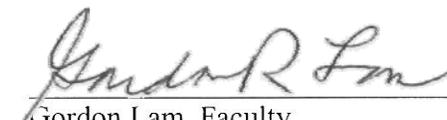
  
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Roger Morris, President  
Classified Senate

  
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Meghan O'Donnell, President  
Associated Student Government

  
\_\_\_\_\_  
Martha Clark Lofgren, Chair  
Folsom Lake College Foundation

  
\_\_\_\_\_  
John Alexander, Faculty  
Accreditation Chair, Fall 2010

  
\_\_\_\_\_  
Susan Lorimer, Vice President Instruction  
Accreditation Liaison Officer

  
\_\_\_\_\_  
Gordon Lam, Faculty  
Accreditation Chair, Spring 2010

**STATEMENT**  
*on*  
**REPORT PREPARATION**

In January 2010, following a comprehensive accreditation team visit, the Accrediting Commission for Community and Junior Colleges took action to reaffirm accreditation for Folsom Lake College with the requirement that the college complete a *Follow-Up Report* by October 15, 2010 for the following two recommendations:

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

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

The college's Institutional Planning Committee has a standing Accreditation Steering Subcommittee responsible for overseeing all accreditation issues. The spring 2010 subcommittee included the following members: Professor Gordon Lam, faculty accreditation chair; Dr. Susan Lorimer, vice president of instruction and accreditation liaison officer; Professor Kim Harrell, academic senate president; Scott Crow, classified senate president; Brandon Kleine, student association president; Dr. Thelma Scott-Skillman, college president; Professor John Alexander, instructional programs coordinator and faculty accreditation writer; and Chris Olson, college research analyst. The subcommittee meets monthly during the academic year and first addressed the accreditation visiting team's *Evaluation Report* (Ref. 1) at its February 9, 2010 meeting (Ref. 2). At that time the subcommittee reviewed the Commission's accreditation reaffirmation letter (Ref. 3) as well as Commission instructions on how to prepare a *Follow-Up Report* (Ref. 4). The subcommittee realized that the college would have a short timeline and that most of the tasks related to the two recommendations would need to be completed before the close of the spring 2010 semester. Drafting of the report would occur during the summer, with college-wide review and approval to follow during the first three weeks of the fall 2010 semester. The *Follow-Up Report* would then be forwarded for action to the Los Rios Community College District Board of Trustees in time for its regularly scheduled September 2010 meeting and then submitted to the Commission by the October 15, 2010 deadline.

Given the timeline, the subcommittee immediately assigned personnel to work on various parts of the two recommendations. Regarding Recommendation 2, Susan Lorimer, vice president of instruction, and Gary Hartley, dean of instruction and technology, were charged with providing a list of all electronically delivered (online) courses to individuals working on the *Follow-Up Report*. Professor Brian Robinson, student learning outcomes (SLO) coordinator was charged with offering immediate assistance to online faculty with SLO assessment, and college research analyst Chris Olson was asked to provide data regarding course retention and success. Professor Zack Dowell, instructional design and development coordinator, and Gary Hartley were charged with leading development of the distance education strategic plan. Regarding Recommendation 3, John Alexander was charged with assisting Susan Lorimer in developing a substantive change

proposal for all certificate and degree programs for which 50% or more could be completed online. Gary Hartley and Zack Dowell, who would be leading development of the distance education strategic plan, were charged with reviewing the Commission's *Distance Education and Correspondence Education Manual* (Ref. 5) to ensure that the college was in compliance with related Commission policies.

The Accreditation Steering Subcommittee continued to meet monthly during the spring 2010 semester, with meetings held in March, April, and May. Reports were provided at each meeting on progress made toward Recommendations 2 and 3, which included the following:

- Completion of the college's *Substantive Change Proposal for the Addition of Courses that Constitute 50% or More of a Program Offered Online* (Ref. 6), which was approved by the Los Rios Board of Trustees at its March 17, 2010 meeting (Ref. 7) and subsequently submitted to the Commission on April 7, 2010;
- Revision of the college *Technology Plan* (Ref. 8), which was renamed the *Technology and Distance Education Plan* (Ref. 9) so as to include an expanded section on distance learning;
- Development of a bulleted content outline for the *Follow-Up Report* (Ref. 10).

The subcommittee chair in turn provided monthly updates to the college's Institutional Planning Committee (Ref. 11) as well as to the Academic Senate (Ref. 12) at their regular meetings, and presentations were made at college-wide meetings on May 14, 2010 (Ref. 13) and August 20, 2010 (Ref. 14). The draft bulleted outline, the revised *FLC Technology and Distance Education Plan*, and all meeting agendas and minutes were posted on the college's *Insider* website (Ref. 10). The *Insider* serves as a major college communication site where multiple documents are posted for easy viewing by college employees. The *Follow-Up Report* was drafted during the summer and reviewed by the Academic Senate at its August 17, 2010 summer retreat. The Academic Senate approved the final draft one week later on August 24 at its first meeting of the fall 2010 semester (Ref. 12). The draft was then forwarded to the Institutional Planning Committee, where it was approved at a special meeting on August 30, 2010 (Ref. 11). The report was subsequently approved by the college president and then forwarded to the LRCCD Board of Trustees, which approved the *Follow-Up Report* at its September 15, 2010 meeting (Ref. 15).

#### **ACCREDITATION STEERING SUBCOMMITTEE MEMBERS (FALL 2010)**

John Alexander, Faculty Accreditation Chair and Faculty Writer

Susan Lorimer, Accreditation Liaison Officer

Roger Morris, Classified Senate President

Kim Harrell, Academic Senate President

Chris Olson, Office of Institutional Research

Thelma Scott-Skillman, College President

Meghan O'Donnell, Student Association President

**RESPONSE**  
*to*  
**TEAM RECOMMENDATIONS**  
*and the*  
**COMMISSION ACTION LETTER**

**(Accreditation Team Visit: October 12-15, 2009)**

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

**Description**

Folsom Lake College (FLC), the fourth college of the Los Rios Community College District (LRCCD), received its initial accreditation in January 2004. The college has three campuses—a main campus in Folsom, an educational center in Placerville (El Dorado Center), and an outreach center in Rancho Cordova (Rancho Cordova Center)—and its service area extends from several miles west of the Rancho Cordova Center to the crest of the Sierra Nevada in eastern El Dorado County and includes two counties with vastly different populations. At the time of the comprehensive accreditation team visit in fall 2009, the college served 9,546 students and offered courses in a variety of modalities to best meet student needs, including 45 electronically delivered (online) courses. Four additional courses were offered in spring and fall 2010 (2 each semester), for a total of 49 courses currently offered in the online format.

The *FLC Strategic Plan 2006* (Ref. 16) guides the college's planning processes by providing five overarching institutional goals: student success; teaching and learning effectiveness; access and growth; community, economic, and workforce development; and organizational effectiveness. Within these goals, the following strategies address distance education:

- Ensure that all potential students in our service areas have access to FLC by utilizing emerging technologies in all modalities to provide access and support to distance education students (Access and Growth: Strategy C.1);
- Meet the diverse needs of students by developing flexible course scheduling and promoting a variety of delivery modalities (Access and Growth: Strategy C.4); and
- Support the development of distance education in alignment with the District's goals for distance education by developing and implementing an FLC distance education plan, supporting the efforts of instructors and departments in integrating distance education modalities, and aligning with the district's strategic plan strategies related to distance education (Access and Growth: Strategy C.5).

Thus, in accordance with the college's strategic plan, online course offerings are intended to increase educational access to students residing in the college's broad service area, including those who might have difficulty traveling to college sites for regularly scheduled on-ground classes and those who might enjoy or benefit from a variety of teaching modalities.

The college is committed to evaluating the educational effectiveness of all its courses, regardless of modality, in order to foster an environment of continuous improvement that maximizes student success. Ongoing course evaluation methods include faculty developed student learning outcomes assessments and discipline level calculations of success and retention rates reported annually by the FLC office of institutional research. However, with few exceptions, the college did not differentiate course effectiveness assessments based on course modality prior to spring 2010.

The college's strategic plan calls for the development of a distance education plan, and in spring 2009 the college completed the *FLC Technology Plan* (Ref. 8), which includes planning for distance education. The plan incorporates elements of the *LRCCD District Office IT Technology Plan* (Ref. 17) as well as the *LRCCD Distance Education Strategic Plan Resource Document* (Ref. 18) so as to ensure alignment between college and district-wide planning. As indicated in the college plan, the district provides strong support for the college's electronically delivered courses through district information technology services as well as through the work of district-wide technology governance committees.

The college received the Commission's *Evaluation Report* (Ref. 1) in late January 2010, and it was first reviewed by the Accreditation Steering Subcommittee at its February 9, 2010 meeting (Ref. 2). At that time it was determined that the SLO coordinator should work more extensively with online faculty to facilitate SLO assessment in all online classes. Following that meeting, the SLO coordinator and vice president of instruction met several times to develop a course of action, and on April 14, 2010 the vice president sent an email (Ref. 19) to all 30 spring 2010 online instructors, asking them to work with the SLO coordinator to accelerate SLO assessments in online courses. The memo indicated that faculty should document the following: 1) assessment processes for each course offered online; 2) actual assessments done for those courses; and 3) evidence of analyses of assessments for at least some of the courses so as to demonstrate the extent to which students are meeting course outcomes and whether course adjustments may be needed to improve student learning outcomes. The SLO coordinator spent the remainder of the semester working with online faculty to develop SLO assessments for their online courses. All faculty teaching online courses in spring 2010 were contacted, and progress was recorded on a worksheet (Ref. 20) that lists the current status of SLO assessment for each online course. The SLO coordinator also posted to the college's *Insider* website several sample SLO assessment plans currently being implemented in online courses (Ref. 21) so that they could be used as models by other departments. The sample plans list the outcomes, the sequence of assessment events, commentary on the assessment plan, and types of evidence used.

The Accreditation Steering Subcommittee also determined at its February 9, 2010 meeting that the college's office of institutional research should develop a report in which course retention and success data for online and on-ground sections are compared (Ref. 2). A similar report for each college (Ref. 22) was provided by the district institutional research office in February 2010, but only by taxonomy of program (TOP) code. The June 2010 college report (Ref. 23) provides data at the taxonomy of program (TOP) code level, as well as discipline and individual course levels.

The Accreditation Steering Subcommittee also charged the dean of instruction and technology and the instructional design and development coordinator and co-chair of the college's Technology Committee, with leading development of a distance education strategic plan. The

matter was addressed further at a Technology Committee meeting that followed on March 2, 2010 (Ref. 24). The committee decided that it would be better to update the college's recently developed *Technology Plan* (Ref. 8) rather than to create a stand-alone distance education plan so that distance education strategic planning would be integrated with overall technology planning and implementation processes. Work on the new document was preceded by a review of the Commission's *Distance Education and Correspondence Education Manual* (Ref. 5) so that the college's distance education strategic planning would be consistent with the Commission's policies. The updated draft document, renamed the *FLC Technology and Distance Education Plan* (Ref. 9), was reviewed at the Technology Committee's April 6 meeting and then posted on the college's *Insider* website for college-wide review. The Academic Senate examined the plan on April 13 and subsequently recommended it for approval at its April 27, 2010 meeting (Ref. 12). The Institutional Planning Committee recommended the plan's approval at its meeting on May 10, 2010 (Ref. 11). During the summer additional refinements to the draft were made, resulting in final recommendations for approval from the Academic Senate and the Institutional Planning Committee (Refs. 12, 11). The President approved the plan on September 3, 2010 (Ref. 25).

### **Analysis**

In August 2010, using SLO assessment information gathered by the SLO coordinator from faculty teaching online classes in spring and fall 2010, the college completed an inventory of all online courses that includes SLO assessment status for each course (Ref. 20). All online courses have approved SLOs that are documented in respective course outlines and class syllabi. Assessment plans are in place for 37 of the 49 online courses, and assessment is underway or has been completed for 24 of those 37 courses, resulting in changes to curriculum or instructional methods for 14 courses. Faculty who teach the 12 online courses for which assessment plans have not been developed are currently working on the plans and are expected to finish their work during the fall 2010 semester. It should be noted that online and on-ground class sections utilize the same course outline and SLOs. Also, courses cannot be offered in the online format without Curriculum Committee approval.

In June 2010 the college's office of institutional research completed a comprehensive report comparing fall 2009 online course success and retention rates with same fall 2009 courses offered in on-ground modality (Ref. 23). The report shows comparisons aggregated by general taxonomy of program (TOP) code category, by course within TOP code category, by subject code (roughly equivalent to discipline), and by course within subject code. In many instances, the report's data cannot be considered statistically reliable due to the limited number of course offerings that can be compared. Where there are both online and on-ground offerings of a given course, often one or the other reflects the enrollment of only a single class section. Since the course success or retention rates of the 20-40 students in a single class section can vary tremendously between semesters and instructors, such comparisons are not statistically reliable. The most useful comparisons are for subject codes for which multiple sections of a course are offered in both online and on-ground modalities. For fall 2009 there were four such courses: Business 300, Economics 302, Math 30, and Math 100. While the two math courses and the economics course had considerably lower online success and retention rates, the business course's online and on-ground rates were virtually the same. The college's research agenda

includes a follow up study that will merge multiple semesters of course data to increase sample sizes and therefore the statistical reliability of computed statistics for those courses that have been offered over multiple semesters. This analysis will be completed during the 2010-2011 academic year, and reports will be posted to the college's *Insider* website where they can easily be accessed by faculty.

Both the college and the district are paying close attention to retention and success rates in online classes, especially in math. The college's report (Ref. 23) shows that retention rates in online and on-ground math classes are 68.3% and 83.8% respectively; success rates are 36.1% and 65.7%. Despite the lower rates, the college remains committed to offering online math classes because they provide access to students who otherwise would not be able to take these courses. It should be noted that the math department has evaluated its online program every semester since its inception and made numerous changes. In particular, the department reduced the number of online sections and replaced them with hybrid sections, which led to notable improvement in retention. Regarding the online Economics 302 classes, the department has routinely assessed student outcomes in these classes as part of its annual department planning process and has implemented new teaching strategies and instructional methods designed to improve student outcomes. The college will continue to analyze online and on-ground retention and success rates and make changes as needed. Further, the college plans to examine retention and success rates of students who fail in their first attempts in one modality and then later make second attempts in that same or a different modality. This will improve the college's understanding of issues associated with the online modality as well as issues unique to various online subjects.

The college's new *FLC Technology and Distance Education Plan* (Ref. 9) was revised so as to reflect the Commission's *Distance Education and Correspondence Education Manual* (Ref. 5) to help ensure that the college's distance education strategic planning is consistent with the Commission's policies. The newly revised plan is included in the college's regular institutional planning review and update cycle (Ref. 27) and will be formally reviewed in three years unless circumstances require an earlier review. As part of the review and update process, the college will include an assessment of its distance education strategic direction and make adjustments as warranted. In addition, the college will use reports generated by the college's office of institutional research as well as student course interest and demand data to inform strategies for continuous improvement in online instruction.

### **Plan**

1. Complete the follow-up study on online success and retention rates using merged data from multiple semesters. Provide the study results to online faculty to assist them in planning improvements to their courses.
2. Provide annual student retention and success comparison data to departments offering online courses to be used along with student learning outcomes assessment results to improve online instruction and to identify other academic and student support services that may be needed to assist online students.

3. Complete distance education course student learning outcomes assessments so that 1) the results can be included in the next regularly scheduled program review for each discipline/department; and 2) the college will achieve the 2012 proficiency deadline for the ACCJC student learning outcomes rubric.

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

**Description**

At its February 9, 2010 meeting (Ref. 2), the college’s Accreditation Steering Subcommittee charged the vice president of instruction and accreditation liaison officer to work with the instructional programs coordinator to write the substantive change proposals for certificate and degree programs for which 50% or more of the courses could be taken online. The online courses were identified and then compared to the courses required for each college certificate and degree program, so as to identify those programs for which 50% or more of the courses could be taken online. The following 13 programs were identified:

<b>Degree (D) or Certificate (C) Title</b>	<b>Purpose</b>	<b>Total Units Required</b>	<b>% Available Online F09</b>
Business, General (D)	Vocational/ Transfer	60	58%
Business, Small Bus Mgmt/Entrepreneurship (D)	Vocational/ Transfer	60	63%
Business, Administrative Assistant (D)	Vocational	60	72%
Marketing (D)	Vocational	60	67%
Management (D)	Vocational	60	73%
Business, Office Assistant (C)	Vocational	12	67%
Business, Office Technician (C)	Vocational	15	80%
Small Business Mgmt Entrepreneurship (C)	Vocational	20	85%
MIS Application Data Entry (C)	Vocational	10	100%
MIS Information Processing (C)	Vocational	16	100%
MIS Application Technician (C)	Vocational	21	90%
ECE Assistant Teacher (C)	Vocational	6	100%
Project Management (C)	Vocational	12	67%

Following consultation with Commission staff, the college was directed to submit a single substantive change proposal for all 13 programs, and an initial draft was developed. The draft was shared with Commission staff on March 1 and revised further based upon staff feedback. The final substantive change proposal (Ref. 6) was approved by the Los Rios Community College District Board of Trustees on March 17, 2010 (Ref. 7) and submitted to the Commission on April 7, 2010. The Commission’s Committee on Substantive Change acted to approve the substantive change proposal during its June 21-22, 2010 meeting (Ref. 28). In summer 2010 the

college instructional office also put into place new procedures to ensure an annual review of new online course offerings at the end of each academic year to determine whether any programs cross the threshold of having 50% or more of the required courses offered in an online modality. The instruction office now maintains an inventory of online courses (Ref. 29) as well as an inventory that lists all college certificate and degree programs along with the percentage of each program that can be taken online (Ref. 30).

At its February 9, 2010 meeting (Ref. 2), the college's Accreditation Steering Subcommittee also charged Gary Hartley, dean of instruction and technology, and Zack Dowell, instructional design and development coordinator and co-chair of the Technology Committee, with completing a review of the Commission's *Distance Education and Correspondence Education Manual* (Ref. 5). Following this review the college developed a distance education strategic plan that was incorporated into the existing *FLC Technology Plan* (Ref. 8). The revised document, renamed the *FLC Technology and Distance Education Plan* (Ref. 9), includes information that addresses accreditation requirements listed in the *Distance Education and Correspondence Education Manual*. The *FLC Technology and Distance Education Plan* was reviewed at the Technology Committee's April 6, 2010 meeting (Ref. 24) and then posted on the college's *Insider* website for college-wide review. The Academic Senate examined the plan at its April 13, 2010 meeting and subsequently approved it at the April 27, 2010 meeting (Ref. 12). The plan was forwarded to the Institutional Planning Committee, which approved the plan on May 10, 2010 (Ref. 11). During the summer additional refinements to the draft were made resulting in final recommendations for approval from the Academic Senate and the Institutional Planning Committee (Refs. 12, 11). The President approved the plan on September 3, 2010 (Ref. 25).

### **Analysis**

During its June 21-22, 2010 meeting the Commission's Committee on Substantive Change approved the college's substantive change proposal for all 13 certificate and degree programs for which 50% or more of the courses could be taken online (Ref. 28). Future monitoring of online courses and programs is assured through the instruction office's new online course review process, which provides a simple yet formal process for documenting courses that have been approved for online instruction as well as programs for which 50% or more of courses could be completed online. The process will alert the college when new online course offerings impact current degree and certificate offerings so that Commission staff can be contacted to determine whether a substantive change proposal is required.

The new *FLC Technology and Distance Education Plan* (Ref. 9) will help the college to comply with the Commission policy on Distance Education and Correspondence Education (Ref. 5) related to distance education (Note: FLC does not offer any correspondence courses). Through its office of instruction and Curriculum Committee, Folsom Lake College:

- Ensures that the development, implementation, and evaluation of all FLC distance education courses and programs takes place within the institution's total educational mission as stated in the college catalog.
- Assumes all responsibility for control over its distance education offerings, and clearly communicates distance education-related information to students.

- Ensures the curriculum for distance education courses is the same as for face-to-face courses, with clearly defined and appropriate student learning outcomes in each course and program outline. In addition, the Curriculum Committee must approve individual courses for distance education modalities before such offerings can be scheduled.
- Provides the resources and structure needed to accomplish student learning outcomes and to appropriately and rigorously assess those outcomes. The college is on track to reach the proficiency level of the Commission's SLO rubric by 2012 for all courses and programs, including those offered via distance education.
- Provides rationale for ongoing distance education offerings and expansion of those offerings as part of the curriculum development process.
- Includes an annual process implemented in spring 2010 to identify courses offered for the first time in a distance education modality to determine when the Commission needs to be contacted for a possible substantive change proposal.
- Offers distance education with verification processes in place to ensure that students who register in a distance education course or program are, in fact, the same persons who participate every time in and complete the course or program. This verification commitment includes such methods as a secure log-in and password, proctored examinations, and/or new or other technologies and/or practices that are developed and effective in verifying each student's identification.

### **Plan**

1. As additional courses required for one or more degrees or certificates are offered for the first time online, the accreditation liaison officer will consult with Commission staff regarding possible new submissions of substantive change proposals for any certificate and degree programs for which 50% or more of the courses could be taken online and then the college will submit any necessary proposals.

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11. FLC Institutional Planning Committee Agendas and Minutes, 2010
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28. ACCJC Letter of Approval for FLC Substantive Change Proposal, July 19, 2010
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