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**SELF EVALUATION REPORT  
OF EDUCATIONAL QUALITY  
AND INSTITUTIONAL EFFECTIVENESS**

**JULY 2015**

**Folsom Lake College**

**Self Evaluation Report of  
Educational Quality and Institutional Effectiveness**

Support of Reaffirmation of Accreditation

*Submitted by:*

Folsom Lake College  
10 College Parkway  
Folsom, CA 95630

*Submitted to:*

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

**July 2015**



## Certification of the Institutional Self Evaluation Report

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

**From:** Dr. Rachel Rosenthal, President  
Folsom Lake College  
10 College Parkway  
Folsom, CA 95630

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

I certify that there was broad participation by the campus community, and I believe the Self Evaluation Report accurately reflects the nature and substance of this institution.

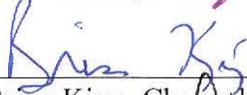
### Signatures:



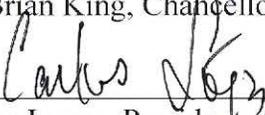
Dr. Rachel Rosenthal, President, Folsom Lake College



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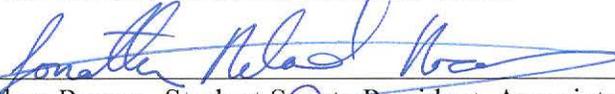
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Carlos Lopez, President, Academic Senate



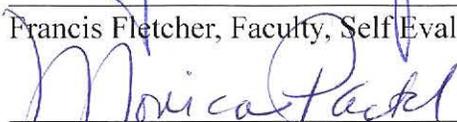
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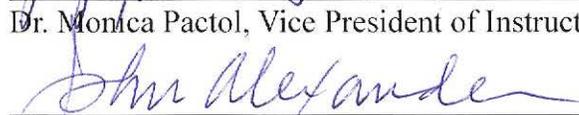
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# INTRODUCTION

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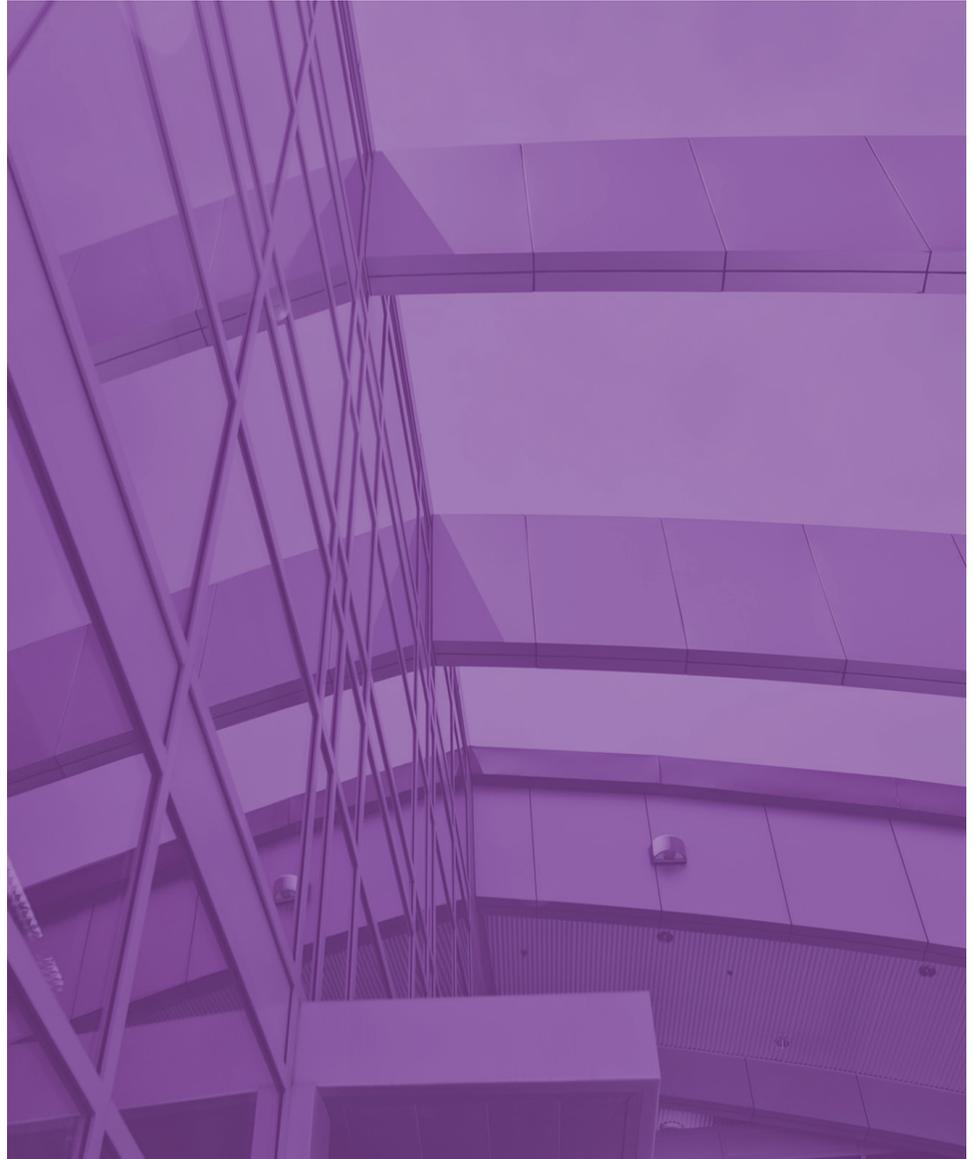
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FOLSOM LAKE COLLEGE  
EL DORADO CENTER | RANCHO CORDOVA CENTER

## **History and Major Developments**

Folsom Lake College (FLC) is one of four community colleges within the Los Rios Community College District. The District was founded in 1965 when residents in ten separate school districts covering five counties voted to consolidate. This consolidation established a regional community college district of 2,400 square miles and united, 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 college when it received its initial Accreditation in 2004.

FLC is comprised of the main campus in Folsom, the El Dorado Center in Placerville, and the Rancho Cordova Center in Rancho Cordova. FLC's roots go 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, making use of portable buildings. Known affectionately in the community as UBR (University Behind Raley's), Placerville Center was associated with American River College until 1985, when Cosumnes River College acquired control of Placerville Center's operations.

Because enrollment at Placerville Center continued to grow and because the citizens in the area wanted to have a permanent community college center in Placerville, the Los Rios Community College District Board of Trustees authorized the purchase of approximately nineteen acres of land (for the price of one dollar) from the El Dorado County Board of Education. The site was approved and made permanent by the California Community Colleges Chancellor's Office and the State of California in 1988. Placerville Center moved to the new site in 1994 and was renamed El Dorado Center. The new facilities were comprised of Buildings A and B, and included 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 added a second center, the Folsom Lake Center, on a 151-acre parcel of land donated by the City of Folsom to the District in 1967. Combining two smaller centers previously operated at Folsom High School and Mather Air Force Base, this new center included 13 new portable buildings housing ten classrooms, a computer lab, a science lab, student services, administrative and faculty offices, a student lounge, a bookstore, a staff workroom, a learning resource center, and two restroom facilities. Two of the classrooms were constructed to receive ITFS broadcasts from the El Dorado Center and Cosumnes River College. Several years later, Folsom Lake Center added more portable buildings to provide additional classrooms, two science labs, and a child development center. In 1999, construction began on Folsom Lake Center's first permanent structure, Aspen Hall (FL1), a building which opened in fall 2001. Aspen Hall houses student services, the library and computer lab,

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

The Rancho Cordova Center was opened in fall 2000, using rented storefront facilities for 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. In 2008, District voters approved a second bond measure (Measure M) authorizing the issuance of \$475 million in general obligation bonds to fund additional facilities construction. The passage of these two bonds has helped fund new facilities construction at FLC over the past ten years, with the following buildings being completed:

- FLC-main
  - FL2-Cypress Hall 2005
  - FL3-Buckeye Hall 2005
  - FL1-Aspen Hall expansion 2005
  - Falcon’s Roost (bookstore/cafeteria) 2006
  - Campus Services 2006
  - College Administration 2006
  - FL4-Dogwood Hall 2007
  - FL5-Lilac Hall 2007
  - Physical Education 2009
  - Falcon’s Roost expansion 2010
  - Harris Center for the Arts 2011
  - Athletics Complex Phase I 2013
  - Athletics Complex Phase II 2014
  - Gymnasium 2015
- El Dorado Center
  - Building C 2006
  - EDC Student Services expansion 2015
- Rancho Cordova Center
  - Building A 2015

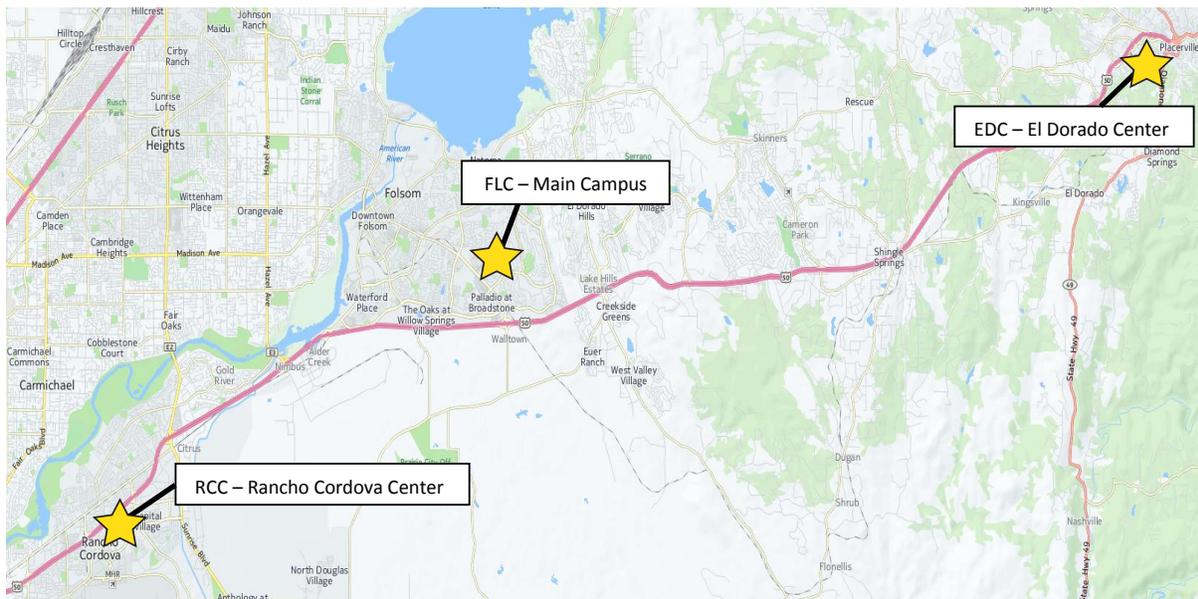
Future construction projects include a new career technical/sciences building and student services expansion, both at FLC-main, pending passage of the next state education bond. Partial funding has already been secured through Measure M (Ref. Intro. 01).

In addition to new construction, other major developments since the 2009 Accreditation team visit include the hiring of a new College president (summer 2012), two vice presidents of instruction (fall 2011 and fall 2014), and a vice president of student services (spring 2013).

## Demographic and Student Achievement Information

### Population and Service Area Characteristics

Folsom Lake College (FLC) currently serves more than 8,000 students across its three sites. Its service area extends along the Highway 50 corridor as far as Rancho Cordova to the west and well beyond Placerville to the east. FLC’s service area also extends northwest to the service boundary with American River College, northeast to the service boundary with Sierra College and Lake Tahoe Community College, and south to the service boundary with Sacramento City College. Within the Los Rios Community College District, FLC has the largest and most geographically diverse service area (see map below).



The demographic and socioeconomic features of the communities surrounding each of FLC’s three sites are sufficiently different that FLC refers specifically in its strategic plan and other documents to the “communities” it serves. The main campus (FLC-main) serves primarily residents of Folsom and El Dorado Hills. The El Dorado Center (EDC) serves primarily residents of Placerville and the surrounding areas. The Rancho Cordova Center (RCC) serves primarily residents of Rancho Cordova. Tables A and B contrast the different communities served and show comparisons to statewide averages.

Folsom and El Dorado Hills are affluent communities with median household incomes well above the state average. Placerville is a small, rural community with high levels of poverty and unemployment. Rancho Cordova is adjacent to Sacramento and reflects a more urban population, with over 25% of residents foreign born.

Table A: Demographic Differences of the Primary Communities Served

	<b>Total Population (N)</b>	<b>Female (%)</b>	<b>Median Age (Years)</b>	<b>White/Not Hispanic (%)</b>	<b>African American (%)</b>	<b>Hispanic (%)</b>	<b>Foreign Born (%)</b>	<b>Veterans (%)</b>
<b>Folsom</b>	72,203	46.7%	37.7	64.0%	6.0%	12.3%	15.2%	8.7%
<b>El Dorado Hills</b>	42,108	50.6%	40.6	80.5%	2.3%	8.10%	12.6%	9.7%
<b>Placerville</b>	10,389	52.5%	40.4	70.5%	0.4%	21.7%	9.5%	9.5%
<b>Rancho Cordova</b>	64,776	51.1%	33.8	53.1%	10.6%	19.6%	25.2%	10.4%
<b>State of CA</b>	37,253,956	50.3%	35.4	40.0%	6.0%	39.5%	27.3%	6.7%

Table B: Socioeconomic Differences of the Primary Communities Served

	<b>Median Household Income</b>	<b>Median House Price</b>	<b>Average Household Size</b>	<b>Below poverty level (%)</b>	<b>% High School Graduate (or higher)</b>	<b>% with Bachelors (or higher)</b>	<b>% with no health insurance coverage</b>	<b>Unemployment Rate</b>
<b>Folsom</b>	\$98,000	\$398,000	2.63	4.6%	92.5%	44.7%	6.5%	3.0%
<b>El Dorado Hills</b>	\$119,000	\$480,000	2.93	3.8%	97.6%	52.4%	4.9%	3.9%
<b>Placerville</b>	\$44,096	\$238,500	2.37	18.4%	88.6%	10.3%	12.1%	9.9%
<b>Rancho Cordova</b>	\$52,152	\$191,300	2.75	17.8%	87.7%	25.4%	15.8%	7.8%

Since the last report, there have been moderate increases in population size within most of the primary communities served. Folsom increased 7%, Placerville increased 5%, and Rancho Cordova increased 6%. El Dorado Hills was projected to increase by 53%, but it in fact more than doubled in size with a 109% increase.

Growth projections, reported in December 2014 by the California State Department of Finance, forecast moderate short and long-term growth within FLC’s service communities of Sacramento County (Folsom and Rancho Cordova) and El Dorado County (El Dorado Hills and Placerville areas) and overall for the State of California (see Table C).

Table C: Population Projections

	<b>Department of Finance’s Growth Projections</b>						
	<i>Projected Counts</i>				<i>Projected Percent Change</i>		
	<b>2010</b>	<b>2015</b>	<b>2020</b>	<b>2025</b>	<b>2010-2015</b>	<b>2010-2020</b>	<b>2010-2025</b>
<b>Sacramento County</b>	1,421,236	1,475,381	1,554,022	1,639,613	3.8%	9.3%	15.3%
<b>El Dorado County</b>	181,567	184,833	190,850	196,950	1.8%	5.1%	8.5%
<b>State of California</b>	37,253,956	38,896,969	40,619,346	42,373,301	4.4%	9.0%	13.7%

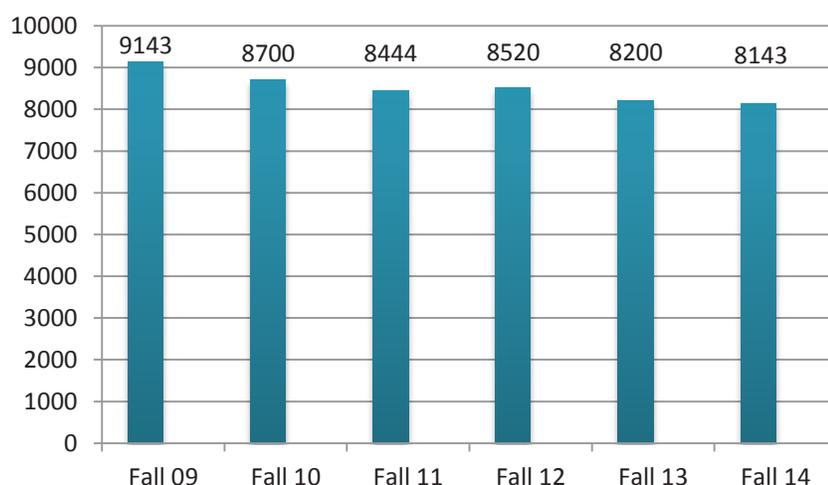
Along with the growth in the overall population, there has been continued growth in the proportion of under-represented and socioeconomically disadvantaged groups within the service area. The California Department of Education’s Dataquest database reflects ongoing growth in numbers of “English learners” (previously referred to as limited English proficient) within FLC’s two primary feeder school districts: Folsom-Cordova Unified School District (FCUSD) and El Dorado Unified School District (EDUSD). From 2009 to 2013, the number of English learners enrolled within the FCUSD increased 11% while those at EDUSD increased 14%. Dataquest reports also show that the number of students in these two school districts qualifying for the Free and Reduced Price Lunch Program has continued to rise. For example, at Cordova High School, the proportion of students eligible for free or reduced priced lunches has increased steadily from 59% in 2009 to 70% in 2013.

These data reflect that FLC serves broadly diverse and disparate communities that are continuing to grow. College planning committees are closely monitoring changes in the demographic makeup of FLC’s primary communities served and key socioeconomic indicators. Active and responsive planning, flexible outreach and marketing, and on-going assessment help to ensure that appropriate services and support are in place for FLC’s changing student population.

**Student Enrollment Data**

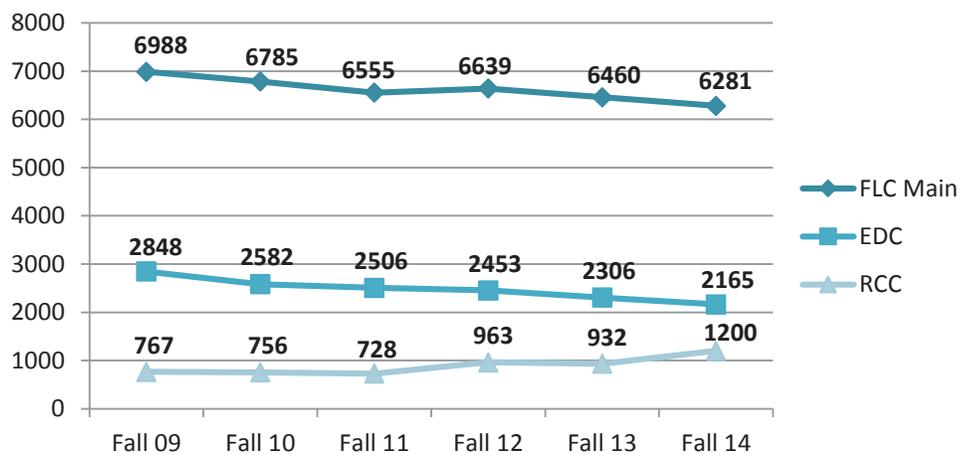
Since 2009, FLC has experienced a decline in enrollment that is generally attributed to the floundering economy and co-occurring cuts in course offerings. Enrollment has continued to decline slowly since 2009 (see Chart 1). While the fall 2014 enrollment is below FLC’s peak enrollment of 2009, the fall 2014 enrollment still reflects a 31% increase since FLC’s initial Accreditation in 2004.

Chart 1: Overall Student Headcount



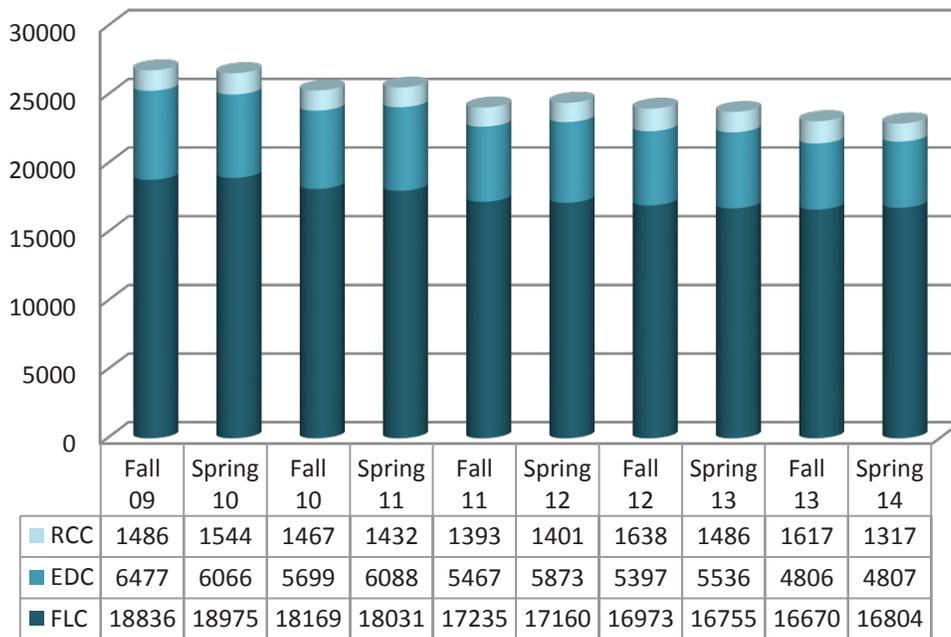
Enrollment varies greatly between campus sites. In the fall of 2009, 66% of students were enrolled in courses at FLC-main, 27% at EDC and 7% at RCC (with approximately 16% of students taking courses at more than one campus). Enrollments have shifted moderately by site (see Chart 2). As of fall 2014, 65% of students were enrolled in courses at FLC-main, 22% at EDC, and 12% at RCC (with approximately 19% of students taking courses at more than one campus). Enrollments at EDC are projected to remain stable or to decline slightly, due to limited growth projections for that area and changes in College policies and practices related to recent repeatability limitations imposed by the Board of Governors that have adversely impacted lifelong learners, previously a significant portion of the student body at EDC. Enrollments at RCC are projected to increase by approximately 50% by 2015-16 due to the opening of a new facility to replace the previous rented site, boosted and diversified course offerings, and an increased number of distance education/online course options for students.

Chart 2: Student Headcount by Site



Overall, the number of classes students are taking each semester has decreased (see Chart 3). In 2009, FLC-main had 18,836 class enrollments, averaging 2.70 classes per students. In 2013, the FLC-main average number of classes per student was 2.58. In 2009, EDC had 6,477 class enrollments, averaging 2.27 classes per student. In 2013, the EDC average number of classes per student was 2.08. In 2009, RCC had 1,486 class enrollments, averaging 1.94 classes per student. In 2013, the RCC average number of classes per student was 1.73.

Chart 3: Class Enrollment by Site



The majority of FLC’s enrollment growth has come from increased numbers of students making the transition from local high schools, indicating that local students are increasingly choosing FLC as their school of choice. Table D reports the number of first time new students from the six largest feeder schools.

Table D: Enrollment of Recent High School Graduates by High School

	Fall 09	Fall 10	Fall 11	Fall 12	Fall 13	Fall 14
<b>Cordova HS</b>	71	88	68	55	75	95
<b>El Dorado HS</b>	87	84	73	93	71	85
<b>Folsom HS</b>	250	157	136	128	112	116
<b>Oak Ridge HS</b>	184	125	140	123	138	137
<b>Ponderosa HS</b>	165	130	117	134	130	101
<b>Union Mine HS</b>	94	66	54	56	40	70

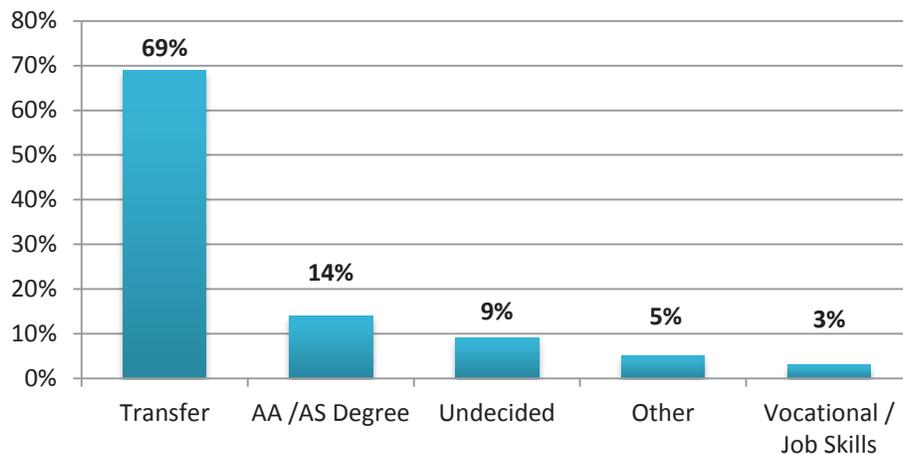
The academic course loads that students are carrying has changed significantly. In 2008, 32% of students were full time (12 or more units), 30% were part time (6 to 11.9 units), and 38% were enrolled in less than 6 units. By the fall of 2014, 34% of students were full time, 40% part-time, and only 26% were carrying less than 6 credits. The time when students are taking classes has also changed moderately. In 2008, 40% of students were taking only day classes, 29% were taking both day and evening classes, and 31% were taking only evening classes.

In fall of 2014, 45% of students were taking only day classes, 32% were taking both day and evening classes, and 23% were taking only evening classes.

The vast majority of courses taught at FLC are presented in the traditional face-to-face modality, but FLC is making a strategic move to develop and to offer more distance education options. In the spring of 2014, 59 courses were offered in online or hybrid formats, and five were offered via iTV. Faculty members have developed a total of 224 unique courses approved for online delivery, and FLC anticipates a significant increase in online offerings in the future. FLC is preparing to provide professional development opportunities for faculty members teaching online modalities and to provide additional tutoring support to online learners.

Upon admission, students identify their educational goals. Although these goals are typically not a good predictor of actual student attainment, they do provide insight into the student's intent. At FLC, the proportion of fall 2014 students identifying transfer with or without first receiving an A.A. Degree is 69%, up from 54% in fall 2009. 14% of students indicated a goal of A.A. or A.S. Degree without transfer or a vocational certificate. 3% of students are interested in developing vocational or job skills, and 14% are undecided or have other educational objectives.

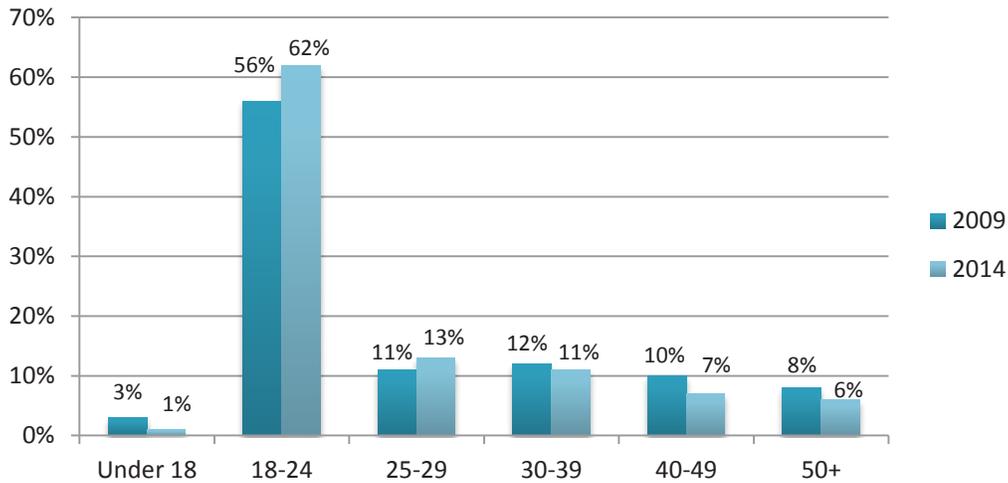
Chart 4: Student Educational Goals



### Student Demographics

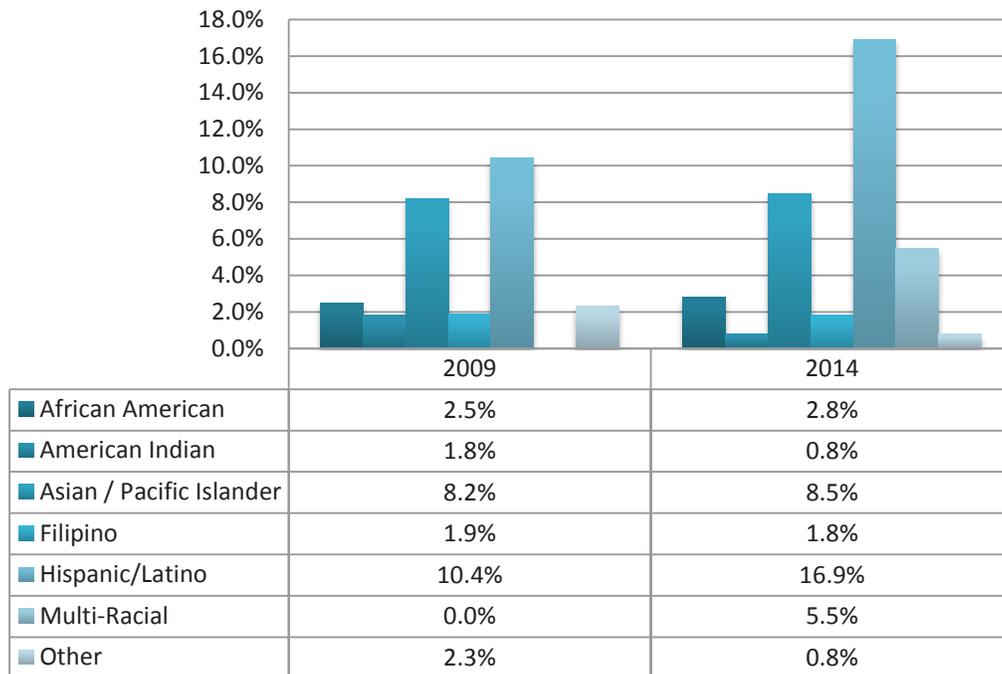
The demographic features of the student population has some significant changes. In 2009, 60% of the student population identified as female and 40% as male. By 2014, this gender gap has decreased slightly, with a gender split of 58% female and 42% male. The age of the student population has also shifted slightly (see Chart 5). In 2009, 59% of the student population was between the ages of 18-24, and 41% of the population was 25 years of age or older. In 2014, the majority of students are ages 18-24 (64%), and only 36% of students are 25 or older.

Chart 5: Student Age



The racial/ethnic background of the student population has changed moderately (see Chart 6). The percent of Hispanic/Latino students has risen steadily over the past six years, reflecting a 63% increase although some of this growth is understood to be artificial, resulting from changes in federally mandated reporting requirements and the development of a new “multi-race” category in 2010. The overall population of non-white students has increased significantly, from 27% in 2009 to 37% in 2014.

Chart 6: Student Race/Ethnicity Non-White Population



A number of additional student demographics variables are widely acknowledged to be reliable predictors of college success: first generation status, income level, Board of Governor’s (BOG) tuition waiver status, proficiency in English, and hours of employment (see Table E). First generation status is defined as a student who is the first in his/her immediate family to attend college (neither parent and/or primary caregiver has attended some college or more); this indicator has dropped by 7% in the past year. The percentage of students who come from households that are low income, defined as an annual household income below \$30,000, shows a significant and steady increase. The percentage of students who receive the BOG tuition waiver, a program for low income students, shows a corresponding increase. The percentage of students whose primary language is something other than English is slowly declining. The percentage of students who are employed 40 or more hours per week has decreased moderately.

Table E: Additional Student Demographic Variables

	Fall 09	Fall 10	Fall 11	Fall 12	Fall 13	Fall 14
<b>First Generation</b>	36%	36%	36%	37%	37%	30%
<b>Low Income (&lt;\$30,000)</b>	34%	36%	38%	39%	39%	47%
<b>Primary language not English</b>	10%	12%	11%	11%	11%	8%
<b>BOG Waiver</b>	40%	45%	49%	50%	52%	53%
<b>Employed 40+ hours per week</b>	17%	14%	13%	13%	13%	13%

### Student Preparedness for College

FLC personnel provide assessment testing to new students to place students in English, English as a Second Language (ESL) and Math classes that match their skill level so that students can be successful. An average of 72% of students assesses at the “basic skills level” and are considered “unprepared for college” in at least one area of study.

While the average percentage of students needing basic skills level courses has remained stable, the types of courses students need has significantly changed since 2009 (see Table F). In 2014, the percentage of students needing English writing had increased 13%, and the percentage of students needing English reading had increased 15%, both numbers reflecting an overall decrease in English preparedness. In 2013 (2014 data not yet available), the percentage of students needing ESL writing had increased 16%, though the percentage of students needing ESL reading and listening decreased 4%. The percentage of students who need basic math skills has moderately decreased although the overall average remains high at 80%.

Table F: Percentage of Course Placements in Basic Skills Courses

	Fall 09	Fall 10	Fall 11	Fall 12	Fall 13	Fall 14	Change
<b>English Writing</b>	60.4%	59.8%	64.0%	71.9%	71.2%	73.0%	+12.6%
<b>English Reading</b>	24.5%	23.7%	24.5%	31.4%	30.4%	40.1%	+15.6%
<b>ESL Writing</b>	77.8%	68.4%	94.7%	91.6%	94.2%	N/A	+16.4%
<b>ESL Reading</b>	77.8%	68.4%	72.3%	70.1%	73.6%	N/A	-4.2%
<b>ESL Listening</b>	77.8%	68.4%	76.6%	72.9%	74.4%	N/A	-4.2%
<b>Math</b>	87.3%	85.9%	82.0%	86.7%	84.8%	79.6%	-7.7%

The student population identified as unprepared for college shows some demographic differences. Basic skills enrollees are disproportionately female (65%), Hispanic (22%), and 25 years of age or older (45%). Basic skills students are also disproportionately distributed across the three campus sites: FLC-main (22%), EDC (25%) and RCC (36%).

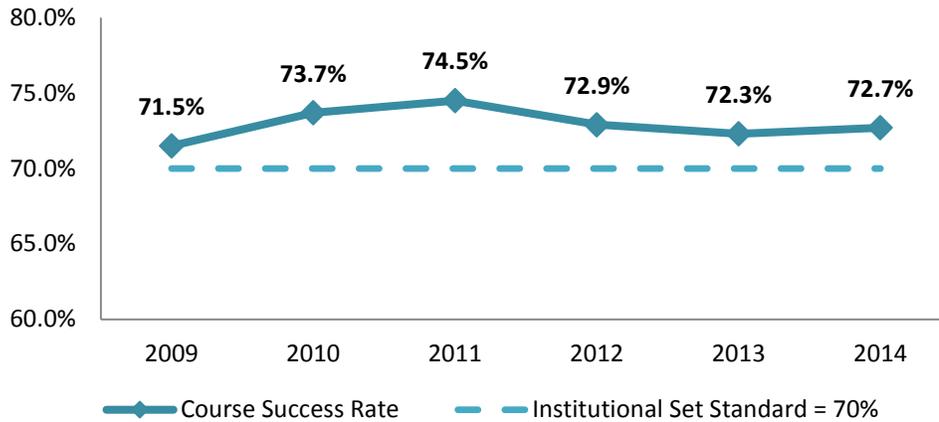
Students who are unprepared for college are significantly less likely to complete a degree and/or certificate and/or to transfer. The Student Success Scorecard data for the most recent cohort (2008-2014) reported a completion rate for unprepared students at 37%, compared to college prepared students at 66%. FLC is continuing to develop student success initiatives aimed at further supporting unprepared students. College leaders are also working with administrators and teachers from our local feeder high schools to discuss potential interventions to improve college preparedness.

**Student Performance**

Course Success Rate

One of FLC’s key performance indicators, course success rate, reflects the proportion of passing grades awarded (A, B, C, or Credit.) This rate has increased fairly consistently since FLC was first accredited in 2004, moving from 69% to the current rate of 73%. There is no substantive difference in success rates by campus site. In spring 2014, the Academic Senate approved an institutionally-set standard of 70% for course success rate, indicated in the chart below. (The standard is identified longitudinally across the date range although the standard was not adopted until 2013.)

Chart 7: Course Success Rate



For some sub-groups of students, success rates reveal a disproportionate impact. Students who are first time freshman are more likely to have higher success rates (76%). Students who are taking basic skills courses are more likely to have lower success rates (69%). Students taking basic math skills courses have the lowest success rate of the basic skills courses (61%). A gender gap exists, with female students having an average success rate much higher than male students (74% vs. 70%). A great deal of variability in success rate by race/ethnicity also exists (see Table G). The relatively small sample size of many of the racial/ethnic groups makes difficult the determination of whether differences in success rates are substantively and statistically significant, or whether they might simply be an artifact of random error. Fall 2014 shows a 20% gap in success rates, with those identifying as Filipino having the highest success rate (79%) and those identifying as African American having the lowest success rate (58%).

Table G: Course Success Rates by Ethnicity

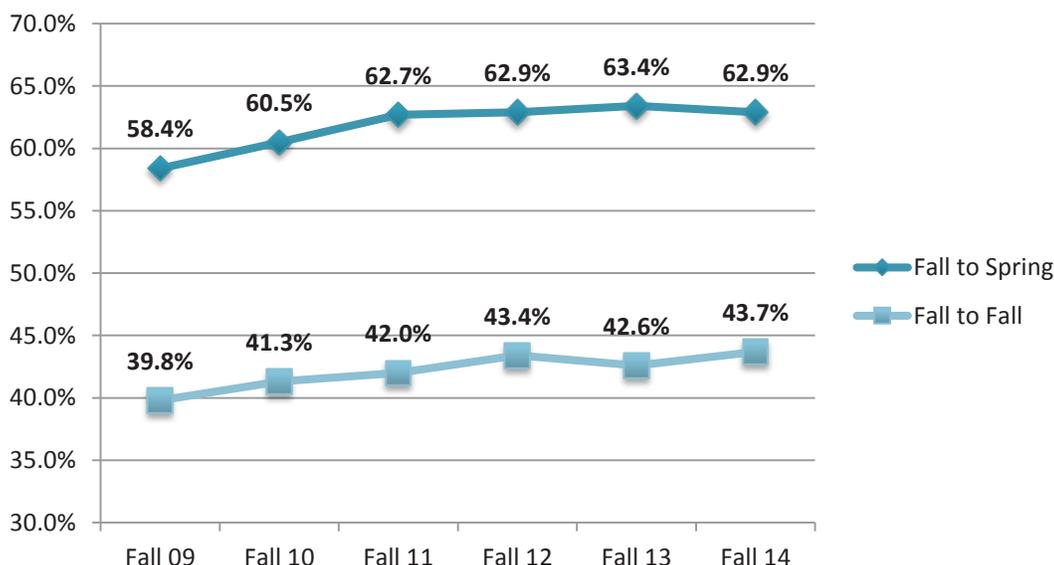
	Fall 09	Fall 10	Fall 11	Fall 12	Fall 13	Fall 14
<b>African American</b>	53.3%	55.8%	49.0%	52.0%	59.5%	57.8%
<b>American Indian</b>	64.1%	66.3%	73.9%	69.5%	62.1%	64.8%
<b>Asian / Pacific Islander</b>	76.2%	80.2%	78.3%	77.4%	74.6%	77.3%
<b>Filipino</b>	70.4%	76.4%	76.6%	70.7%	79.1%	78.7%
<b>Hispanic/Latino</b>	64.3%	67.4%	69.0%	69.2%	68.9%	68.6%
<b>Multi-Race</b>	*	73.9%	71.8%	71.0%	67.3%	71.9%
<b>Other Non-White</b>	66.3%	69.7%	73.6%	74.5%	71.7%	75.9%
<b>White</b>	73.2%	75.4%	75.9%	74.8%	73.7%	73.8%

Persistence

Another one of FLC’s key performance indicators is persistence: the extent to which students return and re-enroll in the subsequent semester (fall to spring; F-S) or the subsequent year (fall to fall; F-F). Persistence rates provide a sense of how well FLC’s course offerings, services, and facilities are meeting students’ needs.

Persistence rates have continued to rise gradually (see Chart 8). Fall to spring persistence rates have progressed from 58% in 2009 to 63% in 2014. Similarly, fall to fall persistence rates have progressed from 40% in 2009 to 44% in 2014.

Chart 8: Persistence Rates



For some sub-groups of students, persistence rates show a disproportionate impact. Students who are first time freshman are more likely to persist from F-S (79%) and F-F (64%). Students who are taking basic skills courses are less likely to persist from F-S (41.7%) and F-F (22%). Students who are ages 18-24 are much more likely to persist from F-S (71 %) and F-F (50%). Similar to course success rates, persistence rates by race/ethnicity show a great deal of variability although the differences are similar between F-S and F-F rates. F-F persistence rates for 2013-14 (see Table H) show a 18 point gap in persistence rates, with those identifying as Filipino having the highest persistence rate (47%) and those identifying as African American having the lowest persistence rate (29 %).

Table H: Fall to Fall Persistence Rates by Ethnicity

	F08-F09	F09-F10	F10-F11	F11-F12	F12-F13	F13-14
<b>African American</b>	31.5%	25.2%	31.3%	28.2%	29.3%	29.0%
<b>American Indian</b>	28.0%	47.2%	48.6%	46.7%	53.8%	47.1%
<b>Asian / Pacific Islander</b>	31.9%	34.6%	34.3%	38.2%	37.5%	36.7%
<b>Filipino</b>	38.1%	37.0%	36.1%	43.5%	41.6%	48.9%
<b>Hispanic/Latino</b>	37.8%	41.3%	44.1%	43.1%	42.3%	47.0%
<b>Multi-Race</b>	*	44.5%	44.1%	40.9%	40.2%	44.7%
<b>Other Non-White</b>	42.6%	39.4%	43.1%	39.9%	37.7%	38.5%
<b>White</b>	41.8%	42.5%	42.8%	44.5%	44.5%	44.5%

Degrees and Certificates

The annual number of degrees conferred has increased significantly over this reporting period (see Chart 9). The total number of degrees conferred in 2009 was 582; that number increased by 30% to 759 in 2014 despite declining enrollment. On average, 68% of degrees conferred were associate of art (A.A.) degrees, compared to 32% associate of science (A.S.) degrees. The types of degrees conferred shows some variability (see Table I). The most common degrees conferred were in General Education and Interdisciplinary Studies. The number of degrees earned in Career Technical and Math & Natural Sciences disciplines has steadily increased.

Chart 9: Annual Number of Degrees Conferred

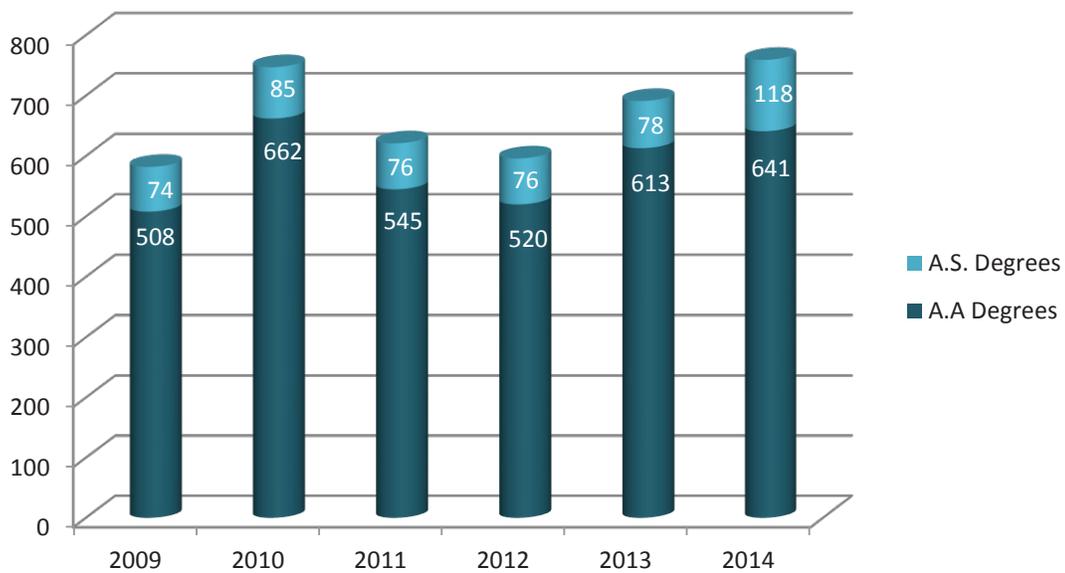


Table I: Degrees Conferred by Discipline

	2009	2010	2011	2012	2013	2014
Arts, Visual & Performing	1	4	4	3	2	5
Behavioral & Social Sciences	131	127	76	62	54	62
Business	40	44	36	63	60	58
Career Technical	9	19	33	25	39	60
CIS/MIS/Programming	1	2	3	3	6	6
GE, GE Transfer, Lib. & Interdis. Studies	327	468	397	370	464	484
Math & Natural Sciences	73	81	70	70	67	84

For some sub-groups of students, degree award rates reflect a disproportionate impact. Students who are ages 18-24 are much more likely to be awarded a degree (62%), compared to 25-29 year old students (14%) and to 30-39 year old students (13%). Students who identify as having a physical or learning disability have a degree award rate of 9%. Of those awarded a degree in 2014, 68% were female and 32% were male. Degrees awarded by race/ethnicity have fluctuated over the reporting period (see Table J). African American students are now less likely to earn a degree (2% to 1%) as are White students (78% to 69%). Hispanic/Latino students are now much more likely to receive a degree (9% to 12%). Based on overall figures for race/ethnicity of the student population to degrees conferred in 2014 (see Table K), African American and Hispanic students are less likely to earn a degree, and White students are more likely to earn a degree.

Table J: Degrees Awarded by Race/Ethnicity

	2009	2010	2011	2012	2013	2014
<b>African American</b>	2.1%	1.0%	0.7%	0.4%	1.0%	0.9%
<b>American Indian</b>	2.6%	1.3%	0.7%	1.3%	0.7%	0.5%
<b>Asian / Pacific Islander/ Filipino</b>	5.4%	6.9%	8.3%	7.6%	3.8%	10.8%
<b>Hispanic/Latino</b>	9.4%	10.2%	10.7%	12.0%	14.7%	11.6%
<b>Multi-Race</b>	*	3.9%	5.1%	4.5%	6.3%	4.1%
<b>Other Non-White</b>	2.1%	1.7%	3.1%	1.5%	0.9%	0.8%
<b>White</b>	78.4%	75.0%	71.4%	72.7%	72.4%	69.1%

Table K: Comparison of Race/Ethnicity by Degrees Awarded

	% Entire Student Population in 2014	% Awarded Degrees in 2014
<b>African American</b>	2.8%	0.9%
<b>American Indian</b>	0.8%	0.5%
<b>Asian / Pacific Islander/ Filipino</b>	10.3%	10.8%
<b>Hispanic/Latino</b>	16.9%	11.6%
<b>Multi-Race</b>	5.5%	4.1%
<b>Other Non-White</b>	0.8%	0.8%
<b>White</b>	62.9%	69.1%

The number of certificates conferred has increased significantly over this reporting period (see Chart 10). The total number of certificates conferred in 2009 was 163; that number increased by 84% to 300 in 2014. In 2014, 39% of certificates awarded were for programs <18 units, 13% were 18-29 units, and 49% were 30-59 units. The types of certificates conferred shows some variability (see Table J). Certificates in the CIS/MIS/Programming have decreased while certificates in Behavioral & Social Sciences and General Education have increased.

Chart 10: Annual Number of Certificates Conferred

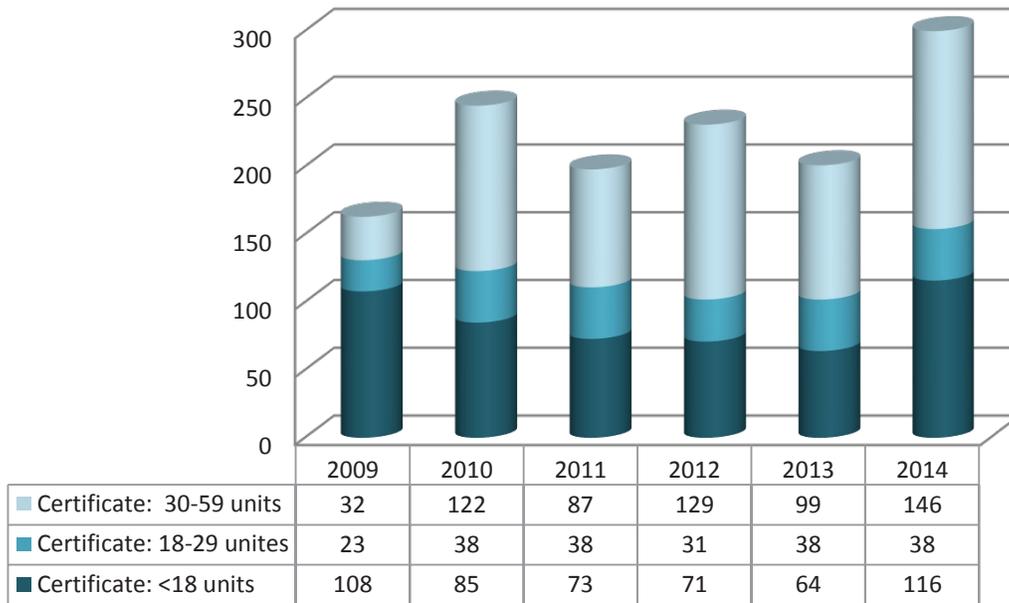


Table L: Certificates Conferred by Discipline

	2009	2010	2011	2012	2013	2014
<b>Behavioral &amp; Social Sciences</b>	109	73	75	72	60	105
<b>Business</b>	19	36	18	20	19	45
<b>Career Technical</b>	0	5	8	11	16	11
<b>CIS/MIS/Programming</b>	11	8	16	10	13	2
<b>GE, GE Transfer, Lib. &amp; Interdisc. Studies</b>	24	123	72	118	93	137

For some sub-groups of students, certificate award rates reflect a disproportionate impact. Of those awarded a certificate, 73% were female and 26% were male. This gender gap is due in large part to high number of certificates awarded in early childhood education, a profession dominated by women. Students who identify as having a physical or learning disability have a certificate award rate of only 3%; this population is much less likely to earn a certificate than a degree and markedly less likely than non-disabled students to be awarded either a degree or certificate. The disparity in certificates awarded by race/ethnicity is similar to that noted for degrees awarded.

Retention Rates

Retention rates relate to the percentage of students who stay enrolled in a course throughout the semester (i.e., do not withdraw from the class). Since the last Accreditation report, retention rates have remained relatively stable at an average 86%. Retention rates by education site or gender show no substantive difference. Retention rates by race/ethnicity show some disparity, with a ten point difference between the group with the highest retention rate, students who identify as Hispanic/Latino (88%), and the group with the lowest retention rate, those who identify as African American (78%) (see Table M).

Table M: Retention Rates by Race/Ethnicity

	Fall 09	Fall 10	Fall 11	Fall 12	Fall 13	Fall 14
<b>African American</b>	80.7%	81.0%	76.3%	75.9%	76.6%	78.3%
<b>American Indian</b>	83.3%	83.7%	85.3%	85.3%	87.0%	81.8%
<b>Asian / Pacific Islander/ Filipino</b>	88.0%	90.2%	87.6%	88.3%	85.8%	86.8%
<b>Hispanic/Latino</b>	87.0%	86.0%	88.9%	86.1%	91.4%	88.3%
<b>Multi-Race</b>	87.1%	87.3%	86.9%	85.8%	85.1%	84.9%
<b>Other Non-White</b>	82.1%	85.1%	86.2%	83.9%	82.3%	84.9%
<b>White</b>	85.8%	88.8%	88.0%	87.6%	81.0%	84.1%

Transfer

A number of measures are used to evaluate transfer effectiveness: transfer ready counts, transfer velocity rates, and completion rate (see Table N).

Table N: Transfer Effectiveness Measures

	Fall 09	Fall 10	Fall 11	Fall 12	Fall 13	Fall 14
<b>Transfer Ready (N)</b>	459	522	618	655	678	652
<b>Transfer Velocity Rate</b>	<i>n/a</i>	35.5%	33.8%	35.3%	32.3%	27.3%
<b>Completion Rate ( prepared)</b>	<i>n/a</i>	66.4%	69.8%	71.2%	66.8%	66.0%
<b>Completion Rate (unprepared)</b>	<i>n/a</i>	37.3%	40.5%	38.7%	41.4%	37.4%

Transfer ready counts report the total number of students that FLC is preparing to transfer, irrespective of whether they actually transfer. The number of students considered transfer ready has steadily increased over the reporting period, increasing by 42% from 2009 to 2014. Transfer velocity rates show the proportion of a selected cohort (those demonstrating transfer intent; minimum of 6 units) that within five years actually do transfer. Transfer velocity rates have shown a moderate decline over the reporting period. Completion rates reflect the proportion of first time students (taking a minimum of 6 units) who ultimately earn an AA/AS, reach transferred prepared status, or actually transfer, with break outs for students identified as “college prepared” and “unprepared for college” (defined in Basic Skills Section). Students who are unprepared for college are significantly less likely to transfer than college prepared students (37% vs. 66%).

Table O: Total Transfers by Location

<i>Number of Transfers</i>	Fall 09	Fall 10	Fall 11	Fall 12	Fall 13	Fall 14
<b>Total Transfers (all known sources)</b>	352	329	417	455	376	469
<b>Transfers to U.C. schools</b>	68	62	92	92	91	80
<b>Transfers to C.S.U. schools</b>	247	229	290	325	254	384
<b>Transfers to ISP &amp; OOS 4 year</b>	37	38	35	38	31	5

Over the past reporting period, the total number of known transfers shows some variability, with an overall increase in transfer of 33% from 2009 to 2014 (see Table O). The average number of yearly transfers over the reporting period is 400. The majority (68%) of students is transferring to schools within the California State University system (predominately CSU Sacramento and Chico). The number of students transferring to schools within the University of California system (predominately UC Davis and Berkeley) shows significant and steady increase, and the number of students transferring to in-state private schools or out-of-state universities shows a significant decrease.

Basic Skills Progression/Completion

The basic skills progression and completion measure reflects the proportion of students enrolled in any basic skill (remedial) courses that progressed to complete the first degree-applicable or collegiate-level course in the same discipline (see Table P). Data is collected by cohorts of first time students tracked over a six-year period. Progression/completion rates have increased across all three basic skill disciplines.

Table P: Basic Skills Progression & Completion

	2004 - 2005 Cohort	2005 -2006 Cohort	2006 -2007 Cohort	2007 -2008 Cohort	2008 -2009 Cohort
<b>English (remedial to collegiate level)</b>	37.0%	50.1%	52.0%	50.8%	51.8%
<b>ESL (remedial to collegiate level)</b>	5.0%	12.3%	7.9%	9.9%	10.1%
<b>Math (remedial to collegiate level)</b>	29.1%	33.8%	35.8%	35.6%	33.7%

**Cohort Tracking**

The District and College research offices developed a reporting system to identify and track certain groups of students based on their course-taking patterns. Once identified, these cohorts of students are tracked for five consecutive academic years. Cohort data are disaggregated by gender, ethnicity, age, first generation status, hours employed, academic goal, units completed and income level. The cohorts of students who have been identified and tracked are CTE (Career and Technical Education), Basic Skills, and Transfer Intent. Data are available for two cohort reporting periods (Ref. Intro. 02).

Table Q: CTE Cohorts

CTE Cohort (08-09)	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
<b>Number of Students</b>	1,171	480	278	183	136
<b>Avg. Course Success Rate</b>	81.0%	80.5%	80.0%	82.2%	80.1%
<b>Avg. Cumulative GPA</b>	3.13	3.13	3.12	3.23	3.18
CTE Cohort (09-10)	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
<b>Number of Students</b>	1,288	536	298	186	116
<b>Avg. Course Success Rate</b>	81.1%	81.2%	81.7%	80.8%	79.9%
<b>Avg. Cumulative GPA</b>	3.12	3.13	3.16	3.12	3.16

Table R: Basic Skills Cohorts

Basic Skills Cohort (08-09)	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
<b>Number of Students</b>	3,721	1,941	1,266	787	556
<b>Avg. Course Success Rate</b>	76.1%	77.7%	77.4%	77.7%	77.3%
<b>Avg. Cumulative GPA</b>	2.86	2.90	2.90	2.94	2.3
Basic Skills Cohort (09-10)	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
<b>Number of Students</b>	4,093	2,140	1,308	881	579
<b>Avg. Course Success Rate</b>	76.9%	78.5%	78.1%	77.3%	75.7%
<b>Avg. Cumulative GPA</b>	2.88	2.91	2.92	2.91	2.90

Table S: Transfer Intent Cohorts

Transfer Intent Cohort (08-09)	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
<b>Number of Students</b>	3,110	1,489	873	525	357
<b>Avg. Course Success Rate</b>	79.5%	79.9%	78.7%	78.4%	78.3%
<b>Avg. Cumulative GPA</b>	2.98	3.00	2.98	3.02	2.99
Transfer Intent Cohort (09-10)	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
<b>Number of Students</b>	3,493	1,683	939	611	367
<b>Avg. Course Success Rate</b>	80.2%	80.8%	80.0%	79.4%	77.3%
<b>Avg. Cumulative GPA</b>	3.00	3.00	2.99	2.98	2.97

Analysis of cohort data provides insight into differences and similarities between the cohorts and College wide data. Based on averages across cohorts and reporting periods, the CTE cohorts reported a higher average success rate at 80%, compared to the Transfer Intent cohorts at 77% and Basic Skills cohorts at 76%. The College wide success rate during this same reporting period was lower than all three cohorts at 72%. The disaggregated data show that similar trends exist in success rates between the cohorts and College wide data for age, gender, ethnicity, and income level. One interesting difference between cohort and College wide data is that first generation students in the cohorts reported higher success rates than non-first generation students.

**Institutional Set Standards**

In the spring of 2014, FLC established four institutional set standards for student achievement metrics: course success rate (70%), degree attainment (622), certificate attainment (171), and number of students who transfer (410). The standards were developed through an Academic Senate ad hoc committee, with input from the Institutional Planning Committee and the College’s research office. These standards set a benchmark of educational quality and institutional effectiveness expectations.

Although the standards were not set until 2014, six years of data for each metric are reported in Tables T1-T4 to provide historical context. Course success rates have been higher than the 70% set standard through the six-year reporting period. Degree attainment has shown some variability, reporting above the set standard of 622 for the past two years. Certificate attainment was below the set standard of 171 in 2009 but has increased with some variability since that time. A good deal of variability exists in the number of known student transfers from year to year.

Table T1: Course Success Rate



Table T2: Degree Attainment

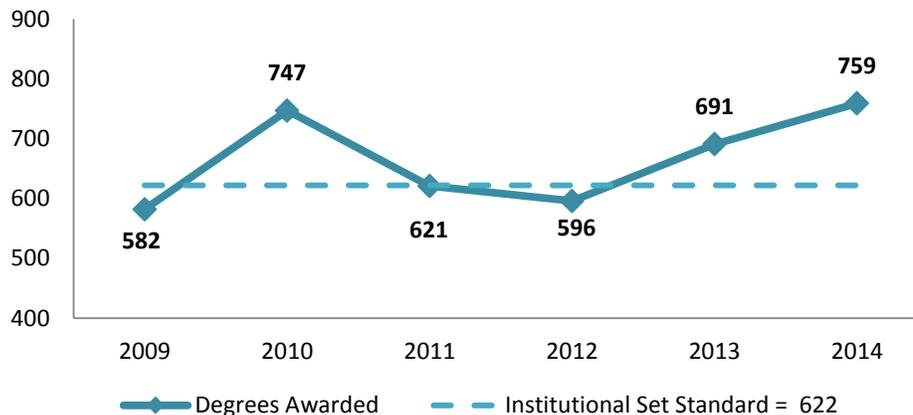


Table T3: Certificate Attainment

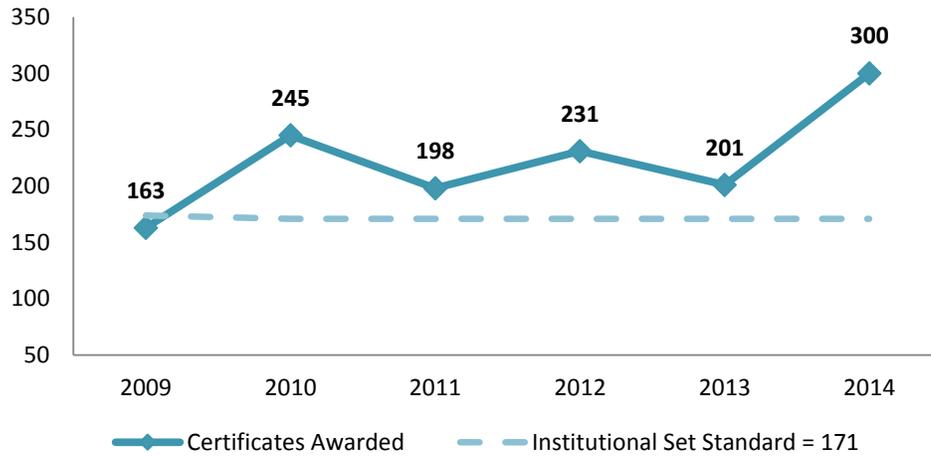


Table T4: Number of Transfers



**Employees, and Employee Diversity**

The number of administrative, faculty, and classified positions has remained relatively stable over the past reporting period (see Table U). The number of faculty will increase in 2015 with the hiring of twelve new full-time faculty positions. While the number of adjunct faculty members is larger than the number of tenured faculty members (186 vs. 100), adjunct faculty members teach only one-third of all courses offered. The full-time equivalent faculty (FTEF) ratio in the fall of 2014 was 57.56 adjunct faculty FTEF compared to 113.89 tenured faculty FTEF (33% vs. 67%).

Table U: Number of Employees by Classification

	Fall 09	Fall 10	Fall 11	Fall 12	Fall 13	Fall 14
<b>Educational Administrator</b>	9	10	10	9	9	9
<b>Faculty: Tenured/Tenure Track</b>	107	109	105	103	105	100
<b>Faculty: Adjunct</b>	179	178	167	166	153	182
<b>Classified</b>	106	111	109	106	107	111
<b>Total:</b>	401	408	391	384	374	402

Since the last reporting period, the overall gender split of employees at FLC has not changed: 56% female and 44% male. In 2014, the gender divide between faculty closely mirrors the gender divide among students (see Table V), with a moderately higher percentage of female students than female faculty members.

Table V: Gender by Students & Faculty

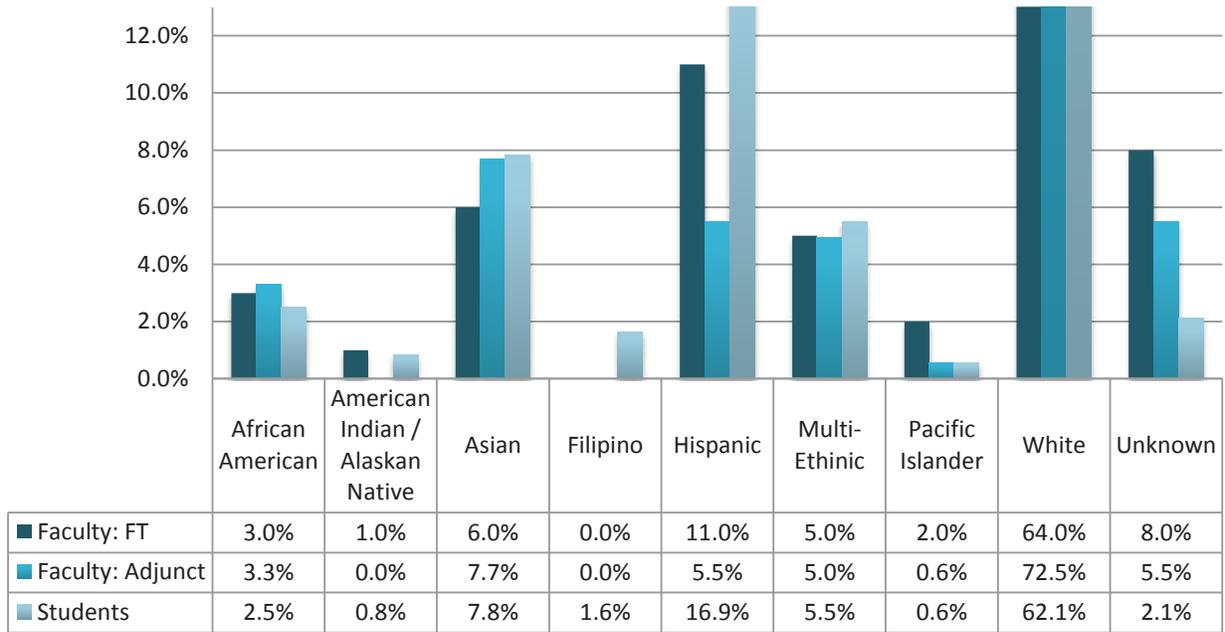
	Students	Faculty: FT	Faculty: Adjunct
<b>Female</b>	57.6%	50.0%	51.7%
<b>Male</b>	42.4%	50.0%	48.4%

FLC’s hiring processes and practices have worked to promote an employee pool that is reflective of the racial/ethnic background of our service communities and our student population (see Table W). The overall employee population is currently 67% White, a percentage mirroring the average for FLC’s communities of service. Regarding students and faculty members, the population of White faculty members mirrors the population of students (62% to 64%). The racial/ethnic background of non-white students and faculty shows some variability (see Chart 11) with students being more likely to be Filipino and Hispanic/Latino.

Table W: Number of Employees by Ethnicity

	Fall 09	Fall 10	Fall 11	Fall 12	Fall 13	Fall 14
<b>African American</b>	14	11	10	7	11	14
<b>American Indian/Alaska Native</b>	6	8	6	5	7	4
<b>Asian</b>	28	28	27	31	28	30
<b>Hispanic</b>	34	35	35	35	42	37
<b>Multi-Ethnic</b>	14	16	18	15	20	19
<b>Pacific Islander</b>	3	4	2	2	2	3
<b>White</b>	272	272	257	251	241	271
<b>Unknown</b>	30	34	36	38	23	24
<b>Total:</b>	401	408	391	384	374	402

Chart 11: Ethnicity of Students and Faculty



## **Organization of the Self Evaluation**

### Accreditation Committees

Folsom Lake College’s (FLC’s) governance structure includes the Accreditation Steering Subcommittee of the Institutional Planning Committee, FLC’s primary participatory governance planning committee. The steering committee, which meets regularly, is co-chaired by the faculty Accreditation chair and administrative Accreditation liaison officer (ALO). The Classified Senate respectfully declined the option of Accreditation tri-chairs since classified staff do not receive reassigned time and, thus, would have to complete regular work assignments in addition to fulfilling tri-chair responsibilities. Committee membership includes the College research analyst and one or more representatives from each College constituent group.

The District has a District Accreditation Coordinating Council (DACC), a subcommittee of the Chancellor’s Cabinet. DACC, which meets regularly, has faculty and administrative co-chairs. Committee membership includes the Accreditation chairs and ALOs from each of the four colleges.

### Workgroup and Review Structure

In fall 2013, FLC’s Accreditation Steering Subcommittee approved a Self Evaluation Standards workgroups structure (shown below). The structure incorporates existing participatory governance committees to review and to approve completed sections. Each section has a logical primary review committee. However, since other committees possess relevant expertise, secondary review committees were assigned to ensure a complete review of the facts.

<b>Standard I.A: Mission</b>	
Primary Review	Institutional Planning Committee
Secondary Review	None
<b>Standard I.B: Improving Institutional Effectiveness</b>	
Primary Review	Institutional Planning Committee
Secondary Review	Student Learning Outcomes Committee; Program Development and Planning Subcommittee
<b>Standard II.A: Instructional Programs</b>	
Primary Review	Curriculum Committee
Secondary Review	Student Learning Outcomes Committee; Program Development and Planning Subcommittee
<b>Standard II.B: Student Support Services</b>	
Primary Review	Matriculation Committee
Secondary Review	Multicultural/Diversity Committee; Counseling and Student Services

Standard II.C: Library and Learning Support	
Primary Review	Library and Tutoring Staff
Secondary Review	Technology Committee
Standard III.A: Human Resources	
Primary Review	Professional Development Committee
Secondary Review	Multicultural and Diversity Committee; Safety Committee
Standard III.B: Physical Resources	
Primary Review	Budget and Facilities Planning Committee
Secondary Review	Safety Committee
Standard III.C: Technical Resources	
Primary Review	Technology Committee
Secondary Review	Budget and Facilities Planning Committee
Standard III.D: Financial Resources	
Primary Review	Budget and Facilities Planning Committee
Secondary Review	None
Standard IV.A: Decision Making	
Primary Review	Academic and Classified Senates
Secondary Review	Institutional Planning Committee
Standard IV.B: Board and Administrative Organization	
Primary Review	Accreditation Steering Committee
Secondary Review	None

Appointments, Training, and Other Events

In spring 2013, after consulting with the Accreditation Steering Subcommittee co-chairs, the Academic Senate president appointed a faculty writer. Both the writer and faculty co-chair received reassigned time (1.0 and 0.6 FTE respectively) for the three semesters preceding the fall 2015 team visit.

During the latter part of fall 2013, the Academic Senate president and ALO appointed faculty and administrative co-chairs to each of the eleven workgroups. The ALO, chair, writer, and most co-chairs attended the 25 October 2013 ACCJC Self Evaluation Workshop at Delta College. Additional training occurred at the 17 December 2013 FLC Accreditation co-chairs planning meeting and the 16 May 2014 District wide Accreditation planning workshops. On 21 August 2014, the District Office held an all-day District services question and answer event that provided information on District activities as related to each of the four Standards. Accreditation representatives from Standard IV were also invited to dinner with the Board of Trustees on 10 September 2014 to gain input from board members.

### Timeline

At their October 2012 meeting (Ref. Intro. 03), the Accreditation Steering Subcommittee reviewed a draft 2015 Accreditation Self Evaluation timeline, which was approved at the November 2012 meeting (Ref. Intro. 04). Throughout 2013 and 2014, the subcommittee analyzed progress toward the 2009 Recommendations and College-identified improvement plans and established a timeline for preparation of the Self Evaluation Report. Workgroup co-chairs were assigned in fall 2013, and they completed their sections during the spring, summer, and fall 2014 semesters, with the majority of the analysis occurring in the fall after survey results became available. In fall 2014, drafts of the individual sections were posted to Google Docs as they were completed so that they could be informally reviewed by the College-at-large. When all of the parts of an entire Standard were completed, they were combined into a single draft for review by primary and secondary review committees/groups. Final drafts were then reviewed and recommended for approval by the Academic Senate, Classified Senate, Associated Students, and management team. The Board of Trustees approved the Self Evaluation Report at its 13 May 2015 meeting (Ref. Intro. 05).

### College and District Support

The College has an FLC Accreditation 2015 Self Evaluation Webpage (Ref. Intro. 06) posted on the Insider that contains FLC resource documents, Accrediting Commission for Community and Junior College publications, and previous FLC reports submitted to the Commission. In spring 2014, the District Office developed a 2015 Accreditation Resources webpage (Ref. Intro. 07) that provides reports and information relating to each Standard, including summary reports for the District's employee satisfaction survey and also the Community College Survey of Student Engagement (CCSSE) survey, both of which were administered in spring 2014.

### Accreditation Steering Subcommittee

John Alexander, Faculty, Accreditation Chair  
KC Boylan, Faculty, Los Rios College Federation of Teachers  
Jill Bradshaw, Classified Staff, Research Analyst  
Francis Fletcher, Faculty, Accreditation Writer  
Rochelle Franco, Classified Staff, Classified Senate President  
Carlos Lopez, Faculty, Academic Senate President  
Brianna Lustan, Student  
Monica Pactol, Administration, Accreditation Liaison Officer  
Rachel Rosenthal, Administration, College President  
David Williams, Administration, Dean of Research and Planning, Visual and Performing Arts

### Standard Chairs

#### **Standard I.A: Mission**

Eric Wada, Faculty, Professor of Biology  
David Williams, Administration, Dean of Research and Planning, Visual and Performing Arts

**Standard I.B: Improving Institutional Effectiveness**

Bernadette Anayah, Faculty, Professor of English as a Second Language  
David Williams, Administration, Dean of Research and Planning, Visual and Performing Arts

**Standard II.A: Instructional Programs**

Brian Robinson, Faculty, Professor of English  
Monica Pactol, Administration, Vice President of Instruction

**Standard II.B: Student Support Services**

Michelle Madden, Faculty, Counseling  
Bryon Bell, Administration, Vice President of Student Services

**Standard II.C: Library and Learning Support**

James Telles, Faculty, Librarian  
Gary Hartley, Administration, Dean of Instruction and Technology

**Standard III.A: Human Resources**

David Lagala, Faculty, Professor of Biology  
Kim Harrell, Administration, Dean of Career Technical Education, Physical Education, Athletics

**Standard III.B: Physical Resources**

Carlos Lopez, Faculty, Professor of Spanish  
Kathleen Kirklin, Administration, Vice President of Administrative Services

**Standard III.C: Technical Resources**

Zack Dowell, Faculty, Instructional Design and Development Coordinator  
Gary Hartley, Administration, Dean of Instruction and Technology

**Standard III.D: Financial Resources**

Carlos Lopez, Faculty, Professor of Spanish  
Kathleen Kirklin, Administration, Vice President of Administrative Services

**Standard IV.A: Decision Making**

Wayne Jensen, Faculty, Professor of Math  
David Williams, Administration, Dean of Research and Planning, Visual and Performing Arts

**Standard IV.B: Board and Administrative Organization**

John Alexander, Faculty, Instructional Programs Coordinator  
Dale van Dam, Administration, Dean of Instruction, EDC and RCC

## **Organizational Information**

### **Organizational Charts**

The following pages contain charts depicting the organizational structures of Folsom Lake College (FLC) and the Los Rios Community College District as of June 2015. The organizational charts reflect the formal reporting relationships among and between the various units of FLC and the District. In addition to the direct reporting relationships indicated in the charts, frequent informal communication and collaboration occurs among all FLC personnel and with personnel throughout the District.

### **Los Rios Community College District Function Map**

The Los Rios Community College District Function Map (Appendix B) undergoes District wide review every six years, with the most recent review having occurred in spring 2014. Some very minor revisions were made, and the revised map was approved by the Chancellor's Cabinet on 28 April 2014. The map accurately represents how FLC and the District delineate their functions and how the division of responsibilities facilitates FLC's institutional effectiveness.

### **Campus Sites and Centers**

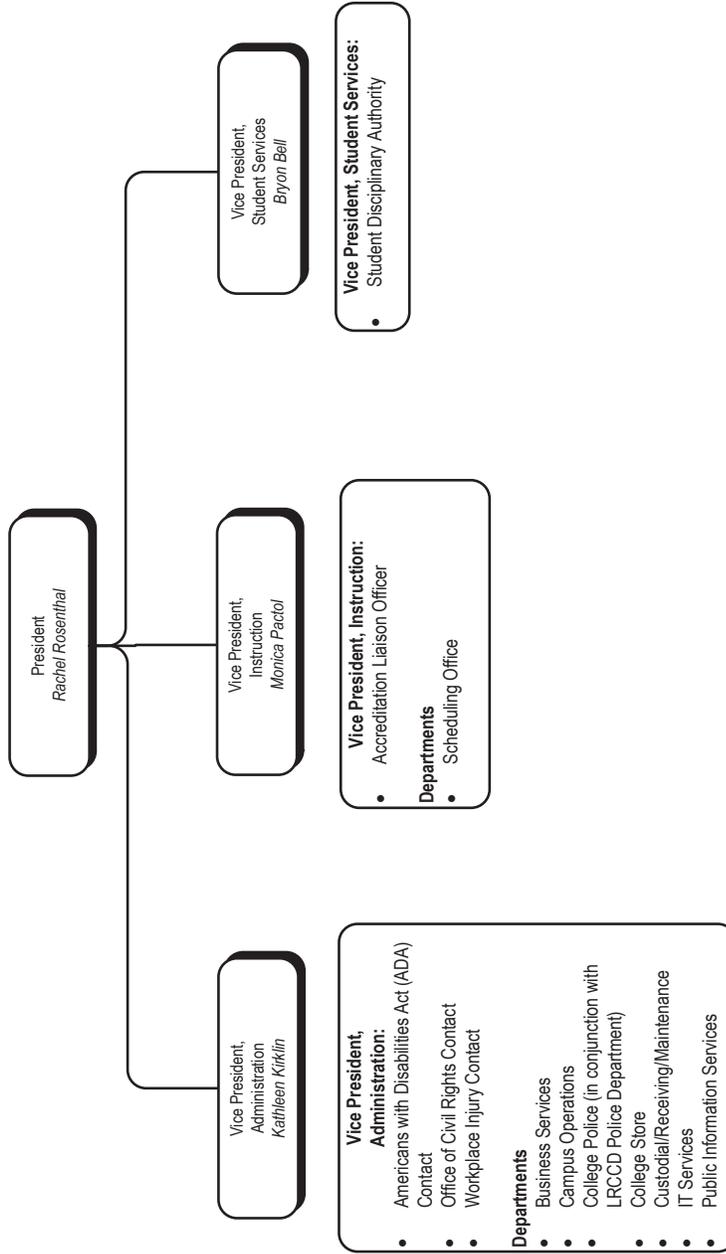
Folsom Lake College (FLC-main)  
10 College Parkway, Folsom, CA 95630-6798  
(916) 608-6500

El Dorado Center (EDC)  
6699 Campus Drive, Placerville, CA 95667-7744  
(530) 642-5644

Rancho Cordova Center (RCC)  
10378 Rockingham Drive, Sacramento, CA 95827-2505  
(916) 255-0717

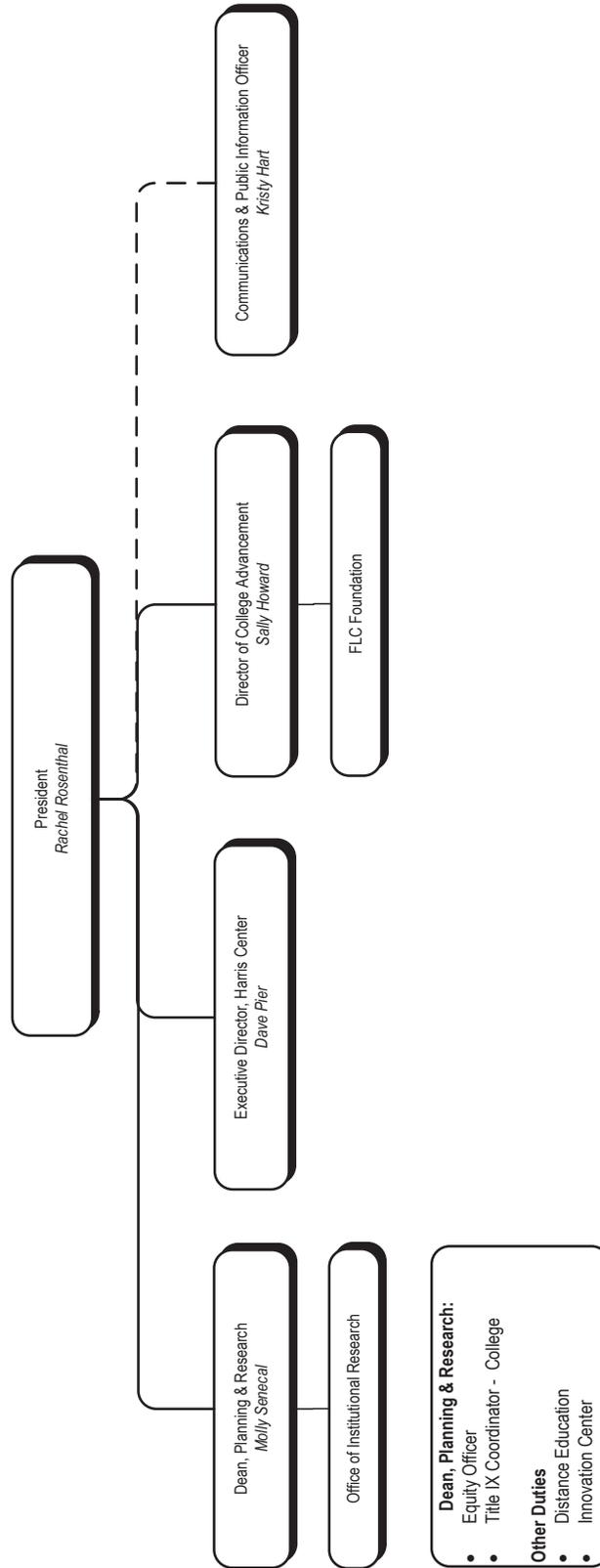


## Executive Staff

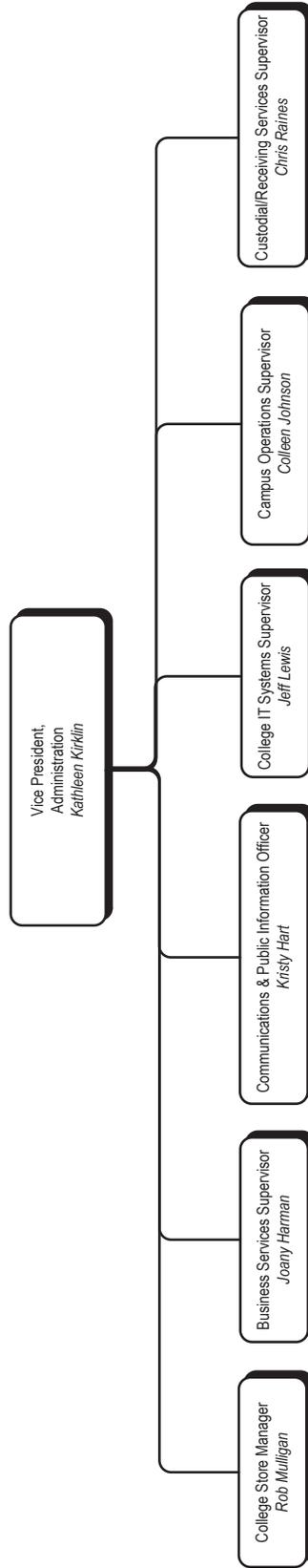




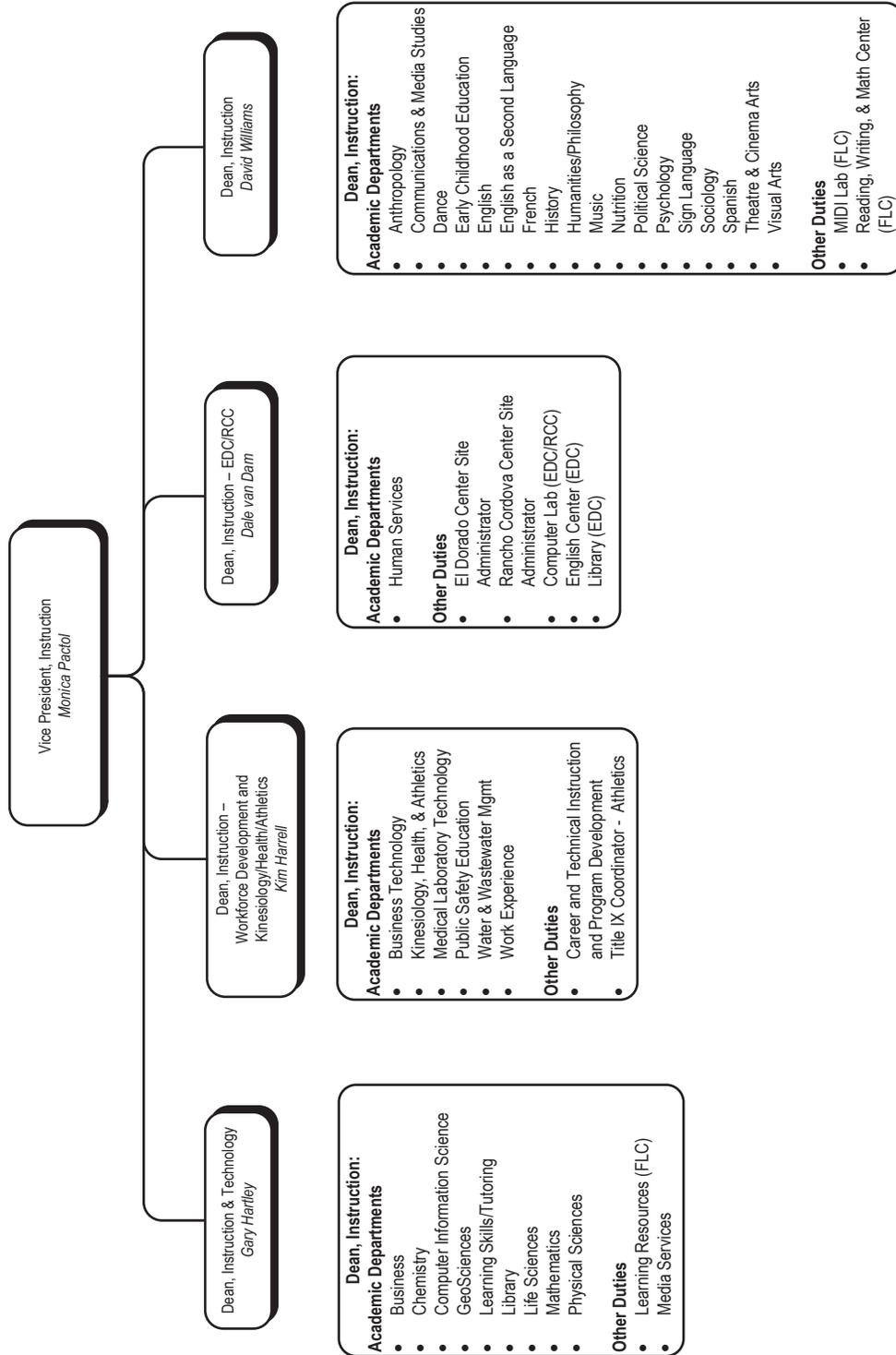
## President's Services



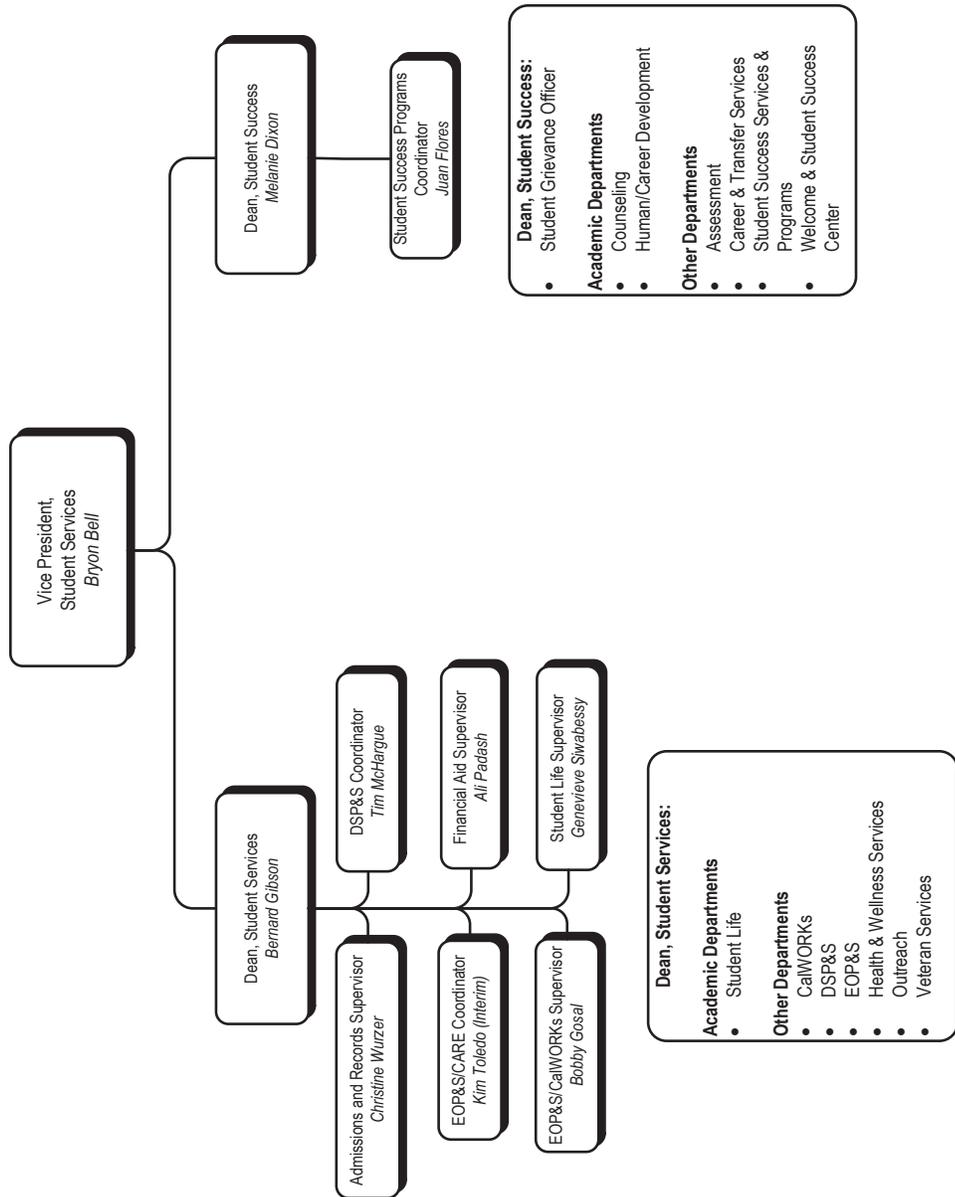
## Administrative Services



# Instructional Services



# Student Services





# Harris Center for the Arts

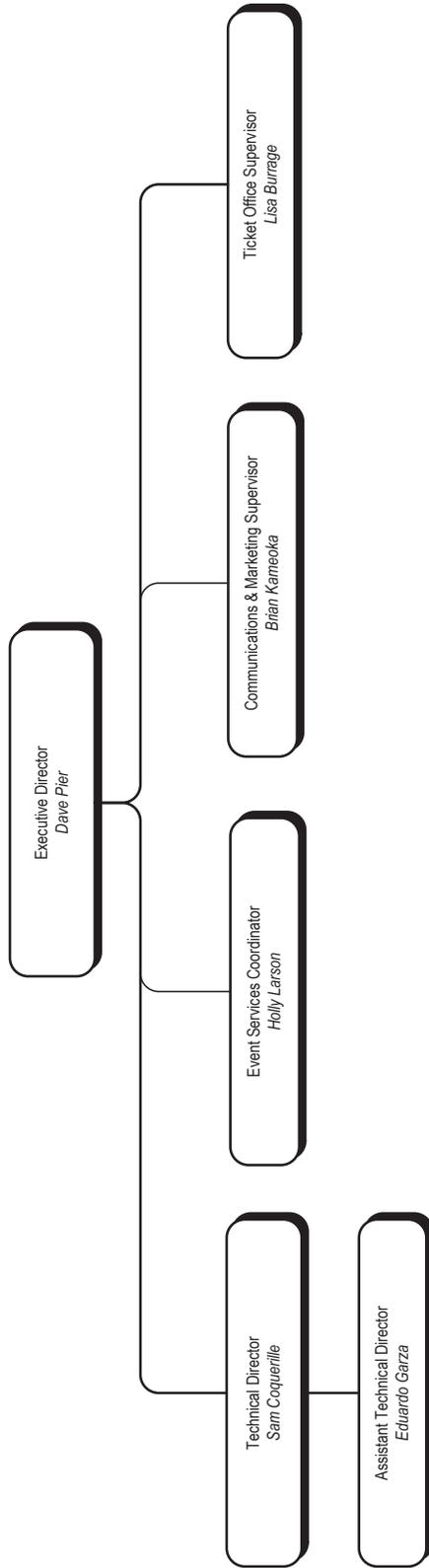
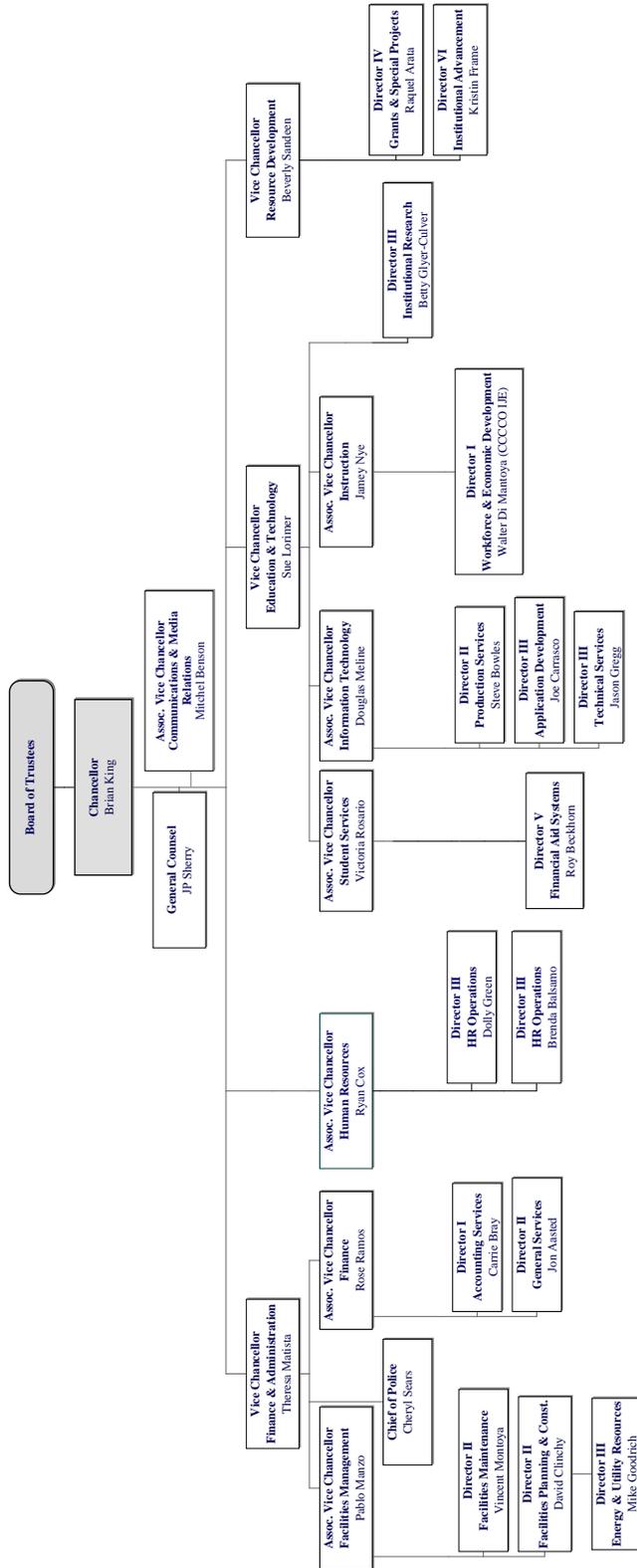




Table of Organization - District Office  
DO / Ethan Way / FM Management



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

### **1. Authority**

Folsom Lake College is a public, two-year community college accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. Folsom Lake College is authorized to operate as a degree granting institution by the State of California, the Board of Governors of the California Community Colleges, and the Board of the Los Rios Community College District.

### **2. Mission**

Folsom Lake College's educational mission is clearly defined and published in the College catalog. The educational mission is aligned with the Los Rios Community College District's mission statement and is appropriate for a degree-granting institution of higher education and the constituency the College seeks to serve. The College's mission defines the College's commitment to supporting student learning with respect to programs, support services, opportunities, and environment. The Los Rios Community College District Board of Trustees approved the College's most recent revision to its mission statement in June 2014.

### **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, elected by area and joined by a non-voting student trustee. The Board of Trustees is an independent policy-making body overseeing the District and the four colleges. Meetings are held monthly and scheduled at each of the four colleges once per year. A majority of the board members have no employment, family, or personal financial interest in the institution.

### **4. Chief Executive Officer**

Dr. Rachel Rosenthal serves as the president and chief executive officer of Folsom Lake College. Dr. Rosenthal was hired for this position in July 2012 and reports directly to the Los Rios Community College District's chancellor, Dr. Brian King, who was hired 1 February 2013.

### **5. Administrative Capacity**

Folsom Lake College has sufficient academic and support services and 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 has been in continuous operation since 2004, when it received its initial Accreditation. The College serves approximately 8200 students across its main campus in Folsom, El Dorado Center in Placerville, and Rancho Cordova Center in Rancho Cordova. Most students are actively pursuing vocational certificates, associate degrees, and/or transfer opportunities to four-year institutions.

## **7. Degrees**

Folsom Lake College offers 44 Associate of Arts, Associate of Science, and Associate Degree for Transfer degrees. Students are enrolled in courses 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 and certificate programs are congruent with its mission and are based on recognized higher education fields of study. All programs culminate in identified student learning outcomes that are assessed regularly. The Curriculum Committee, one of the College's participatory governance committees, ensures that the programs provide appropriate content and length and meet levels of quality and rigor appropriate to the degrees and certificates 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 34 vocational certificates in career and technical education.

## **9. Academic Credit**

Folsom Lake College awards academic credits based on the traditional Carnegie unit and accepted practices of California community colleges under California Code of Regulations, Title 5. The traditional classroom lecture class requires the equivalent of 1.1 hours per week for each semester unit awarded. Laboratory classes require 3.3 hours per week for each semester unit awarded. The traditional semester is sixteen weeks long. The College catalog and class schedules provide detailed information about academic credits.

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

Folsom Lake College identifies course, program, and institutional student learning outcomes (SLOs) in all modalities. The College assesses student achievement of those outcomes and uses the assessment results to make necessary improvements. SLOs for all degree and certificate programs and courses are documented in SOCRATES, the District's online curriculum database. Program SLOs are also published in the College catalog, and course SLOs are included in all class syllabi.

## **11. General Education**

Students must complete a minimum of 21 semester units of general education (GE) courses and demonstrate competency in writing, reading, and math to receive an associate degree. The GE units are designed to ensure breadth of knowledge, to promote intellectual inquiry, and to offer an introduction to major areas of knowledge. 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 are assessed regularly.

## **12. Academic Freedom**

Faculty members and students at Folsom Lake College are free to examine and to test all knowledge appropriate to their discipline or area of major study. The Los Rios Community College District Board expresses its support for the principles of Academic Freedom in Board Policy P-7142 (Ref. Intro. 08), which states that “a college best serves its community, not as a stronghold of rigid tradition, but as an open intellectual forum where varying shades of opinion may be freely expressed and fairly debated.” The College catalog (Ref. Intro. 09) (p.73) 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.

## **13. Faculty**

Folsom Lake College has a substantial core of 100 full time faculty members and 186 adjunct faculty members, sufficient in size and experience to support all of the institution’s educational programs. Faculty members 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. The faculty contract provides a clear statement of faculty responsibilities, which include assessment of student learning outcomes.

## **14. Student Services**

Folsom Lake College provides a comprehensive array of student services for all students and provides basic skills courses for students who require preparation for college level work.

## **15. Admissions**

Folsom Lake College has adopted and follows admission policies consistent with its mission as a public California community college and complies 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, including those enrolled in distance education programs and classes.

## **17. Financial Resources**

Folsom Lake College, through the Los Rios Community College District, documents a funding base, financial resources, and plans for financial development that are adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability.

### **18. Financial Accountability**

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

### **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 re-evaluation. 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 annual department/unit plan review. College planning and evaluation processes align with Los Rios Community College District processes.

### **20. Integrity in Communication with the Public**

Folsom Lake College publishes a print catalog that is also available on the College website. The catalog contains: current data regarding College name, location, and contact information; College mission and vision; course, program, and degree offerings; academic calendar; policies on the rights of individuals, including a statement of principles on academic freedom; student development programs and services, including financial aid and learning resources; names and degrees of faculty members and administrators; and names of governing board members.

### **21. Integrity in 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 accomplish its accrediting responsibilities.

### **Statement of Assurance**

We certify that Folsom Lake College meets the Eligibility Requirements for Accreditation.

## **Certification of Compliance with Commission Policies**

### Policy on Distance Education and Correspondence Education

*Policy Element:* Development, implementation, and evaluation of all courses and programs, including those offered via distance education or correspondence education, must take place within the institution's total educational mission.

*Compliance Statement:* Development of Folsom Lake College (FLC) distance education courses and programs is overseen by the Distance Education Subcommittee of the Curriculum Committee in accordance with FLC's Technology and Distance Education Plan (Ref. Intro. 10) and the District's Distance Education Strategic Planning Resource Document (Ref. Intro. 11). Implementation of distance education courses accords with FLC's mission, strategic plan, and enrollment management plan.

*Policy Element:* Institutions are expected to control development, implementation, and evaluation of all courses and programs offered in their names, including those offered via distance education or correspondence education.

*Compliance Statement:* FLC's Curriculum Committee controls development of all courses and programs, with special attention given to distance education courses and programs via the Distance Education Subcommittee. FLC controls implementation and evaluation of distance education courses and programs in keeping with the Technology and Distance Education Plan and faculty contract.

*Policy Element:* Institutions are expected to have clearly defined and appropriate student learning outcomes for all courses and programs, including those delivered through distance education or correspondence education.

*Compliance Statement:* All FLC courses and programs, including those delivered through distance education, have student learning outcomes that are documented in SOCRATES, the District's online curriculum management system.

*Policy Element:* Institutions are expected to provide the resources and structure needed to accomplish these outcomes and to demonstrate that their students achieve these outcomes through application of appropriate assessment.

*Compliance Statement:* All FLC courses and programs, including those delivered through distance education, are assessed regularly with data and assistance provided by the District and College research offices. All outcomes are documented in annual unit/department plans.

*Policy Elements (2 combined):* (1) Institutions are expected to provide the Commission advance notice of intent to initiate a new delivery mode, such as distance education or correspondence education, through the substantive change process. (2) Institutions are expected to provide the Commission advance notice of intent to offer a program, degree or certificate in which 50% or more of the courses are via distance education or correspondence education, through the substantive change process.

*Compliance Statement:* The instruction office conducts an annual review of programs in the fall to determine which programs have over 50% of courses delivered through distance education. Following the review, the Accreditation liaison officer notifies the Commission of FLC's intent to file a substantive change proposal.

*Policy Element:* Institutions which offer distance education or correspondence education must have processes in place through which the institution establishes that the student who registers in a distance education or correspondence course or program is the same person who participates every time in and completes the course or program and receives the academic credit.

*Compliance Statement:* Students registering at FLC are given unique student numbers functioning as their user ID for all technology services, including the Desire2Learn learning management system that supports distance education.

#### Policy on Institutional Compliance with Title IV

*Policy Statement:* Institutions participating in the Title IV programs under the HEA and designating the Commission as their gate-keeping agency must be able to demonstrate diligence in keeping loan default rates at an acceptably low level and must also comply with program responsibilities defined by the U.S. Department of Education.

*Compliance Statement:* Per District board regulation R-2621 (Ref. Intro. 12), FLC maintains a Financial Aid Institutional Policy and Procedures Manual (Ref. Intro. 13) that addresses all federal and state mandated financial assistant requirements. FLC complies with federal regulations listed in the USDE Federal Student Aid Handbook and annually files a Fiscal Operations Report and Application to Participate (FISAP).

Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status

*Policy Element:* Educational programs and services offered shall be the primary emphasis of all advertisements, publications, promotional literature, and recruitment activities, including those present in electronic formats. All statements and representations, including, but not limited to, conditions for transfer of course credits, conditions for acceptance of course credits, requirements for course completion and licensure examinations, shall be clear, factually accurate, and current. In institutional catalogs and/or official publications describing career opportunities, clear and accurate information shall be provided on: national and/or state legal requirements for eligibility for licensure or entry into an occupation or profession for which education and training are offered.

*Compliance Statement:* FLC's primary publications include the catalog and College website, both of which are managed by the public information services office under the supervision of the vice president of administration. The catalog is published annually following an extensive revision and review process to ensure that all statements and representations are clear, correct, and current. When necessary, a catalog addendum is published to ensure that information is currently accurate. FLC has programs in early childhood education and medical technology that prepare students for licensure. The catalog and College website provide clear and accurate information regarding licensure and career opportunities for both programs.

*Policy Element:* Student recruitment shall be guided by well-qualified admissions officers and trained volunteers whose credentials, purposes, and position or affiliation with the institution are clearly specified.

*Compliance Statement:* Student recruitment is conducted by FLC's outreach and recruitment office, which includes a full-time outreach specialist operating under the supervision of the dean of student services. Outreach and recruitment activities and outcomes are documented in the outreach and recruitment office's annual unit plan (Ref. Intro. 14).

*Policy Element:* When accredited status is affirmed in institutional catalogs and other official publications, it shall be stated accurately and fully in a comprehensive statement, which identifies the accrediting body by name in the manner required by the accrediting body.

*Compliance Statement:* The catalog and College website include a statement regarding FLC's accredited status by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. FLC has one independently accredited program, the associate in science in medical laboratory technician (MLT) degree program, which is accredited by the California Department of Public Health, Laboratory Field Services. The MLT program's accredited status is clearly and accurately stated in the catalog (Ref. Intro. 09) (p. 273) and College website.

#### Policy on Institutional Degrees and Credits

*Policy Element:* An accredited institution conforms to a commonly accepted minimum program length of 60 semester credit hours or 90 quarter credit hours awarded for achievement of student learning for an associate degree. Any exception to this minimum must be explained and justified. Accredited institutions must have in place written policies and procedures for determining a credit hour that generally meet commonly accepted academic expectations and it must apply the policies and procedures consistently to its courses and programs.

*Compliance Statement:* FLC conforms to the commonly accepted minimum program length of 60 semester credit hours without exception. Units of credit are based upon the commonly accepted Carnegie unit. Units of credit are explained in the College and Academic Regulations section of the catalog (Ref. Intro. 09) (p. 38).

#### Policy on Institutional Integrity and Ethics

*Policy Element:* An accredited institution will uphold and protect the integrity of its practices.

*Compliance Statement:* FLC upholds and protects the integrity of its practices through compliance with Commission standards and policies, the California Education Code, the Los Rios Community College District Policies and Regulations, and other relevant regulatory requirements.

*Policy Element:* An institution applying for eligibility, candidacy or extension of candidacy, accreditation or reaffirmation of accreditation, or responding to Commission requests for information or reporting requirements, such as the annual reports, provides the Commission with information that is readily available, current, complete, and accurate, including reports of other accrediting agencies, licensing and auditing agencies. This includes any information on matters that may affect an institution's integrity.

*Compliance Statement:* FLC complies with all Commission reporting requirements.

*Policy Element:* The institution assures the clarity, accuracy and availability of information provided to all persons or organizations and related to its mission statement; its educational programs; its admissions requirements; its student services; its tuition and other fees and costs; its financial aid programs; its policies related to transcripts, transfer of credit and refunds of tuition and fees. The institution reports accurately to the public its accreditation status.

*Compliance Statement:* FLC communicates information to the public primarily through the catalog (Ref. Intro. 09) and College website as well as through its many offices and departments. The catalog undergoes an extensive annual review and publishing process that ensures its clarity and accuracy, with an addendum published as needed. The College website is reviewed and updated more frequently, as needed, to ensure up-to-date currency and accuracy of information. FLC's public information services office, operating under the supervision of the vice president of administration, oversees development of the catalog and College website. All FLC offices and departments are reviewed through the annual department/unit planning process, with special attention paid to student learning outcomes and service area outcomes.

*Policy Element:* The institution has policies to ensure academic honesty, policies to assure integrity in the hiring processes, and policies and procedures to prevent conflict of interest throughout the organization, including governing board decision-making and contracting, and policies that provide due process protections. Such policies are reviewed regularly and are widely available to institutional staff, students, governing board members and the public. The institution is able to provide evidence that it uphold its policies.

*Compliance Statement:* Los Rios Community College District Board Policy P-2411 (Ref. Intro. 15) addresses student rights and responsibilities; Board Policy P-3110 (Ref. Intro. 16) addresses board member duties and responsibilities; Board Policies P-5100 (Ref. Intro. 17), P-6100 (Ref. Intro. 18), and P-9100 (Ref. Intro. 19) address employment procedures; and Board Policy P-8600 (Ref. Intro. 20) addresses business-related conflict of interest code. The District's general counsel regularly reviews board policies and regulations to ensure that they are appropriately updated. Evidence that board policies are upheld can be found in board meeting minutes. The catalog (Ref. Intro. 09) addresses Policies on the Rights of Individuals (p. 68) as well as policies relating to Student Rights and Responsibilities (p. 61). FLC policies are reviewed through the participatory governance system. Evidence that FLC policies are upheld can be found in participatory governance committee meeting minutes.

*Policy Element:* The institution demonstrates integrity and honesty in interactions with students and prospective students in all academic, standing support, and administrative functions and services as well as statements and other information provided about its accredited status, its transfer of credit policies, and whether successful completion of its courses qualify students to receive, to apply, and/or to take licensure examinations or non-governmental certification.

*Compliance Statement:* All FLC departments participate in the College's annual department/unit plan process, which includes assessment and documentation of student learning outcomes and service area outcomes. The catalog and website, which contain statements and other information about FLC, are reviewed annually for accuracy and clarity.

*Policy Element:* The institution establishes and publicizes policies ensuring institutional integrity that contain clear statements of responsibility for assuring integrity and describe how violations of integrity are to be resolved.

*Compliance Statement:* The District board policies and regulations (Ref. Intro. 21) and the catalog (Ref. Intro. 09) contain clear statements regarding institutional integrity, including statements of responsibility and descriptions of the processes for resolving violations.

*Policy Element:* The institution establishes a governance process and policies to receive and address complaints regarding questionable accounting practices, operational activity which is a violation of applicable law, rules, and regulations, or questionable activities which may indicate potential fraud, waste, and/or abuse. The process shall allow for the confidential and anonymous submission of complaints.

*Compliance Statement:* Board of Trustee meetings as well as College participatory governance committee meetings are open, with meeting agendas allowing for public comment. Complaints may be confidentially and anonymously submitted to participatory governance committee chairs. Public access to information is described in board policy P-3141 (Ref. Intro. 22).

*Policy Element:* The institution, in its relationship with the Commission, cooperates in preparation for site visits, receives evaluation teams or Commission representatives in a spirit of collegiality, and complies with the Eligibility Requirements, Accreditation Standards, and Commission policies. The institution maintains an openness and commitment to external evaluation and assists peer evaluators in performing their duties. The institution makes complete, accurate and honest disclosure of information required by the Commission, and complies with Commission requests, directives, decisions, and policies. The institution acknowledges that if it fails to do so, the Commission may act to impose a sanction, or to deny or revoke candidacy or accreditation.

*Compliance Statement:* FLC cooperates with the Commission and complies with all Commission requirements, Standards, and Policies. FLC's Accreditation liaison officer contacts Commission staff regularly and maintains a collegial relationship. FLC has a standing Accreditation Steering Subcommittee that meets monthly to address ongoing matters related to Accreditation. FLC complies with all Commission reporting requirements, with all reports undergoing an extensive development and review process prior to submission. FLC gives high priority to the Commission and the Accreditation process.

#### Policy on Contractual Relationships with Non-Regionally Accredited Organizations

*Policy Element:* When an institution contracts certain functions to a related entity, the institution is responsible to the Commission for presenting, explaining, and evaluating all significant matters and relationships involving related entities that may affect accreditation requirements and decisions at the time of eligibility review, candidacy review, initial accreditation, educational quality and institutional effectiveness review, follow-up and special reports, and all other times deemed relevant by the Commission. If an institutions is part of a district/system with shared facilities or processes (e.g., library) or centralized information (e.g., strategic plan), the institution may use documents prepared by the district/system in its report to the Commission.

*Compliance Statement:* FLC has no contractual relationships with non-regionally accredited organizations.

## **Responses to Recommendations from the Most Recent Educational Quality and Institutional Effectiveness Review**

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

Shortly after the 2009 team visit, Folsom Lake College’s (FLC’s) SLO coordinator (40% reassigned time) began collecting information on authentic assessment, including the articles The Case for Authentic Assessment (Ref. Intro. 23) and Authentic Assessment Overview (Ref. Intro. 24), which were posted to FLC’s Insider website. The Curriculum Committee’s Student Learning Outcomes (SLO) Subcommittee then developed strategies and recommendations for implementing authentic assessment, which are documented in the 2010-11 (Ref. Intro. 25) and 2011-12 (Ref. Intro. 26) Report on SLO Assessment. The SLO coordinator spent considerable time working with department chairs and individual instructors to develop course and program student learning outcomes and assessment methods that reflect those strategies and recommendations.

In fall 2009 FLC developed two primary documents that together served as an action plan to reach the Commission’s 2012 deadline. The first document, FLC SLO Implementation Timeline (Ref. Intro. 27), was developed by the SLO Subcommittee and lists various goals to be achieved as FLC progressed toward the proficiency level of SLO implementation. The document includes target dates and status for each goal. The second document, SLO Assessment Timelines (Ref. Intro. 28), also developed by the SLO Subcommittee, lists actions that were to occur each semester between fall 2009 and fall 2012 in order for FLC to achieve the goals listed in the first document, including attainment of the proficiency level of SLO assessment.

**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).

FLC received the Commission’s Evaluation Report (Ref. Intro. 29) in late January 2010, and it was first reviewed by the Accreditation Steering Subcommittee at its 8 February 2010 meeting (Ref. Intro. 30). At that time, the SLO coordinator was recommended to work more extensively with online faculty members to address SLO assessment in all online courses. Following that meeting, the SLO coordinator and vice president of instruction met several times to develop a course of action, and on 14 April 2010 the vice president sent an email (Ref. Intro. 31) 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 members 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 to determine whether course adjustments may be needed to improve student learning outcomes. The SLO coordinator spent the remainder of the semester working with online faculty members to develop SLO assessments for their online courses. All faculty members teaching online courses in spring 2010 were contacted, and progress was recorded on a worksheet (Ref. Intro. 32) that lists the status of SLO assessment for each online course at that time.

The Accreditation Steering Subcommittee also determined at its 8 February 2010 meeting (Ref. Intro. 30) that the College's research office should develop a report in which course retention and success data for online and on-ground sections are compared. A similar report (Ref. Intro. 33) was provided by the District's research office in February 2010, but the data was distinguished only by taxonomy of program (TOP) code. The College research office's spring 2010 report (Ref. Intro. 34) distinguishes data by TOP code as well as by discipline and course number. In spring 2011 the College research office produced a follow-up report (Ref. Intro. 35) that includes course success and retention rates for 27 courses that had been offered in both online and on-ground modalities during two successive academic years (F09-S11).

In spring 2010 the Accreditation Steering Subcommittee also charged the dean of instruction and technology, and the instructional design and development coordinator, both of whom co-chaired FLC's Technology Committee, with leading development of a distance education strategic plan. The matter was addressed further at the 2 March 2010 Technology Committee meeting (Ref. Intro. 36). The committee decided that it would be better to update FLC's recently developed Technology Plan (Ref. Intro. 37) 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. Intro. 38) so that FLC'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 2010 (Ref. Intro. 39), was reviewed at the Technology Committee's 6 April 2010 meeting (Ref. Intro. 40) and then posted on the Insider website for College wide review. The Academic Senate examined the plan at its 13 April 2010 meeting (Ref. Intro. 41) and subsequently recommended it for approval at its 27 April 2010 meeting (Ref. Intro. 42). The Institutional Planning Committee (IPC) reviewed the plan at its 10 May 2010 meeting (Ref. Intro. 43). During the summer additional refinements to the draft were made, resulting in final recommendations for approval from the Academic Senate and IPC. The College president approved the plan on 3 September 2010 (Ref. Intro. 44). The Technology and Distance Education Plan (Ref. Intro. 10) was revised again in 2014.

**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).

In fall 2010 FLC implemented a process whereby all FLC programs and online curricula are reviewed annually to determine whether 50% or more of program courses are approved for distance education. Following each review, the Accreditation liaison officer consults with Commission staff to determine whether a substantive change proposal should be submitted. FLC has submitted distance education substantive change proposals in spring 2010 (Ref. Intro. 45), spring 2011 (Ref. Intro. 46), and fall 2012 (Ref. Intro. 47). The Commission has directed FLC to submit another substantive change in November 2015.

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

In 2009, FLC's strategic planning processes were described in two documents. The FLC Planning and Evaluation Cycle (Ref. Intro. 48) illustrated the four components of the planning process (needs assessment and evaluations, plans, resources, plan implementation) and the various plans, resources, processes, and groups associated with each component. The second document, FLC Planning and Evaluation Timelines (Ref. Intro. 49), listed each planning and/or evaluation task, the date of the last update, and the date(s) of the next review(s). In 2011, FLC revised the Cycle document to indicate where student learning outcomes informed College wide planning. Additionally, the Timelines document was revised to indicate that all department and unit level planning were to include assessment of student learning outcomes.

In 2013, FLC significantly revised its annual planning and resource allocation processes. The Cycle document was replaced with three documents, one for president's services and administrative services (Ref. Intro. 50), one for instructional services (Ref. Intro. 51), and one for student services (Ref. Intro. 52). The Timelines document was also revised (Ref. Intro. 53) to illustrate more clearly the annual and systematic nature of planning at FLC as well as the integration of SLO assessment into the cycle of planning. The revised documents and process, approved by the Academic Senate at its May 2013 meeting (Ref. Intro. 54) and regularly reviewed by the Institutional Planning Committee, help ensure that student learning outcomes are assessed regularly and that assessment data inform the development of prioritized decisions.

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

In fall 2009 FLC's Institutional Planning Committee (IPC) convened a taskforce to develop FLC's first Professional Development Plan (Ref. Intro. 55), which was approved by IPC in fall 2010. The plan includes a comprehensive and systematic method to assess FLC's professional

development program, including the impact of professional development on teaching and learning and the use of technology. The assessment is scheduled to occur every three years, starting in fall 2013, and involves review of surveys completed by employees at the end of each professional development activity.

FLC's 2013 revised annual department/unit planning and resource allocation process now includes the identification of professional development activities that department members need for the upcoming year to strengthen teaching methodologies and content knowledge. These requested professional development activities are reviewed by division administrators, and emerging themes are recorded in division ADP/AUP executive summaries, which are then submitted to the Professional Development Committee for planning purposes for the subsequent year. The 2015-16 ADP/AUPs indicated a need for additional training in the areas of safety, Google Docs, and teaching and learning strategies, and these areas are currently being incorporated into the 2015-16 professional development schedule.

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

In 2010 FLC asked the District's general counsel to draft new board policy language that would allow input from all College and District constituency groups in the annual evaluation process of the College president. Board policy P-9142, "Performance Evaluation Chancellor and Presidents" (Ref. Intro. 56), was subsequently revised and approved by the Board of Trustees at the 15 December 2010 meeting (Ref. Intro. 57). The revision includes an addition to the section on President's Performance Review that states:

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

The District's general counsel also drafted new board policy language that outlines how violations of the Board of Trustees' statement of ethics and/or conflict of interest code will be addressed. The revision to District board policy P-3114, "Statement of Ethics" (Ref. Intro. 58), was approved at the Board of Trustees' 15 December 2010 meeting (Ref. Intro. 57) and includes the following new section:

#### 2.0 Violations

Violations of the Board of Trustees' Statement of Ethics and/or the Board of Trustees' Conflict of Interest Code shall be addressed by the Board of Trustees President, who shall first informally discuss the violation with the Trustee to seek to reach a resolution. If resolution is not achieved and further action is deemed necessary, the Board of Trustees President may appoint an ad hoc committee of the Board to examine the matter and recommend further course of action to the Board of Trustees. Sanctions may be proposed by the committee and may include a recommendation to the Board of Trustees to publicly or privately Reprimand or Censure the Trustee, and to require

the repayment of District funds improperly expended. If the President of the Board is reported to have committed a violation, the Vice President of the Board of Trustees is authorized to pursue resolution under this section.

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

FLC's facility planning is primarily a District responsibility as described in District board regulation R-8417, "Facilities Planning" (Ref. Intro. 59). The District's facilities management department (FM) uses Facility Soft Facilities Planning Tools For Higher Education to assist with tracking Long Range Capital Projects (LRCP). The key factors in determining and projecting facility needs are: projected regional population and population growth; the types of students and the kinds and types of programs and services that they will need and want; the numbers and types of staff needed to serve the students; the types of facilities needed to house the planned programs and services; the current space use for a facility or the College; the projected facility use for the College; and the funds required to provide the program, staff and facilities.

Technology planning is supported by FLC's IT Services department, which develops and maintains equipment/infrastructure inventory and replacement schedules. Working in conjunction with the vice president of administration, vice president of instruction, and FLC's Technology Committee, IT Services develops recommendations and prepares budget requests each year for the upgrade and/or replacement of desktop computers, servers, computer networks, wireless, and other related peripherals.

FLC receives from the District an annual allocation to cover its operational costs. These allocated funds are referred to as college discretionary funds (CDF). The CDF allocation is the primary revenue stream used to develop FLC's annual operating budget (AOB), which includes an apportionment to FLC's four divisions and to a contingency reserve. The funds are distributed based upon a formula that is reviewed annually by the Budget and Facilities Planning Committee. This process allows for flexibility so that available funds can be directed where they are most needed. As part of the AOB development process, each division develops a capital equipment budget (CEB) that is used to address equipment needs, including technology. CEB expenditures are authorized annually in amounts that FLC may reasonably be able to fund. FLC also maintains a technology sinking fund.

**Recommendation 8:** In order to increase effectiveness of Standard II.C and Standard III.C, the team recommends the college complete a comprehensive evaluation of the learning support services provided in the following computer labs: FL1-PLE, FL1-35, FL1-107, FL2-240, FL5-09, FL1-07, FL5-109, EDC C-201, EDC C-202, EDC C-204, and RCC 7 (II.C.1.c, II.C.2, III.C.2).

The text of Recommendation 8 lists 11 rooms that contain computers for student use. Only three of the rooms, FL1-PLE, EDC C-204, and RCC 7, are designed to provide learning support services in an open lab setting. The remaining rooms serve as classrooms for specific classes. This distinction was provided to Commission staff shortly after the draft Team Report was received. The labs are located in room FL1-PLE at the FLC-main campus, room EDC C-204 at the El Dorado Center (EDC), and room RCC 7 at the Rancho Cordova Center (RCC). The other rooms listed in the Recommendation (FL1-07, FL1-35, FL1-107, FL2-240, FL5-09, FL5-109, EDC C-201, and EDC C-202) are classrooms, not computer labs. The rooms are used exclusively for the teaching of classes. No learning support services, other than actual instruction, are provided in these rooms. No student support staff are assigned to these classrooms. When not in use for classes, all but one of these classrooms are locked (standard procedure for all classrooms) and are not accessible by students. The exception is FL1-35, which is located in the library and is left open as a quiet study area. No special budgets are associated with these classrooms.

A comprehensive evaluation of the learning support services for the three computer labs occurs via the annual department/unit plan (ADP/AUP) process. The FLC-main campus computer lab (FL1-PLE) is significantly larger and more complex than the EDC and RCC computer labs, to the extent that it is treated as an independent operating unit and as such is required to submit a computer lab AUP (Ref. Intro. 60). The EDC and RCC computer labs are not large enough to warrant separate AUPs, with the result being that annual planning and evaluation for these labs are documented in the site AUPs for EDC (Ref. Intro. 61) and RCC (Ref. Intro. 62). ADP/AUPs constitute a major part of FLC'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, ADP/AUP planning focuses on a one-year time frame directly linked to resource allocations. ADPs/AUPs are updated annually and address, among other things, student learning outcomes assessment (for instructional services ADPs) and service area outcomes assessment (for student services AUPs). Through the ADP/AUP process, departments and units are able to document assessment results, significant findings, and requests for additional resources or assistance needed to improve outcomes.

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

The process of revising the governance document was undertaken in accordance with guidelines listed in the document itself. At its 14 September 2010 meeting (Ref. Intro. 63),

the Academic Senate created a workgroup for the purpose of developing an introduction to the CPGCC document that would address this Recommendation. The workgroup was also charged with revising and updating other portions of the document. The workgroup developed a draft that was subsequently shared with administration for review and additional editing. The draft was then forwarded to FLC's Coordinating Council, which includes two members each from administration, faculty, classified, and students. The council reviewed the draft at its 28 January 2011 meeting and recommended several minor edits. The revised CPGCC document (Ref. Intro. 64) was reviewed by the Academic Senate at its 12 April 2011 meeting (Ref. Intro. 65) and approved by the College president on 17 May 2011.

### References - Introduction

- Ref. Intro. 01 LRCCD Measure M Fact Sheet
- Ref. Intro. 02 LRCCD ACCJC Cohort Report
- Ref. Intro. 03 FLC Accreditation Steering Subcommittee Minutes, 10 October 2012
- Ref. Intro. 04 FLC Accreditation Steering Subcommittee Minutes, 28 November 2012
- Ref. Intro. 05 LRCCD Board Of Trustees Agenda, 13 May 2015
- Ref. Intro. 06 FLC Accreditation Self Evaluation 2015 Webpage
- Ref. Intro. 07 LRCCD 2015 Accreditation Resources Webpage
- Ref. Intro. 08 LRCCD Board Policy P-7142
- Ref. Intro. 09 FLC 2015-2016 Catalog
- Ref. Intro. 10 FLC Technology and Distance Education Plan
- Ref. Intro. 11 LRCCD Distance Education Strategic Planning Resource Document
- Ref. Intro. 12 LRCCD Board Regulation R-2621
- Ref. Intro. 13 FLC Financial Aid Institutional Policy and Procedures Manual
- Ref. Intro. 14 FLC Outreach and Recruitment AUP
- Ref. Intro. 15 LRCCD Board Policy P-2411
- Ref. Intro. 16 LRCCD Board Policy P-3110
- Ref. Intro. 17 LRCCD Board Policy P-5100
- Ref. Intro. 18 LRCCD Board Policy P-6100
- Ref. Intro. 19 LRCCD Board Policy P-9100
- Ref. Intro. 20 LRCCD Board Policy P-8600
- Ref. Intro. 21 LRCCD Board Policies and Regulations
- Ref. Intro. 22 LRCCD Board Policy P-3141
- Ref. Intro. 23 The Case for Authentic Assessment
- Ref. Intro. 24 Authentic Assessment Overview
- Ref. Intro. 25 FLC 2010-11 Report on SLO Assessment
- Ref. Intro. 26 FLC 2011-12 Report on SLO Assessment
- Ref. Intro. 27 FLC SLO Implementation Timeline
- Ref. Intro. 28 FLC SLO Assessment Timelines
- Ref. Intro. 29 ACCJC 2009 Evaluation Report, Folsom Lake College
- Ref. Intro. 30 FLC Accreditation Steering Subcommittee Minutes, 8 February 2010
- Ref. Intro. 31 FLC Vice President of Instruction Email, 14 April 2010
- Ref. Intro. 32 FLC Online Course SLO Assessment Status
- Ref. Intro. 33 LRCCD Online Course Enrollments & Success By TOP Codes
- Ref. Intro. 34 FLC Course Success & Retention Rate Comparisons
- Ref. Intro. 35 FLC Performance Comparison - Onground vs. Class Online Sections
- Ref. Intro. 36 FLC Technology Committee Minutes, 2 March 2010
- Ref. Intro. 37 FLC Technology Plan 2009
- Ref. Intro. 38 ACCJC Distance Education and Correspondence Education Manual 2009
- Ref. Intro. 39 FLC Technology and Distance Education Plan 2010 viewed at the Technology
- Ref. Intro. 40 FLC Technology Committee Minutes, 6 April 2010
- Ref. Intro. 41 FLC Academic Senate Minutes, 13 April 2010
- Ref. Intro. 42 FLC Academic Senate Minutes, 27 April 2010

- Ref. Intro. 43 FLC Institutional Planning Committee Minutes, 10 May 2010
- Ref. Intro. 44 FLC College President Email, 3 September 2010
- Ref. Intro. 45 ACCJC DE Substantive Change Approval, 19 July 2010
- Ref. Intro. 46 ACCJC DE Substantive Change Approval, 23 March 2011
- Ref. Intro. 47 ACCJC DE Substantive Change Approval, 11 April 2013
- Ref. Intro. 48 FLC Planning and Evaluation Cycle
- Ref. Intro. 49 FLC Planning and Evaluation Timelines
- Ref. Intro. 50 FLC AUP Cycle, President's & Administrative Services
- Ref. Intro. 51 FLC AUP Cycle, Instructional Services
- Ref. Intro. 52 FLC AUP Cycle, Student Services
- Ref. Intro. 53 FLC Planning Timelines
- Ref. Intro. 54 FLC Academic Senate Minutes, 14 May 2013
- Ref. Intro. 55 FLC Professional Development Plan
- Ref. Intro. 56 LRCCD Board Policy P-9142
- Ref. Intro. 57 LRCCD Board Of Trustees Agenda, 15 December 2010
- Ref. Intro. 58 LRCCD Board Policy P-3114
- Ref. Intro. 59 LRCCD Board Regulation R-8417
- Ref. Intro. 60 FLC Computer Lab AUP
- Ref. Intro. 61 FLC EDC AUP
- Ref. Intro. 62 FLC RCC AUP
- Ref. Intro. 63 FLC Academic Senate Minutes, 14 September 2010
- Ref. Intro. 64 FLC CPGCC Document, 13 May 2011
- Ref. Intro. 65 FLC Academic Senate Minutes, 2 April 2011

# STANDARD I

## Institutional Mission and Effectiveness

### Standard I Chairs

#### Standard I.A

Eric Wada,  
Faculty  
David Williams,  
Dean of Planning & Research

#### Standard I.B

Bernadette Anayah,  
Faculty  
David Williams,  
Dean of Planning & Research



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

**The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data 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.**

#### **Descriptive Summary**

The Folsom Lake College (FLC) mission statement (Ref. I. 01) defines FLC's broad educational purposes, its intended student population, and its commitment to achieving student learning.

#### **Vision Statement**

Folsom Lake College inspires excellence and provides educational opportunities to enrich and empower students.

#### **Mission Statement**

Folsom Lake College, an open access institution, serves the diverse communities of eastern Sacramento and western El Dorado counties, cultivating in its students the ability to think critically, and to communicate purposefully and persuasively so that they may be engaged and informed global citizens.

In order to engender such citizenship, Folsom Lake College provides:

- **Programs:** Rigorous academic programs for completion and transfer; training to enhance employment and career skills; preparatory programs for student success; and opportunities for lifelong learning and enrichment.
- **Support Services:** Comprehensive support services to promote the success of all students.
- **Opportunities:** Opportunities for leadership; professional development; and involvement in the college and community.
- **Environment:** A collaborative and innovative environment that promotes personal interaction as the foundation of learning; honors diversity; cultivates sustainability; and encourages civic engagement.

FLC's educational purposes as indicated in its vision and mission statements are consistent and aligned with those in the District vision and mission statement (Ref. I. 02). Furthermore, FLC's educational purposes align with those listed in the California Community Colleges Chancellor's Office mission (Ref. I. 03), which includes programs for associate degrees and

certificates; transfer education; basic skills and English language proficiency; economic and workforce development; and lifelong learning. The mission and purposes of the institution are therefore appropriate to an institution of higher learning.

FLC's mission statement infers an intended student population in the community, age 16 or older. This population includes but is not limited to high school students in their junior and senior years who are interested in taking transfer-level courses through FLC's advanced education program; high school graduates and older, re-entry students working on transfer and degree programs; employed and unemployed students enrolling in career and technical education programs designed to enhance employment and career skills; working professionals enrolling in specific courses to maintain work certificates and licenses; students enrolling in basic skills and ESL courses; and lifelong learning students of all ages enrolling in personal interest courses.

FLC is able to determine that this full range of educational needs exists within the community through periodic review of census data, local high school graduation rates, the FLC Environmental Scan (Ref. I. 04), and regional labor market data gathered from a variety of sources, including the District's own Center for Excellence, all of which inform the FLC vision and mission review and development process. FLC's intended population resides within the service area that extends from Rancho Cordova and surrounding areas through El Dorado County and includes proximity to three high school districts and seventeen high schools, two major transfer institutions (CSU Sacramento and UC Davis), and a rapidly expanding Highway 50 business corridor.

FLC's vision statement clearly emphasizes the College's commitment to student learning, a commitment fostered and ensured through FLC's participatory governance (PG) structure. PG committee membership and charge are described in the College Governance Agreement document (Ref. I. 05), which is reviewed and revised periodically as needed, most recently in 2015. All committee memberships include faculty members, staff, administrators, and students from all areas of the College.

### **Self Evaluation**

FLC has a mission statement that defines the College's broad educational purposes, its intended student population, and its commitment to achieving student learning.

### **Actionable Improvement Plans**

None.

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

#### **Descriptive Summary**

Folsom Lake College (FLC) has established instructional programs for associate degrees and transfer to four-year colleges, career education, and basic skills – all of which are consistent

with FLC’s mission. Further, the annual department/unit plan process requires that department mission be aligned with the College mission. FLC’s mission statement explicitly refers to student learning as a purpose of the College: FLC offers “Rigorous academic programs for completion and transfer; training to enhance employment and career skills; preparatory programs for student success,” with “personal interaction as the foundation of learning.”

The College research office supports these processes, producing reports, such as the Student Satisfaction with Support Services Survey (Ref. I. 06), that assist FLC in assessing how well its programs are meeting student needs. The program review process involves conducting student surveys (Ref. I. 07) that measure student satisfaction with departmental course and program offerings. Results of these surveys are used by departments and various support units in their assessments and resource allocation requests. FLC also participates in national survey projects that measure student satisfaction and engagement and that allow for benchmark comparisons between colleges. In the past, FLC participated in the Noel Levitz Survey of Student Engagement. In 2014, the District requested that all four colleges move to the Community College Survey of Student Engagement (CCSSE). At FLC the CCSSE was administered to 645 students across 32 classes. An executive summary (Ref. I. 08) of survey findings and links to full survey results have been shared in numerous committees, and findings are being used to inform strategic planning, Student Success and Support Programs (SSSP) planning, Student Equity Plan (SEP) projects, and many other initiatives on campus.

Faculty members in departments with career technical education (CTE) programs meet annually with advisory groups to ensure that services and programs meet the needs of students and the needs of local businesses and industries. Annual CTE advisory board summit meetings (Ref. I. 09) allow faculty members in workforce development programs to consult and to engage with industry leaders, high school partners, and current students in updating and revising curriculum and program requirements. Another activity, the College president’s annual “Coffee Exchange” (Ref. I. 10) with feeder high school administrators, helps FLC staff understand and better meet the needs of incoming students. These meetings encourage discussion of topics such as: math and English assessment results of incoming students to help high school and FLC faculty members coordinate curricula and to make students’ transition to college easier; development of new curricula and degree programs; and the implications of state and federal educational initiatives and legislation.

### **Self Evaluation**

FLC establishes student learning programs and services aligned with its purposes, its character, and its student population. FLC engages in discussions with key constituents both inside and outside the College to ensure that programs and services address student and community needs. Data and information gathered from discussions are recorded in program review documents and in departmental and unit planning documents.

The annual Key Performance Indicators (KPI) Report (Ref. I. 11), which provides a broad look at institutional effectiveness and student success, is used to monitor how effectively strategic planning activities and strategies are moving FLC towards achieving its goals. The Feeder

High School Enrollment and Performance Report (Ref. I. 12) and the Feeder High School Assessment Course Placement Report (Ref. I. 13) provide FLC with a better understanding of the educational skill levels and needs of entering students. The College research office also conducts student and employee surveys every three years in support of Accreditation and also of the strategic planning process. Additionally, the Community College Survey of Student Engagement (Ref. I. 08), offered for the first time in spring 2014 in place of the previously-offered Noel-Levitz Student Satisfaction Inventory, assists FLC in assessing institutional climate and overall satisfaction. All of these reports are reviewed by constituent groups and by the Institutional Planning Committee.

### **Actionable Improvement Plans**

None.

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

#### **Descriptive Summary**

Folsom Lake College's (FLC's) vision and mission statements (Ref. I. 01) were approved by the Los Rios Community College District Board of Trustees at its 11 June 2014 meeting (Ref. I. 14). The mission statement is published in the catalog (Ref. I. 15), which is available in hard copy and online at the FLC website and on the Insider (College information repository). FLC's vision and mission statements are posted throughout FLC in various rooms commonly used for College planning and other meetings.

#### **Self Evaluation**

FLC's mission statement has been approved by the Board of Trustees and is appropriately published.

### **Actionable Improvement Plans**

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.**

#### **Descriptive Summary**

Folsom Lake College's (FLC's) College Governance Agreement (Ref. I. 05), which describes the membership and charge of all College participatory governance (PG) committees and subcommittees, states that the Institutional Planning Committee (IPC) is responsible for the periodic review of the vision and mission statements. The most recent revision of FLC's mission statement began in fall 2013 (as indicated in 14 October 14 2013 IPC minutes [Ref. I. 16]). In 2013, a timeline and protocol were developed for reviewing the vision and mission statements (Ref. I. 01). The College research office conducted an online survey (Ref. I. 17) of full-time and adjunct faculty members, classified staff, and administrators in February 2014. IPC instructed participatory governance committee leaders to urge their constituents

to participate in the survey (as indicated in February 2014 IPC minutes [Ref. I. 18]). Survey respondents were provided with copies of the then-current vision and mission statements. Respondents also had the opportunity to suggest specific editing suggestions. Forums were held at all three sites for FLC community to provide feedback on the vision and mission statements. An ad hoc subcommittee of IPC drafted and revised the vision and mission statements. The revised mission statement incorporated the recently-adopted institutional student learning outcomes (ISLOs) (Ref. I. 19) of critical thinking, communication skills, and community awareness. The faculty, classified, and student senates then voted on the proposed draft before the approved statement was forwarded to the College president for approval.

### **Self Evaluation**

FLC follows its governance and decision-making processes, reviewing its mission statement on a regular basis and revising it as necessary. The recent review of the vision and mission statements allowed faculty members, staff, students, and administrators to provide feedback on the previous version. Surveys were collected electronically, and forums were held at all three College sites to allow the FLC community to provide feedback. The revised mission was formally approved by the Classified Senate (as indicated in 15 May 2014 minutes [Ref. I. 20]), the Academic Senate (as indicated in 13 May 2014 minutes [Ref. I. 21]), the Associated Students, and the College president.

### **Actionable Improvement Plans**

None.

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

### **Descriptive Summary**

Folsom Lake College's (FLC's) vision and mission statements (Ref. I. 01) provide the foundation for the development of all FLC plans (as indicated in the Annual Planning Process Overview Chart [Ref. I. 22]). The vision and mission statements are central to FLC's strategic plan (Ref. I. 23). Furthermore, the FLC mission is referenced in annual unit plan (Ref. I. 24) and program review (Ref. I. 25) documents. These documents require departments to reference their own mission statements and goals as aligned with the College mission. Other College plans that are informed by the FLC mission statement include the Technology and Distance Education Plan (Ref. I. 26) and the Professional Development Plan (Ref. I. 27).

### **Self Evaluation**

FLC's mission and vision statements explicitly and implicitly inform all key institutional planning and decision making processes.

### **Actionable Improvement Plans**

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**

Folsom Lake College (FLC) demonstrates a conscientious effort to produce and to support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. FLC organizes its key processes and allocates its resources to support student learning and demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. FLC uses ongoing and systematic evaluation and planning to refine its key processes and to improve student learning. Student learning is the core of FLC's mission statement (Ref. I. 01), and all FLC processes are structured to support and to improve student learning. FLC's key performance indicators (KPIs), along with other assessment mechanisms like the California Community Colleges' Student Success Scorecard (Ref. I. 28), are analyzed annually to inform decisions about student learning. FLC'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.

FLC provides evidence of achievement of student learning outcomes and service area outcomes in a number of ways. The College's research office distributes its annual Key Performance Indicator (KPI) Report (Ref. I. 11) to all participatory governance committees and constituent groups within the College. Departments and operating units are asked to report on student learning outcomes assessment and to address how outcomes might be improved every year via annual department/unit plans (Ref. I. 29) and every six years via program reviews (Ref. I. 30). Each spring the Institutional Planning Committee (IPC) reviews the annual College goals and achievements (Ref. I. 31) and helps the College president to identify resource allocations beneficial to student success. FLC processes are reviewed annually by the IPC, and modifications for improvement are discussed and made as necessary.

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

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

**Descriptive Summary**

Folsom Lake College (FLC) maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes. FLC engages in ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes in a variety of forums at various levels throughout the College. Dialogue occurs through FLC's participatory governance structure (Ref. I. 05), which includes the following committees:

- Budget and Facilities Planning Committee
- Curriculum Committee
- Institutional Planning Committee
- Matriculation and Student Success Committee
- Multicultural and Diversity Committee
- Professional Development Committee
- Safety Committee
- Student Learning Outcomes Committee
- Technology Committee

Most of these committees have standing subcommittees that meet regularly. Committee membership includes representatives from all constituencies: faculty members, classified staff, students, and administrators.

The Curriculum Committee, through its Program Development and Planning (PDP) Subcommittee, engages in ongoing dialogue about annual department/unit plans (ADP/AUPs), program reviews, and proposals for new and revised programs. The Student Learning Outcomes Committee's charge entails reviewing program and course SLO assessment processes. FLC has an SLO coordinator who meets regularly with discipline faculty members to assist them in the development of course and program SLOs and methods of assessment; the SLO coordinator also reports regularly to the Institutional Planning Committee (IPC) and the Academic Senate. Ongoing discussion occurs at the department level regarding SLOs, curriculum, and program development. Each academic department's ADP addresses how course and program SLO assessment is integrated into course and program revisions to improve student learning. Much of this dialogue is informed by data provided by the College research office.

IPC provides a forum for College wide dialogue about student learning through the College planning process (Ref. I. 22). The process is informed by SLO/SAO assessments as documented in ADP/AUPs. (SAOs, or "service area outcomes," are used by non-instructional units instead of SLOs.)

The College research office participates in the dialogue aimed at improving student learning and institutional processes, providing research data, information, and analyses that inform discussions. That dialogue, led by the newly-created (2012) dean of planning and research,

offers a broader, more collective understanding of the meaning and importance of data, research, and information in the evaluation of student learning. For example, student services, department faculty members, and the research office have been engaged in ongoing dialogue regarding the validation of assessment tests in math, English, and ESL. The research office's participation and data have influenced that dialogue. Also, as part of program review, departmental faculty members are required to report on student achievement. Specifically, departments must describe how they measure student achievement of program and course learning outcomes and how well students achieve those outcomes. FLC has created a webpage for the collection of SLO data (Ref. I. 32).

Career and technical education program faculty members also engage in ongoing dialogue with their advisory boards. Annual advisory board meetings (Ref. I. 09) provide an opportunity for discipline faculty members to engage with industry representatives, employers, students, and high school partners to discuss current employment trends, workforce needs, and program improvements. FLC has used industry representatives to assist in creating new programs in medical laboratory technician, public management, nonprofit organization management, project management, fire technology, fitness trainer, and water and wastewater management.

### **Self Evaluation**

FLC maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes. FLC engages in ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes in a variety of forums at varying levels throughout the College. Dialogue occurs through FLC's participatory governance processes and through department and College level planning processes.

The implementation of SLO/SAO assessments and the collection of longitudinal outcomes data will enable FLC to trace improvements in student learning to specific dialogue, plans, and actions. Prior to implementing SLOs/SAOs, FLC relied primarily on broad institutional outcomes data (retention, persistence, and completion data) to determine student success, but that data proved insufficient to help FLC connect specific dialogue and action with specific changes in student learning.

A significant change in technology has also led to improvements in institutional integrated planning. The use of Google Docs has expanded participation in the creation of departmental ADP/AUPs as additional users are able to contribute information.

Instructional planning and dialogue is led by the Program Development and Planning Committee, a subcommittee of the Curriculum Committee. However, FLC does not have a central body to lead the planning and implementing of student services, administrative services, and president's office planning and dialogue.

### **Actionable Improvement Plans**

To improve the integration of student learning outcomes into College wide planning processes across all divisions, the Institutional Planning Committee will develop and implement a revised annual planning process by the end of spring 2016.

**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.**

### **Descriptive Summary**

Folsom Lake College (FLC) sets goals to improve its effectiveness for both student achievement and institutional effectiveness in three measurable ways: through its strategic plan, through annual College goals and achievements, and through institution-set standards for student success. Each of these goal-setting practices is derived from broad participatory processes and is communicated throughout the campus community.

The FLC strategic plan (Ref. I. 23), approved in March 2012, is aligned with the District strategic plan (Ref. I. 33). The FLC strategic plan includes seven overarching goals, specific strategies pertaining to those goals, and future directions for achieving the goals. The seven goals are in the following categories:

- Program Development and Currency
- Course Offerings
- Student Success (All Students)
- Student Success (Basic Skills)
- Leadership and Career Development
- Sustainability
- Civic Engagement

The FLC strategic plan includes goals (“desired state”) along with actionable and measurable gap closing actions so that the degree to which goals are achieved can be determined and be widely discussed. As articulated in the FLC Planning and Evaluation Timelines (Ref. I. 34), the strategic plan follows a three year cycle with a yearly review of planning items by the Institutional Planning Committee (IPC). Each year, planning items are delegated to appropriate committees, and gap-closing actions are monitored. IPC acknowledges that, while it may have been initially responsible for developing the strategic plan, the responsibility for fulfilling the plan’s objectives is a College wide concern. IPC, as part of its regular function, monitors the plan’s progress and, where appropriate, delegates certain activities to relevant committees.

Each year, the College president relies on the advice of the FLC community to create the College’s annual goals and achievements (Ref. I. 31). The FLC community understands these goals and works collaboratively toward their achievement. The goals derive from data submitted through the annual planning process and from discussions within IPC at the end of

each year. This process is indicated in the Annual Planning Process – Overview Chart (Ref. I. 22).

All FLC operating units work collaboratively to achieve College goals through the annual department and unit plan (ADP/AUP) process (Ref. I. 29). The process is designed to align with and to provide linkage to the FLC mission and the strategic plan. Departments are asked specifically to describe how their department goals help to satisfy one or more of the College goals. Collectively, these plans constitute a major part of the ongoing institutional planning, implementation, and evaluation cycle necessary to ensure continuous program and service improvements.

FLC established institution-set standards for four student achievement metrics in spring 2014. The four standards relate to course completion, degree attainment, certificate attainment, and number of students who transfer. The Academic Senate convened an ad hoc committee to propose standards, and input was collected from IPC and the College research office, which provided five-year trends for each of the categories. The institution-set standards were approved unanimously by the Academic Senate at its 11 March 2014 meeting (Ref. I. 35). These standards are now indicated on the annual Key Performance Indicator Report (Ref. I. 11) and are part of the annual College goals articulated by the College president. IPC has charged itself with reviewing these institution-set standards at the beginning of each fall (after end-of-semester metrics for the previous spring are available) to determine whether the standards are reasonable, whether FLC is meeting them, and whether adjustments need to be made.

### **Self Evaluation**

FLC sets goals to improve its effectiveness consistent with its stated purposes. FLC 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 FLC community understands these goals and works collaboratively toward their achievement.

The seven overarching goals described in the College strategic plan are related to the five overarching goals in the District strategic plan, a connection that ensures alignment of College and District effort and direction. IPC is charged with reviewing the strategic plan every year to assess the progress made and every three years to update the plan itself. The next update of the FLC strategic plan is scheduled to begin in late fall 2015.

The annual department/unit planning process is intended for broad-based understanding and collaboration. All operating units update their plans annually, and all ADP/AUPs must be aligned with the strategic plan and the FLC mission. However, not all FLC personnel understand the process and outcomes.

### **Actionable Improvement Plans**

The College research office will develop and implement (by the end of spring 2016) strategies that lead to broader and improved understanding of institutional goals and how they inform the ADP/AUP, program review, and strategic planning processes.

**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.**

**Descriptive Summary**

Beginning in 2012 with the appointment of a part-time dean of planning and research, FLC created a new College planning process. The new process is documented in an overview chart (Ref. I. 22) that illustrates the ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation that occurs at the college level. Additional charts for instructional services (Ref. I. 36), student services (Ref. I. 37), and president's/administrative services (Ref. I. 38) illustrate the annual planning cycle at the department/unit level. These documents are posted in electronic form on the Insider and in hard copy throughout various College sites.

These new planning charts were created to clarify various roles and responsibilities throughout the cycle and to highlight the involvement of all constituencies in the integrated planning processes at FLC. Decision-making begins at the most basic level possible: for example, instructional departments determine their own budget requests and priorities. These decisions are then discussed across departments, are prioritized at the area levels by faculty members and staff, and are forwarded to division vice presidents for consideration.

FLC's annual department/unit plan (ADP/AUP) (Ref. I. 29) and program review (Ref. I. 30) processes provide further means of assessing instructional services, student services, administrative services, and president's services progress toward achieving FLC's stated goals. Both processes are linked to the FLC mission and to 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 for all divisions and programs, with the exception of a two-year cycle for career technical education programs, and annual department and unit plans are updated annually. All completed ADP/AUP and program review documents are posted on the Insider. The documents inform College planning and resource allocation.

FLC's annual goals and achievements (Ref. I. 31) are developed annually by the College president after consultation with the Institutional Planning Committee (as documented in the overview chart [Ref. I. 22]). The goals and achievements include measurable outcomes relative to each of the District's five overarching strategic plan goals, along with success indicators and responsible unit(s). The document, which is posted on the Insider, is updated mid-year and at the end of each year with data to indicate the level of progress made. This information is then shared at the Board of Trustees retreat.

The College research office, working in conjunction with the District research office (District IR), provides all operating units with quantitative data derived from enrollment and admissions records and qualitative data derived from surveys and focus groups. Of particular significance

is the College Key Performance Indicators (KPI) Report (Ref. I. 11), published annually and reviewed each fall by the Institutional Planning Committee (IPC). Additionally, District IR is able to provide special reports upon request. The College research office has a substantial resource page on the Insider (Ref. I. 39), and District IR maintains a District IR website (Ref. I. 40).

At the end of every academic year, IPC reviews the annual planning process and recommends changes or improvements. These evaluations have led to specific improvements such as changes in the planning cycle, the alignment of questions on the annual planning documents, and the adoption of more reasonable timelines for department-level planning.

### **Self Evaluation**

FLC 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. FLC recently revised its College wide planning processes. As with most College wide changes, the revised integrated planning processes were not without their challenges. For example, annual department/unit plans and program reviews were automated using Google Docs. The transition to Google Docs was challenging for some. Consequently, workshops on how to use Google Docs have been developed.

The College and District research offices provide extensive data and information that adequately inform assessment processes, including the program review and annual department/unit planning processes. In 2015 dean assignments were restructured to hire a full-time planning and research dean who answers directly to the College president. Previously, the research dean's responsibilities included oversight of the visual and performing arts department, and the dean reported to the vice president of instruction and the College president. The new position reflects the College's commitment to data driven assessment processes.

### **Actionable Improvement Plans**

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.**

### **Descriptive Summary**

The planning process at Folsom Lake College (FLC) is broad based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness. FLC's College Governance Agreement (Ref. I. 05) guarantees each constituency the right to participate in College governance.

The strategic planning process is directed by the Institutional Planning Committee (IPC). The Budget and Facilities Planning Committee (BFPC) oversees the facilities planning process.

New program planning, instructional annual department planning, and program review are implemented by the Program Development and Planning Subcommittee of the Curriculum Committee. Non-instructional annual unit planning and program review are implemented by the vice presidents for each unit. The College research office provides assistance for all of FLC planning processes. Beginning in spring 2014, IPC began annual verbal and written reports addressing the needs identified in the ADP/AUP planning process (Ref. I. 29). These reports are used to inform the following year's College goals.

BFPC is charged with overseeing and periodically reviewing budget allocation models used for all revenue sources. Resource allocation occurs at different levels, starting at the discipline/operating unit level and working its way through the department and area levels and eventually ending with the College president, a sequence ensuring broad-based participation in financial resource allocation decision making. This process is outlined in the ADP/AUP cycle charts (Ref. I. 36; Ref. I. 37; Ref. I. 38).

New faculty and classified staffing requests are prioritized by the respective constituency groups with recommendations made to the College president. The District allocates a certain number of positions to each college. The prioritized lists are used to identify new positions. Due to statewide budget issues, very few new classified positions have been authorized by the District.

As identified in annual planning documents and program reviews, funding needs far exceed the available resources. Occasionally, funding is not readily apparent. When funding and staff resources needed to fulfill planning items are not available, FLC uses available grant money to fund the needs of the College.

### **Self Evaluation**

FLC's planning process is broad based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness. New planning processes beginning in 2013 improved College participation in and understanding of the resource allocation process. The revised planning timeline (Ref. I. 34) and revised and streamlined annual planning templates have generated renewed investment in planning. However, how the planning process leads to improvement and effectiveness needs to be communicated more effectively.

### **Actionable Improvement Plans**

None.

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

**Descriptive Summary**

Folsom Lake College's (FLC's) research office is primarily responsible for data collection, analysis, reporting, and system development aimed at data collection and reporting. The research office maintains a webpage (Ref. I. 39) on the FLC's Insider website, 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). The research office provides data, analyses, and reports to inform the Accreditation Self Evaluation and Midterm Reports, program review documents, annual planning documents, and College goals and achievement reports. The research office also creates reports for assessing student services student learning outcomes (SLOs) and service area outcomes (SAOs) and has assisted academic departments in assessing program SLOs, most notably by conducting student surveys. The District research office (District IR) also maintains a webpage (Ref. I. 40), on which is posted additional reports related to quality assurance.

FLC engages in other activities to communicate and also to improve matters of quality assurance. The public information services office (PISO) publishes several newsletters including In Touch (Ref. I. 41), a bimonthly electronic newsletter highlighting campus activities and accomplishments. Beginning in fall 2014, the College president began sending Bird's Eye View (Ref. I. 42), a monthly update highlighting new developments on campus as well as external initiatives, trends, or topics relevant to higher education in general. Beginning in spring 2015, FLC began sending every semester The Falcon Report (Ref. I. 43), a document providing FLC information from different constituency groups. Other electronic newsletters include the RCC Outlook (Ref. I. 44), published weekly, and the EDC Foothill Flyer (Ref. I. 45), published twice monthly.

In 2013, FLC added an Institutional Effectiveness webpage (Ref. I. 46) to its main website; this page contains the College's Facts at a Glance (Ref. I. 47), Student Success Scorecard results (Ref. I. 28), College trendlines (Ref. I. 48), and FLC's planning process overview chart (Ref. I. 22). The College president each semester holds campus forums at all three College sites and also holds a twice-yearly Coffee Exchange meeting (Ref. I. 10) in which College and local high school representatives engage in dialogue to improve the higher education pathway for high school students and to increase their student success. 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. FLC deans overseeing career and technical education programs hold annual meetings with advisory boards (Ref. I. 09) involving FLC faculty members, local business and industry leaders, and local high school representatives.

The District Office also communicates matters of quality assurance through its website, with a public link to the Measure A and Measure M Citizens' Bond Oversight Committee web page (Ref. I. 49). The District website also contains a link to the District IR website (Ref. I.

40) accessible only to employees. The District IR website contains links to data resources, archived reports, research briefs, and other resources. The District Office provides additional communication through Notes from the Chancellor (Ref. I. 50), which are delivered at least once each semester via email.

Both FLC and the District assess how effectively they communicate matters of quality assurance to appropriate constituencies. The College research office, as stated in its annual unit plan (Ref. I. 51), develops and administers surveys to students and employees to assess quality and satisfaction of its services. The District also administers student satisfaction surveys. The District used to administer the Noel-Levitz Student Satisfaction Inventory every three years; however, in spring 2014, FLC worked with the District to administer the Community College Survey of Student Engagement (Ref. I. 08). Both FLC and the District websites have “Contact” links enabling users to ask questions or to express concerns, and feedback gained in this manner is used to assess and to improve effectiveness. The District also considers enrollment trends and the number of job applications received when it evaluates how effectively matters of quality assurance are communicated to the public.

FLC communicates its institution-set standards through reports to the Institutional Planning Committee (IPC) each year and through research briefs on the College’s “Institutional Effectiveness” page. The College research office provides updated statistics on the four metrics for institution-set standards (course completion, number of degrees and certificates, and number of transfers), and IPC evaluates the validity of the standards annually.

### **Self Evaluation**

FLC uses documented assessment results to communicate matters of quality assurance to appropriate constituencies. The College and District research offices provide extensive internal access to data and reports that inform reporting on quality assurance. Reports, data, and information are available through the websites and by request.

Since fall 2007, the College research office has produced an annual Key Performance Indicators (KPI) Report (Ref. I. 11), a compilation of longitudinal data on metrics such as enrollment, course success rates, persistence rates, degree and certificate awards, and transfers, all of which FLC uses to assess and to improve institutional processes and outcomes. At its 11 March 2014 meeting (Ref. I. 35), the Academic Senate recommended and the College president approved institution-set standards for four key performance indicators: student completion rate (70%); number of degrees earned annually (622); number of certificates earned annually (171); and number of transfers (410). These standards have been integrated into the annual KPI reports, beginning fall 2014. FLC has begun integrating these data into planning processes and has begun examining additional KPIs (such as online versus on-ground success rates), and as the newer planning processes continue to develop, FLC’s broad constituency should understand how resource allocation and strategic planning decisions are informed by these data points.

### **Actionable Improvement Plans**

The College research office will review all available assessment results and implement (by the end of spring 2016) new strategies to improve integration of assessment results into the program review and ADP/AUP processes, so as to communicate matters of quality assurance more effectively.

**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.**

### **Descriptive Summary**

In the fall 2013 planning cycle, Folsom Lake College (FLC) adopted the annual department/unit plan (ADP/AUP) implementation cycle documents for instructional services (Ref. I. 36), student services (Ref. I. 37), and presidents's/administrative services (Ref. I. 38). The documents have two basic functions: (1) to clarify planning timelines and responsible parties; and (2) to guide the College in adhering to those timelines and processes.

The previous planning processes and evaluation cycle contained significant gaps, thus the need to revise the process in 2013. For example, ADP/AUPs were due in May of each academic year. However, budget allocations were determined in March. Consequently, individual department-identified needs were not available for planning. The revised planning cycle addressed this schedule problem by switching the ADP/AUP due date to February, a change allowing for appropriate integration and planning.

In fall 2014, the Institutional Planning Committee (IPC) reviewed the FLC Planning and Evaluation Timelines document (Ref. I. 52), which identified 28 different planning documents and processes, ranging from strategic planning to the marketing plan. The document indicated the semester that each plan or process was scheduled for update but did not identify the responsible party nor indicate whether the action was actually accomplished. Changes to this document included removing extinct plans, distinguishing between processes and actual master planning documents, and explicitly identifying the responsible participatory governance committee. The Annual Review and Approval Process for College wide Plans document (Ref. I. 53) was developed in fall 2014 and approved by IPC in spring 2015. This new document clarifies the review timelines and approval process for College wide plans.

### **Self Evaluation**

FLC 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. FLC has worked to develop and to execute the many parts of the aforementioned cycle. All of this work has led to increased effectiveness in ongoing planning and resource allocation. By documenting the cycle and its timelines, FLC has helped to ensure that future review and improvement will be systematic and regular.

These actions indicate FLC's efforts to improve its planning and evaluation processes continually to support institutional effectiveness and, consequently, student learning. The focus of planning processes is transparent and involves broad participation by all constituents, including students where possible. The revised planning processes have gone through only two cycles, so they are not yet institutionalized to the point that FLC can fully evaluate their effectiveness.

### **Actionable Improvement Plans**

None.

**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.**

### **Descriptive Summary**

The Annual Folsom Lake College Planning Process - Overview document (Ref. I. 22) details the various mechanisms used by Folsom Lake College (FLC) in its ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Every May, the Institutional Planning Committee (IPC) synthesizes information from departments and administrative and student services units to inform FLC priorities and to make recommendations to the College president.

The information used by IPC to inform decisions includes annual department/unit plans, program reviews, year-end reports by all participatory governance committees, reports on College wide plans, summary reports by the vice president of each of the College's four divisions (instructional services, student services, administrative services, and president's services), a summary report on SLO assessments, any external data (such as the Student Success Scorecard), and annual review of key performance indicators and measurement of institutionally-set standards.

FLC also administers several surveys that gauge institutional performance. The College research office creates and conducts a periodic Student Satisfaction with Support Services survey (Ref. I. 06), last administered in spring 2014. This survey queried students in randomly selected classes on satisfaction with 21 College support services ranging from campus police to tutoring to the library to financial aid. The survey measured recognition, use, and satisfaction rates. The results of this survey are sent to each support area for use in annual planning and program reviews. Other surveys include the Multicultural and Diversity Committee's spring 2013 Cultural Diversity Student Survey (Ref. I. 54), the District's Distance Education Student Satisfaction Survey (Ref. I. 55), Employee Perceptions Survey (Ref. I. 56), and institutional surveys in support of program review. Additionally, FLC participates in Accreditation surveys such as the Noel-Levitz and, beginning in spring 2014, the Community College Survey of Student Engagement (Ref. I. 08). Results of these surveys are analyzed by the College research office, and executive summaries are posted to the Insider website for general review and discussion.

Career and technical education programs rely on advice from advisory boards consisting of industry partners, high school pathway partners, and students. Held annually, advisory board summits (Ref. I. 09) allow for formal discussion though ongoing collaboration and consultation are expected.

At the department level, data informs annual planning documents, which are then reviewed by the supervising dean and the vice president and are reported to IPC. Departments are asked to use student performance data, such as course success rate and number of certificate and degree completers, to set goals and to devise plans for departmental improvement.

The Student Success and Support Program (SSSP) Plan (Ref. I. 57) and the Student Equity Plan (Ref. I. 58) are the results of intense review and assessment of existing programs. Data served as the baseline measures for these plans, and as these plans are implemented in coming years, FLC expects to see improvement across all demographics.

### **Self Evaluation**

FLC 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. Since many of the evaluation mechanisms have only recently been created, FLC does not yet have a sufficient body of evidence for assessing how well the mechanisms contribute to improvements in programs and services. Although data are provided for instructional annual department plans, some departments struggle to use the data to make informed decisions about department needs.

### **Actionable Improvement Plans**

Starting 2015-16, the College research office and the Institutional Planning Committee will annually review FLC's evaluation mechanisms and recommend enhancements.

### References - Standard I

- Ref. I. 01 FLC Vision and Mission Statements
- Ref. I. 02 LRCCD Vision, Mission, and Values Statements
- Ref. I. 03 CCCCCO Mission and Vision Statements
- Ref. I. 04 FLC Environmental Scan 2005
- Ref. I. 05 FLC College Governance Agreement
- Ref. I. 06 FLC Student Satisfaction with Support Services Survey
- Ref. I. 07 FLC Program Review Student Survey Sample
- Ref. I. 08 FLC CCSSE Executive Summary
- Ref. I. 09 FLC CTE Advisory Board Summit Schedule, March 2015
- Ref. I. 10 FLC Coffee Exchange Agenda, 10 April 2015
- Ref. I. 11 FLC Key Performance Indicators (KPI) Report, 19 May 2014
- Ref. I. 12 FLC Feeder High School Enrollment and Performance Report
- Ref. I. 13 FLC Feeder High School Assessment Course Placement Report
- Ref. I. 14 LRCCD Board Of Trustees Agenda, 11 June 2014 meeting
- Ref. I. 15 FLC 2015-2016 Catalog
- Ref. I. 16 FLC Institutional Planning Committee Minutes, 14 October 14 2013
- Ref. I. 17 FLC Vision & Mission Review Survey Results & Comments
- Ref. I. 18 FLC Institutional Planning Committee Minutes, 10 February 2014
- Ref. I. 19 FLC Institutional Student Learning Outcomes (ISLOs)
- Ref. I. 20 FLC Classified Senate Minutes, 15 May 2014
- Ref. I. 21 FLC Academic Senate Minutes, 13 May 2014
- Ref. I. 22 FLC Overview Chart
- Ref. I. 23 FLC Strategic Plan 2012-2015
- Ref. I. 24 FLC Annual Unit Plan Sample (Scheduling Office)
- Ref. I. 25 FLC Program Review Sample (Anthropology)
- Ref. I. 26 FLC Technology and Distance Education Plan 2014
- Ref. I. 27 FLC Professional Development Plan 2010
- Ref. I. 28 CCCCCO Student Success Scorecard, Folsom Lake College
- Ref. I. 29 FLC Annual Department/Unit Plans Webpage
- Ref. I. 30 FLC Program Review Webpage
- Ref. I. 31 FLC Annual College Goals and Achievements Webpage
- Ref. I. 32 FLC SLO Webpage
- Ref. I. 33 LRCCD Strategic Plan
- Ref. I. 34 FLC Planning Timelines
- Ref. I. 35 FLC Academic Senate Minutes, 11 March 2014
- Ref. I. 36 FLC AUP Cycle, Instructional Services
- Ref. I. 37 FLC AUP Cycle, Student Services
- Ref. I. 38 FLC AUP Cycle, President's and Administrative Services
- Ref. I. 39 FLC Research Office Webpage
- Ref. I. 40 LRCCD Research Office Webpage
- Ref. I. 41 FLC In Touch
- Ref. I. 42 FLC Bird's Eye View

Ref. I. 43	FLC The Falcon Report
Ref. I. 44	FLC RCC Outlook
Ref. I. 45	EDC Foothill Flyer
Ref. I. 46	FLC Institutional Effectiveness Webpage
Ref. I. 47	FLC Facts at a Glance
Ref. I. 48	FLC Trendlines Fall 2013
Ref. I. 49	LRCCD Measures 'A' and 'M' Citizens' Bond Oversight Committee Webpage
Ref. I. 50	LRCCD Notes from the Chancellor
Ref. I. 51	FLC Research Office AUP
Ref. I. 52	FLC Planning and Evaluation Timelines
Ref. I. 53	FLC Annual Review and Approval Process for College wide Plans
Ref. I. 54	FLC Cultural Diversity Student Survey
Ref. I. 55	LRCCD Distance Education Student Satisfaction Survey
Ref. I. 56	LRCCD Employee Perceptions Survey
Ref. I. 57	FLC Student Success and Support Program (SSSP) Plan
Ref. I. 58	FLC Student Equity Plan

# STANDARD II

## Student Learning Programs and Services

### Standard II Chairs

#### Standard II.A

Brian Robinson,  
Academic Senate  
Past President

Monica Pactol,  
Vice President, Instruction  
Accreditation Liaison Officer

#### Standard II.B

Michelle Madden,  
Counselor  
Bryon Bell,  
Vice President,  
Student Services

#### Standard II.C

James Telles,  
Librarian  
Gary Hartley,  
Dean of Instruction &  
Technology



FOLSOM LAKE COLLEGE  
EL DORADO CENTER | RANCHO CORDOVA CENTER

## **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.**

### **Descriptive Summary**

Folsom Lake College (FLC) lists its instructional programs on page 82 of the catalog (Ref. II. 01). These programs include 23 AA degrees, six AS degrees, 15 ADT degrees, and 34 certificates of recognition or achievement. The majority of offerings are designed to prepare students for transfer to four-year institutions or for immediate employment or promotion in the workplace. Instructional programs are systematically assessed to assure currency, to improve teaching and learning strategies, and to achieve stated student learning outcomes. Curriculum review, including course student learning outcomes (SLOs), is completed every six years for transfer programs and every two years for career technical programs to ensure currency and to allow for improvements in teaching and learning. The assessment of SLOs (so that results can be used to improve courses) is currently at 99% level for all regularly offered courses. However, only 59.5% of courses listed in the catalog have assessed SLOs, for a significant number of courses are not regularly offered and therefore cannot be assessed. All departments have completed comprehensive program reviews, and all departments regularly submit annual department plans (ADPs). All degree and certificate programs have program student learning outcomes (PSLOs), which are documented in the catalog (Ref. II. 01) and on the Insider's PSLO course maps webpage (Ref. II. 02). The assessment of PSLOs so that results can be used to improve programs is currently at 92.9%. Likewise, institutional student learning outcomes (ISLOs) were developed in spring 2013, and assessment of those ISLOs so that results can be used to improve programs is currently at 100%.

### **Self Evaluation**

FLC 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 to assure currency, to improve teaching

and learning strategies, and to achieve stated student learning outcomes. Since the inception of course SLO assessment, FLC has interpreted the term “course” to mean “regularly offered course.” In spring 2015, while FLC was completing its *Annual Report*, the term “courses” was defined by ACCJC to mean “all courses in the catalog.” This change in definition impacts the percentage of FLC courses that have assessed SLOs.

### **Actionable Improvement Plans**

Working with the Curriculum Committee, the vice president of instruction will update the catalog (by the end of spring 2016) so that the course listing includes only regularly offered courses that are regularly assessed for student learning outcomes.

**Standard II.A.I: 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.**

### **Descriptive Summary**

Folsom Lake College (FLC) provides instructional programs for associate degrees, career and technical education (CTE), remedial or basic skills, and lifelong learning. These programs are consistent with the FLC vision and mission (Ref. II. 03):

Vision: Folsom Lake College inspires excellence and provides educational opportunities to enrich and empower students.

Mission (excerpt): [Folsom Lake College provides] rigorous academic programs for completion and transfer; training to enhance employment and career skills; preparatory programs for student success; and opportunities for lifelong learning and enrichment.

The FLC mission is aligned with the Los Rios Community College District mission (Ref. II. 04) as well as with the California Community Colleges Chancellor’s Office (CCCCO) mission (Ref. II. 05), which includes transfer education, basic skills and English language proficiency, economic and workforce development, associate degrees, associate degrees for transfer, and certificates. This alignment ensures that FLC’s instructional programs are appropriate for a higher education institution.

The quality and appropriateness of new instructional programs are maintained through FLC’s program approval process for transfer (Ref. II. 06) and CTE (Ref. II. 07) programs. New program proposals are reviewed by the Curriculum Committee’s Program Development and Planning (PDP) Subcommittee and by the District’s Program Placement Council (PPC). Once program proposals are approved for further development, FLC administrators and faculty members converse 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 members throughout the District to comment on proposals. Developed proposals go through

College and District review processes; the proposals, after gaining Board of Trustee approval, are then sent to CCCCCO for final approval. CTE program and course proposals must also gain approval from the state's North/Far North Regional Consortium before they are sent to CCCCCO. Additionally, information about all CCCCCO approved programs is sent to the Commission, which determines whether a substantive change proposal is required.

Student learning needs are reviewed further through the annual department/unit plan process (Ref. II. 08), which documents significant findings and needs emerging from departments' course and program level outcomes assessments. The Student Learning Outcomes Committee examines the results and provides an annual assessment report (Ref. II. 09) to the Academic Senate and to the Institutional Planning Committee. The report covers issues, themes, and needs arising across disciplines. This report, previously shared with the above committees in fall semesters, now is shared in spring semesters so that its content can inform College goals and prioritized planning for the coming year.

The quality, appropriateness, and currency of existing instructional programs are maintained through FLC's instructional program review process (Ref. II. 10), which occurs every six years for transfer programs and every two years for CTE programs. The program review process requires that discipline faculty members state the instructional program's mission, which, according to 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, program enrollment and productivity, required resources for improving program, and recommendations. Each review must be supported by enrollment and student achievement data, student survey data, department data, and any relevant and available labor market data. FLC also has a program appraisal and recommendation process (Ref. II. 11) by which declining programs can be appraised and subsequently be revised to enhance viability or be discontinued.

FLC seeks to identify the educational preparation of incoming students to foster their success in College programs. FLC uses several data sources, including a feeder high school enrollment and performance report (Ref. II. 12), high school course placement reports, and general data regarding student preparation collected as part of the application process, all of which provide FLC with a better understanding of entering students' educational skill levels and needs. FLC also requires students to take skills assessment tests prior to their enrolling in their first ESL, English, and math course. In spring 2011, FLC began participating in the District wide assessment portability project whereby FLC accepts assessment results from our sister colleges in ESL, English, math, and reading. In spring 2014, FLC began using mandatory orientation, assessment, and educational plans for new incoming students for the fall 2014 semester.

### **Self Evaluation**

FLC demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity. FLC's extensive program development and review processes as well as its annual department/unit plan

processes are designed to ensure program quality and appropriateness through program planning. However, due to a variety of factors, FLC is challenged with documenting, tracking, and communicating how the processes impact change.

Key findings from the 2014 Community College Survey of Student Engagement (CCSSE) (Ref. II. 13) also provide insight on student learning needs. The CCSSE has introduced national benchmarks to monitor progress in quality improvement; the benchmarks of active and collaborative learning, student effort, and academic challenge directly relate to student learning needs. FLC reported scores higher than the national average for academic challenge (51.7 vs. 50) and very close to the national average for active and collaborative learning (49.8 vs. 50) and student effort (47.5 vs. 50).

#### **Actionable Improvement Plans**

None.

**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.**

#### **Descriptive Summary**

Folsom Lake College (FLC) conducts research to identify the various programmatic needs of its student population. This research includes periodic review of census data, local high school graduation data, environmental scans, labor market data, and employment outlook data. Additionally, FLC considers input from local industry councils and advisory boards throughout its service areas, a region extending 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 meetings (Ref. II. 14) occur at least once annually to discuss emerging trends and industry expectations to ensure that career technical programs meet the needs of both the student population and local business and industry.

#### **Self Evaluation**

FLC 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. FLC relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes. The fields of study in which FLC offers programs are determined through the processes of the College's Program Development and Placement Subcommittee and the District's Program Placement Council.

#### **Actionable Improvement Plans**

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.**

**Descriptive Summary**

Folsom Lake College (FLC) has been increasing its distance education (DE) course offerings (online, hybrid, and instructional television). FLC's rationale for offering DE courses rests on a commitment to increasing educational access for students in FLC's broad service area, including those who may have difficulty traveling to College sites during regularly scheduled on-ground classes and those who may benefit from a variety of teaching modalities.

Curriculum development is initiated by faculty members, and approval for all courses and programs is managed through the District's proprietary SOCRATES system, which allows for electronic feedback and approval at all levels of curricular development. DE offerings must be so designated in SOCRATES, with the specific modality in which the courses may be offered (e.g., online, hybrid) indicated. Under the auspices of FLC's Curriculum Committee, the Distance Education Subcommittee is charged with reviewing and recommending all requests to offer courses in DE formats. Course offerings are determined by instructional departments and are highly influenced by the availability of faculty members prepared to teach in a DE modality.

FLC complies with the Commission's Policy on Distance Education and Correspondence Education (Ref. II. 15) for its DE offerings. FLC does not offer any correspondence education. By way of the instruction office, the Curriculum Committee, and the faculty contract (Ref. II. 16), FLC:

- Ensures that the development, implementation, and evaluation of all FLC DE courses and programs take place within the institution's total educational mission as stated in the catalog and are in accord with standing curriculum development processes;
- Assumes all responsibility for control over its DE offerings and clearly communicates DE-related information to students;
- Assures that all DE courses contain appropriate, clear, and measurable student learning outcomes (SLOs);
- Provides resources, structure, and communication in support of student success and promotes/tracks SLO assessment in every DE course and program;
- Complies with ACCJC requirements for substantive change related to DE modalities and program features (e.g., over 50% available online). The FLC Curriculum Committee must approve individual courses for DE modalities before such offerings can be scheduled. FLC also annually identifies 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 to assure that a student who registers in a DE course or program is, in fact, the same person who participates every time and completes the course or program. This verification commitment includes such methods as using a secure login and password, proctored examinations, and/or new or

other technologies and/or practices that are developed and effective in verifying each student's identity.

All students regardless of service location or delivery method have access to comprehensive and appropriate services to contribute to their success. Student services (including but not limited to orientation, admissions, registration, eServices, assessment, counseling and financial aid) are accessible to DE students and are comparable to services provided to students in on-campus instructional programs. Students can access available technical support by contacting the District help desk or a specific student services office.

Faculty members teaching online and those considering teaching online are encouraged to attend FLC online educators, a group that meets monthly to share best practices and to discuss emerging technologies. This group is assisted by the instructional design and development coordinator.

Ongoing evaluation of faculty members involved in DE is consistent with faculty evaluation in face-to-face instruction. Article 8 of the faculty contract (Ref. II. 16) addresses faculty evaluation for both face-to-face and distance modalities, including student review of online faculty.

### **Self Evaluation**

FLC uses delivery systems and modes of instruction compatible with the objectives of the curricula and appropriate to the current and future needs of its students. The FLC Technology and Distance Education Plan (Ref. II. 17) provides a comprehensive three-year plan. However, technology and distance education planning is not integrated with the annual College planning process (Ref. II. 18).

### **Actionable Improvement Plans**

Starting in 2015-16, the Technology Committee will develop and recommend programmatic goals for distance education and annually report progress toward those goals to the Institutional Planning Committee in a written report. The Technology Committee will also establish a three year schedule for updating the Technology and Distance Education Plan.

**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.**

### **Descriptive Summary**

At Folsom Lake College (FLC), student learning outcomes (SLOs) are addressed during the curriculum development and revision processes detailed in FLC's Curriculum Handbook (Ref. II. 19) and must be identified for courses, programs, certificates, and degrees. The Curriculum Committee's Technical Review Subcommittee reviews SLOs as part of its review of the course outline of record for proposed curricula. FLC supports a SLO coordinator, a faculty member who has 40% reassigned time to assist with SLO development and assessment and who chairs

the Student Learning Outcomes Committee. Identified SLOs for courses are included in course descriptions in SOCRATES, the District's online curriculum management system, and in course syllabi. Program, degree, and certificate SLOs are drafted, built, launched, revised, recorded, and stored in SOCRATES and can be found in the in the catalog (Ref. II. 01).

Department faculty members have the primary responsibility of assessing course, program, and degree outcomes, using assessment methods relevant to their discipline. From 2009-2013, assessment results were recorded annually in educational master plans (EMPs) (Ref. II. 20), through which departments documented assessment methods, assessment results, and program improvements prompted by assessment results. In June 2013, the EMP process was revised and renamed the annual department/unit planning (ADP/AUP) process (Ref. II. 08). This process was designed so that individual department's assessment results inform College wide planning more effectively. With the new process, departments must document assessed outcomes, significant findings, and resources needed to improve future outcomes.

Assessment results are further documented and communicated through the program review process (Ref. II. 10), which occurs every six years for transfer programs and every two years for career technical programs. The instructional program review template (Ref. II. 21) includes documentation of significant findings, explanations of how the findings will be used, and outcomes of strategies used over the previous three years. The results are communicated to appropriate deans, the instruction office, and the Program Development and Planning Subcommittee when program review templates are submitted. Additionally, since 2013, SLO assessment results have been included in departments' College wide program review presentations, with departments identifying resources needed to improve program outcomes.

Department faculty members are responsible for using SLO assessment results to make improvements to their programs. The 2009-13 EMP (Ref. II. 20) template asked departments to explain exactly how they intended to use assessment results to make program improvements. The new ADP template (Ref. II. 22) asks how departments intend to use results to make improvements to student learning. A review of submitted ADPs reveals that many of the improvements made are mainly department related, including changes to methods and modes of instruction, revisions to curricula, and adoption of new textbooks. To foster discussion about improvement at the institutional level, the Student Learning Outcomes Committee reviews responses to ADPs annually and reports to the Academic Senate and the Institutional Planning Committee each spring on emerging themes, needs, and issues.

### **Self Evaluation**

FLC identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements. The Technical Review Subcommittee continues to monitor SLOs as new curricula are created or existing curricula are revised; curriculum developers are referred to the SLO coordinator when questions arise. All program SLOs are listed in the catalog, and course SLOs are included in instructors' syllabi. Ongoing assessments of courses and programs are recorded in departments' annual plans. Improvements are recorded in those planning

documents and communicated to the College community in the Student Learning Outcomes Committee's annual reports to the Academic Senate and the Institutional Planning Committee.

### **Actionable Improvement Plans**

None.

**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.**

### **Descriptive Summary**

Folsom Lake College (FLC) offers collegiate, developmental, pre-collegiate level courses and programs, and short-term training courses and programs. Currently, FLC offers no continuing education courses or programs for international students. The processes that guide curriculum and program development are in accord with board policy P-7141 (Ref. II. 23) and board regulation R-7141 (Ref. II. 24) and are described in the FLC Curriculum Handbook (Ref. II. 19). Proposed new program and curriculum development is identified in annual department plans.

### **Self Evaluation**

FLC 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.

### **Actionable Improvement Plans**

None.

**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.**

### **Descriptive Summary**

At Folsom Lake College (FLC), all new courses and programs, including student learning outcomes (SLOs), are developed by faculty members. In developing new program proposals, faculty members consider the following: 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 colleges and transfer institutions; and articulation/transferability of courses. All new programs and courses are reviewed through curriculum processes at the College, District, regional, and state levels. New programs are submitted to the Commission through the substantive change process. Career and technical education programs undergo program review every two years. All other programs undergo program review every six years.

Departments identify plans to sequence course offerings in their annual department plans (ADPs) and then work with their area deans to ensure the appropriate scheduling of program courses according to FLC's scheduling process. During the scheduling process, deans address balance between day and evening sections, sites, and course sequencing. FLC has an Academic Senate-approved Enrollment Management Plan (Ref. II. 25) that includes guidelines for the cancellation of classes due to low enrollment or unanticipated reductions in FTEF.

The central role of faculty members regarding the design, approval, and review of courses and programs is ensured by the FLC Collegial Consultation Agreement (Ref. II. 26), which describes the role of faculty in decisions regarding academic and professional matters. The role of the Academic Senate regarding academic and professional matters is also reiterated in board policy P-3412 (Ref. II. 27) and board regulation R-3412 (Ref. II. 28). As defined by the California Code of Regulations Title 5 Section 53200 (Ref. II. 29), these matters 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.

### **Self Evaluation**

FLC uses established procedures to design, to identify learning outcomes for, to approve, to administer, to deliver, and to evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs. FLC's program and curriculum development and review processes are well established, stable, and rigorous, and the central role of faculty members in these processes is also well established and institutionalized.

### **Actionable Improvement Plans**

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.**

### **Descriptive Summary**

Folsom Lake College (FLC) has institutionalized processes for identifying, revising, and approving student learning outcomes for courses (SLOs), degree and certificate programs (PSLOs), the institution (ISLOs), and student services (SAOs). SLOs and PSLOs are included in course and program outlines of record and undergo rigorous development and revision processes through the Curriculum Committee.

Responsibility for the development and assessment of course and program SLOs resides with faculty members. Both responsibility and right are ensured by the FLC Collegial Consultation Agreement (Ref. II. 26), which states that the College president will consult collegially with the faculty for decisions regarding academic and professional matters, which by law (AB 1725) include curriculum development. Faculty members make changes to programs, courses, and their associated SLOs, often after consultation with colleagues at transfer institutions and with 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. The Curriculum Committee is faculty weighted and has a faculty chair. The SLO coordinator is also a faculty member.

FLC has processes for SLO assessment. As part of the assessment process, faculty members use an analysis form (Ref. II. 30) to document SLO assessment methods, dates of assessment, assessment results, and application of the results for course and program improvement. As part of the program review process (Ref. II. 10), which occurs every six years for transfer programs and every two years for CTE programs, departments document SLO assessment methods, their satisfaction with those methods, the degree to which students are achieving SLOs, and department plans to generate outcomes improvement. CTE program and course SLOs are assessed in consultation with advisory committees.

All departments have developed PSLO course maps (Ref. II. 02) that indicate the program courses in which program SLOs are attained. As of spring 2015, 99% of regularly offered course SLOs have been assessed, 59.5 % of courses in the catalog have been assessed, 92.9% of PSLOs have been assessed, and 100% ISLOs have been assessed.

### **Self Evaluation**

FLC 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. FLC regularly assesses student progress towards achieving those outcomes. Processes exist for the development and evaluation of course, certificate, and program SLO's.

As indicated previously in the introduction to Standard II, FLC recently learned that SLO assessment needs to be conducted for all courses listed in the catalog (which means that all courses in the catalog must be offered regularly). As a result (and as previously noted in an actionable improvement planning item), the vice president of instruction will work with the Curriculum Committee to update the catalog (by the end of spring 2016) so that the catalog includes only regularly offered courses that are regularly assessed for student learning outcomes.

**Actionable Improvement Plans**

None.

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

**Descriptive Summary**

Folsom Lake College (FLC) engages in extensive activities to promote high quality instruction and program quality. Department faculty members review programs annually through the annual department planning (ADP) process (Ref. II. 08), 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. Furthermore, all transfer and career and technical education (CTE) programs undergo program review every six years and two years, respectively.

Program quality is also ensured 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/Multicultural Degree Requirement Subcommittee, the Prerequisite/Co-requisite Advisory Subcommittee, the Program Development and Planning Subcommittee, and the Technical Review Subcommittee. All of these subcommittees are active and contribute to program quality at FLC.

CTE program faculty members engage in dialogue with advisory boards (Ref. II. 14) to ensure that program content meets state and industry standards and aligns with documented workforce training requirements of area employers. FLC hosts meetings with local business and educational leaders annually to determine the need for new CTE programs at FLC.

FLC has an Enrollment Management Plan (Ref. II. 25) to 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 ADPs. FLC's Institutional Planning Committee (IPC) has an EDC Planning Subcommittee that continually reviews course offerings at the El Dorado Center to encourage availability of core curriculum and

program-critical courses at that site. 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.

Evidence of the quality of FLC's programs and curricula can be found in program review (Ref. II. 10) and ADP/AUP (Ref. II. 08) documents. Additional evidence can be seen in the high number of articulation agreements with four-year institutions, in the number of degrees and certificates conferred (Ref. II. 31), and in the number of transfers to four year institutions (Ref. II. 32). Evidence of program quality is further demonstrated by key performance indicator data (Ref. II. 33) noting course success, enrollment, persistence, degrees and certificates awarded, and transfer rates. This information and other like data concerning student success continue to underscore quality teaching and learning.

### **Self Evaluation**

FLC provides high-quality instruction. Appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs. FLC has significant processes and professional development opportunities for faculty members to promote high quality instruction. The 2012-2016 Enrollment Management Plan (Ref. II. 25) was developed by an ad hoc committee of the IPC; thus, the plan was not owned or monitored by any specific group or committee.

### **Actionable Improvement Plans**

Starting in 2015-16, the Matriculation and Student Success Committee will review and update the Enrollment Management Plan at least every three years and report its findings to the Institutional Planning Committee in a written report.

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

### **Descriptive Summary**

Folsom Lake College (FLC) 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 instructional lab. Department faculty members determine which instructional modes will be used. Instructional delivery modes must be approved through the curriculum process, and available modes are indicated on all course outlines of record, information 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. All distance education courses are scrutinized for regular and effective contact.

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 in all course outlines. Evaluation and assessment methods are

developed by departments, approved through the curriculum process, and documented in course outlines and class syllabi. Classroom faculty members can take advantage of a broad range of in-class technology throughout FLC's three sites to enhance student engagement and understanding of course content. Almost all classrooms have built-in computer projection systems, and many faculty members use Desire2Learn (D2L), the District's online learning management system.

With the growth at the Rancho Cordova Center, FLC embarked on a scheduling plan to include more short term (eight week courses) and 50/50 hybrid courses beginning in fall 2015. As a result, the instruction office, Curriculum Committee, and innovation center collaborated to assist faculty members in developing distance education curricula and to provide instructor training on delivering distance education and short term classes.

Learning styles are addressed individually by instructors. Learning styles assessments are provided to students in the career and transfer center as well as in the Human Career Development 310 course (College Success).

### **Self Evaluation**

FLC uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students. The delivery modes are appropriate to the needs of the current student population. The teaching methodologies are current and are based on appropriate discipline pedagogy. FLC offers a variety of opportunities for faculty members to develop and to deliver a variety of modes of instruction.

The Community College Survey of Student Engagement results (Ref. II. 13) provide some insight into different teaching modalities being used at FLC. A total of 78.8% of students reported making a class presentation; 88.9% of students reported working with other students on projects during class; 64% of students worked with classmates outside of class to prepare class assignments; and 18.1% of student participated in a community-based project as a part of their regular course.

### **Actionable Improvement Plans**

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.**

### **Descriptive Summary**

Folsom Lake College (FLC) evaluates its courses and programs through its curriculum review process, annual department/unit plan (ADP/AUP) process (Ref. II. 08), and program review process (Ref. II. 10). The curriculum review process, coordinated by the Curriculum Committee, assures that courses and programs are current. The program review and annual department plan processes, coordinated by the Curriculum Committee's Program Development

and Planning (PDP) Subcommittee with assistance from the Student Learning Outcomes Committee, ensure that departments are carefully considering such topics as relevance, appropriateness, achievement of student learning outcomes, and future needs and plans.

FLC's curriculum review process requires (per Title 5) that curricula are reviewed and updated every six years. Departments track the currency of their curricula through the District curriculum database (SOCRATES) and update courses on a regular schedule, often using results of SLO assessments to inform any changes to their courses and programs. Deans monitor curriculum review as part of FLC's scheduling process to verify that courses have been reviewed on time before the courses are offered. Departments also address the currency of their curricula in both the ADP (section I.B) and the program review (section C) templates.

Begun in 2004, FLC's program review process (Ref. II. 10) is required every six years for transfer programs and every two years for career technical education (CTE) programs. The process, detailed in the FLC Instructional Program Review Process document (Ref. II. 34), requires departments to address such criteria as relevance, appropriateness, achievement of student learning outcomes, and planning for the future. If a program is no longer relevant, FLC has a separate program appraisal and recommendation process (Ref. II. 11) that can be used as needed to recommend changes to a program to enhance its viability or to recommend its discontinuance.

Program reviews are supported by department-specific data provided by the College research office. This information includes enrollments, weekly student contact hours, full-time equivalent faculty (FTEF), productivity, course success rates, demographics, and degrees and certificates awarded. Additionally, data gathered from faculty and student surveys inform the program review process. Reviews of CTE programs are informed by regular advisory board meetings and business and industry data.

To ensure that program review results are used in institutional planning, PDP instituted program review presentations in 2011. At the time, department chairs and any other representatives who wished to participate would attend one of PDP's monthly meetings and would give overviews of department program review findings. The faculty chair of PDP would then compile these results and give a presentation to the Institutional Planning Committee (IPC) at the end of the spring semester. The audience for these presentations was expanded in 2013 when PDP sponsored a College wide program review at which department representatives gave presentations using a PowerPoint template developed by PDP; the template documents program accomplishments, program barriers or obstacles, and program needs as implied by SLO assessment results. As with previous years, the PDP chair presented the results to IPC.

### **Self Evaluation**

FLC evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans. FLC evaluates courses and programs through its curriculum review and program review processes. All courses must undergo timely completion of curriculum review for the courses to

be offered. Additionally, documents on FLC's internal resource page, the Insider (Ref. II. 35), demonstrate that instructional program review is managed and that the results are embedded into FLC's planning processes. In summer 2014, it was discovered that newer CTE programs were either added to the program review rotation for six year rather than two year review or not added to the rotation or at all. This problem was remedied so that all CTE programs are now undergoing program review on a two year rotation.

The College Planning Process Overview (Ref. II. 18) documents illustrate both how program review results inform the setting of goals and priorities and when in the annual planning cycle this process occurs. Evidence of the implementation of these processes exists in the end-of-year program review reports given by the PDP chair at the Institutional Planning Committee's year end meeting (2011 through 2015).

### **Actionable Improvement Plans**

Starting in 2015-16, the instruction office will update the program review cycle annually to include new degree/certificate programs.

**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.**

### **Descriptive Summary**

Since its 2009 Accreditation site visit, Folsom Lake College (FLC) has continued its cycle of integrated planning and evaluation but has made revisions to key facets of the planning process to ensure that SLO assessments inform prioritized decision-making. In 2013, FLC significantly revised its planning and resource allocation processes. Prior to 2013, department planning occurred through the educational master plan (EMP) process. The EMP process was replaced by the annual department/unit plan (ADP/AUP) process (Ref. II. 08), which more effectively links department planning to College wide integrated planning and evaluation. As part of this revision, the 2010 FLC Planning and Evaluation Cycle document (Ref. II. 36) was replaced with three cycle documents, one for president's services and administrative services (Ref. II. 37), one for instructional services (Ref. II. 38), and one for student services (Ref. II. 39). The 2010 FLC Planning and Evaluation Timelines document (Ref. II. 40) was also revised (Ref. II. 41) to illustrate more clearly the annual and systematic nature of planning at FLC. The revised documents and process, approved by the Academic Senate at its May 2013 meeting (Ref. II. 42), help ensure that data from SLO assessments are reviewed annually by the Institutional Planning Committee (IPC) to help decision-makers establish priorities and goals for the upcoming academic year, including those related to College budgeting.

The ADP/AUP templates document SLO assessment, student success, professional development, and resource needs. ADP/AUPs are summarized by division, after which division vice presidents report key needs and findings to IPC. At the end of the semester,

IPC holds a special meeting to share with the College president and other decision-makers the needs, priorities, and goals revealed through this evaluation of department and unit plans. Program review results are also examined. The chair of the Program Development and Planning Subcommittee presents a report to IPC on the key findings emerging from program review that year. These planning and review processes are supported by data provided by the College research office. The repository of research reports on the Insider contains updates on FLC's key performance indicators (Ref. II. 33) and also research reports that aid in program review and unit planning, equity data, and learning outcome assessment support.

### **Self Evaluation**

FLC engages in ongoing, systematic evaluation and integrated planning to assure currency and to measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. FLC strives to improve those outcomes and makes the results available to appropriate constituencies. IPC and Academic Senate minutes from spring 2013 indicate that FLC has made efforts in developing a process that allows for a systematic evaluation of SLOs and the integration of the results of those evaluations in College wide planning processes. The Planning Process Overview document (Ref. II. 18) illustrates the flow of information from individual department and unit plans, anchored by SLO assessment results, to the development of College wide goals and priorities. The three ADP/AUP cycle charts for president's services and administrative services (Ref. II. 37), instructional services (Ref. II. 38), and student services (Ref. II. 39) effectively illustrate the planning processes at the unit level.

Meaningful discussion regarding integrated College wide planning occurs in the Academic Senate and IPC. However, discussion is minimal on other committees, and at times the discussion reveals confusion over the specific tasks delegated to the committees. The use of data in these planning processes is similarly irregular. Program reviews since 2009 indicate that most departments use data to complete their planning for and assessment of their programs. Most departments demonstrate a thoughtful application of data. The same is true with annual department plans.

### **Actionable Improvement Plans**

Starting 2015-16, the research office will develop annual professional development activities designed to improve understanding of how data informs all levels of the ongoing and systematic cycle of integrated planning, resource allocation, implementation, and evaluation.

**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.**

### **Descriptive Summary**

Folsom Lake College (FLC) does not use departmental course and/or program examinations. However, FLC offers two administration of justice courses that comply with the California Commission on Police Officer Standards and Training (POST) and as such include POST-

mandated standardized examinations. FLC's medical lab technology program administers a mock national exam as a part of its capstone experience.

**Self Evaluation**

FLC does not use departmental course and/or program examinations. Should departmental examinations for courses or programs be proposed, FLC will act through its Curriculum Committee to ensure that the examinations provide non-biased and valid measures of student learning.

**Actionable Improvement Plans**

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.**

**Descriptive Summary**

Folsom Lake College (FLC) and the Los Rios Community College District adhere to the California Code of Regulations, Title 5, in developing and approving standards and criteria for curricula, including unit value, scope, objectives, and content. Curriculum proposals undergo rigorous review both at the college, district, and state levels and at local four-year institutions when articulation is proposed for transfer-level courses.

As indicated in the FLC Curriculum Handbook (Ref. II. 19), faculty members are both legally (per Title 5) and contractually obligated to conduct their classes in accordance with approved course outlines. The contractual obligation includes evaluating students and assigning grades based upon achievement of the student learning outcomes (SLOs) listed in course outlines. Faculty members are required (Ref. II. 43) to list SLOs in their class syllabi, and the instructional deans monitor syllabi to ensure compliance and consistency. Additionally, the faculty performance review process includes assessing whether or not a faculty member "adheres to the approved course outline and effectively assesses the student learning outcomes as stated in the approved course outline."

**Self Evaluation**

FLC 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. FLC has established processes 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.

**Actionable Improvement Plans**

None.

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

**Descriptive Summary**

At Folsom Lake College (FLC), assurance that degrees and certificates are awarded based on students' achievement of student learning outcomes (SLOs) occurs largely through the curriculum process. All petitions for courses' inclusion in specific areas of FLC's general education (GE) pattern are reviewed by the Curriculum Committee's General Education/Baccalaureate/Multicultural Degree Requirement Subcommittee. This subcommittee provides regular reports to the Curriculum Committee. Listed among the purposes in the subcommittee's charge is to "focus review mainly on course description, learning outcomes and objectives, and course topics."

FLC's Curriculum Handbook (Ref. II. 19) advises that course outlines must include student learning outcomes and that course evaluation and assessment methods should substantially relate to those SLOs. Program SLOs (PSLOs) must reflect the SLOs of courses included in the program. When questions arise regarding the development of SLOs, the SLO coordinator is available to assist with the development of new course or program outcomes. Beyond the curriculum process, departments also ensure course outcomes are linked to program outcomes through PSLO maps (Ref. II. 02), which have existed since 2009. These maps are available on the Insider and are used frequently as part of program student learning outcomes assessment.

FLC developed GE SLOs in 2006. In developing its initial assessments plans, the Student Learning Outcomes Committee had assumed that course level assessments would inform assessments of GE SLOs; however, the committee noted in 2012 that, as more course and program SLOs had been developed (and some subsequently revised after initial assessments), the GE SLOs did not align with course and program outcomes due to revisions that had occurred as a result of SLO assessments. Thus, the committee proposed (after reviewing the Academic Senate for California Community Colleges definitions of ISLOs, GE SLOs, and Core Competencies) that FLC develop all-encompassing institutional SLOs (ISLOs). To complete this task, a joint Professional Development Committee/Academic Senate flex presentation was offered in January 2013. This flex presentation offered faculty members an opportunity to review selected course outcomes from courses throughout the GE pattern and to identify common themes, such as critical thinking or communication. The Student Learning Outcomes Committee then took these themes and developed the outcomes statements that eventually became FLC's ISLOs (Ref. II. 44). These outcomes (emerging from the courses that students must pass to obtain a degree or certificate) articulate knowledge, skills, abilities, and attitudes that students must demonstrate upon completion of a program of study at FLC.

Further assurance that degrees and certificates awarded are based on student achievement of stated learning outcomes occurs in both the program review (Ref. II. 10) and annual department /unit plan (ADP/AUP) processes (Ref. II. 08). Both the program review and ADP/AUP templates ask questions regarding student achievement of SLOs. Moreover, the program review template asks about achievement of course and program SLOs; augmenting

the supporting data are success rates and degrees and certificates awarded. This focus on SLOs during program review is further reiterated during annual program review presentations.

### **Self Evaluation**

FLC awards degrees and certificates based on student achievement of a program's stated learning outcomes. FLC's curriculum process helps to confirm that degrees and certificates are awarded based on student achievement of programs' stated learning outcomes. Furthermore, the General Education/Baccalaureate/Multicultural Degree Requirement Subcommittee reviews proposals for course inclusion in the general education curriculum. At the course and program level, department ADPs and program reviews emphasize integrating SLO assessment results into program improvement and integrated planning. Minutes from both the Academic Senate and the Student Learning Outcomes Committee indicate that widespread dialogue occurs in the production of FLC's ISLOs.

### **Actionable Improvement Plans**

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 student learning outcomes for the course.**

### **Introduction**

Folsom Lake College's (FLC's) commitment to providing comprehensive general education accords with board policy P-7241 (Ref. II. 45), which outlines the components of a broad general education. This commitment is further illustrated in FLC's mission (Ref. II. 03), which notes that one of the ways FLC serves its students is by "cultivating in its students the ability to think critically, and to communicate purposefully and persuasively so that they may be engaged and informed global citizens." This sentiment is reiterated in the statement on general education that appears in the catalog (Ref. II. 01):

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 Sciences, Social and Behavioral Sciences, Humanities and the Arts, and Language and Critical Thinking. (p. 10)

The 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 lifelong 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 for ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and willingness to assume civic, political, and social responsibilities locally, nationally, and globally.**

### **Descriptive Summary**

Folsom Lake College (FLC) general education has comprehensive learning outcomes for the students who complete it, including the following:

- 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.
- The capability to be a productive individual and lifelong 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.
- A recognition of what being an ethical human being and effective citizen entails: qualities include an appreciation for ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

In 2012, while developing an assessment plan for general education student learning outcomes (GE SLOs), the Student Learning Outcomes Committee noted an incongruity between the GE SLOs that were developed in 2006 and the course and program SLOs that evolved through both the assessment curriculum review processes. To correct this incongruity, the committee proposed that FLC develop broader SLO statements that could serve both as institutional student learning outcomes (ISLOs) and GE SLOs. To link these outcome statements to FLC's GE requirements, the Academic Senate and the Professional Development Committee hosted a curriculum review activity at the spring 2013 faculty forum at which faculty identified themes emerging from the outcomes in FLC's GE pattern. Faculty members wrote these themes on butcher paper, and their contributions were then entered into a "word cloud," which demonstrated the most commonly emerging themes based on faculty members' review of

the curricula. The three broad categories that emerged – critical thinking, communication, and awareness – led to eleven distinct outcome statements linked to the general education categories required for an associate’s degree at FLC. These institutional student learning outcomes (ISLOs), which were approved by the Academic Senate at its 23 April 2013 meeting (Ref. II. 46) and by the College president on 15 May 2013, include the following:

- Critical Thinking:
  - Problem Solving: Solve problems and create products, both individually and collaboratively, using the techniques and tools appropriate to the discipline studied.
  - Reasoning: Draw reasonable conclusions based on available data, articulate unstated assumptions, and avoid fallacious thinking.
  - Information Competency: Locate, analyze, and communicate information appropriately and accurately in various formats and through various technologies.
- Communication:
  - Writing: Write purposefully and persuasively in a variety of contexts and formats including academic essays and research papers.
  - Reading: Evaluate texts critically, demonstrating the ability not only to evaluate ideas but also to critique and to respond to the rhetorical choices made by writers in a variety of contexts.
  - Speaking: Speak purposefully and persuasively in a variety of contexts and formats including formal presentations.
  - Listening: Use active and critical listening skills in a variety of communication contexts to solve problems, to offer feedback, and to manage conflict.
- Awareness:
  - Cultural: Recognize the multiple perspectives and values that exist within a diverse society and the cultural factors which contribute to this multitude of perspectives.
  - Aesthetic: Recognize the elements of various aesthetic modes and the reciprocal relationship between art and culture.
  - Global: Apply knowledge of impact of human activity on physical environment and biodiversity as an informed citizen, consumer, and voter to foster sustainable practices that could be applied practically.
  - Self: Use knowledge of values, interests, and personality to set realistic goals and to manage health, careers, and relationships with integrity.

In addition to meeting the general education requirements that led to the development of the aforementioned ISLOs, 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 general education requirements.

The ISLOs have been mapped to individual courses in FLC’s GE pattern, and in fall 2014, the first FLC ISLO Assessment 2014 report (Ref. II. 47) was released to the College. This report used data from course SLO assessments to draw conclusions about the degree to which

students were meeting FLC’s ISLOs. These findings were also corroborated by Community College Survey of Student Engagement (CCSSE) data (Ref. II. 13), which were linked not only to specific outcome statements but also to requirements and behaviors (such as reading for pleasure) that would theoretically lead students to the achievement of FLC’s ISLOs.

**Self Evaluation**

FLC general education has comprehensive learning outcomes for the students who complete it. A faculty-wide analysis of the themes emerging from course level outcomes within the associate’s degree pattern resulted in three broad themes: that students will develop an understanding of content and methods in major areas of knowledge; that they will develop skills necessary to be productive lifelong learners; and that the knowledge they acquire will create engaged and ethical citizenship. Additionally, the knowledge, skills, abilities, and attitudes emerging from FLC’s ISLOs are included in its mission statement. A review of spring 2013 meeting minutes from the Student Learning Outcomes Committee, Academic Senate, and the Institutional Planning Committee reveals much discussion about the change from FLC’s 2006 GE SLOs to the current, more overarching ISLOs.

Data is being collected, as evidenced by the ISLO Assessment 2014 report (Ref. II. 47), which identifies the number of courses mapped to a particular ISLO as well as the number of course assessments used to draw conclusions about particular ISLOs. FLC also uses the CCSSE, which asks students whether they feel they have achieved ISLOs, to corroborate conclusions drawn from individual course SLO reports. Lastly, the ISLO assessment schedule, tied to release of CCSSE data every other year, demonstrates not only a systematic approach to assessing broader outcomes but also a strong focus using student learning to guide decision making.

The results from the CCSSE survey are one way in which FLC is able to assess student outcomes related to being a productive individual and lifelong learner. The CCSSE survey asks a series of questions related to how much a student’s personal experiences at FLC have contributed to his/her knowledge, skills, and personal development in the following areas:

	Very Much	Quite a bit	Some	Very Little
Acquiring a broad general education	33.7%	41.0%	19.8%	5.4%
Acquiring job or work-related knowledge and skills	16.7%	24.8%	34.5%	23.9%
Writing clearly and effectively	27.7%	34.1%	27.8%	10.4%
Speaking clearly and effectively	26.9%	31.1%	27.0%	15.1%
Thinking critically and analytically	32.0%	39.9%	22.6%	5.5%
Solving numerical problems	20.0%	30.5%	31.1%	18.4%
Using computing and information technology	24.4%	26.7%	30.7%	18.2%
Working effectively with others	22.1%	37.9%	29.5%	10.5%
Learning effectively on your own	32.9%	37.6%	23.1%	6.4%

	Very Much	Quite a bit	Some	Very Little
Understanding yourself	24.5%	28.6%	29.5%	17.4%
Understanding people of other racial and ethnic backgrounds	17.6%	27.8%	30.5%	24.1%
Developing a personal code of values and ethics	16.7%	29.2%	30.2%	24.0%
Contributing to the welfare of your community	9.2%	14.6%	35.1%	41.1%
Developing clearer career goals	23.3%	28.4%	35.1%	13.1%
Gaining information about career opportunities	18.9%	23.8%	36.0%	21.3%

**Actionable Improvement Plans**

None.

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

**Descriptive Summary**

All Folsom Lake College (FLC) degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. FLC offers 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 board policy P-7241 (Ref. II. 45). FLC has five interdisciplinary programs that involve a broad survey of courses in the following areas:

- math and science,
- arts and humanities,
- communication and English
- understanding and self development
- social and behavioral sciences.

All other programs involve focused study in the program discipline(s). The core courses required for each degree program are listed in the catalog (Ref. II. 01). The catalog also provides a general descriptive summary of each program, including student learning outcomes and career options for program completers. The catalog and its contents are updated annually.

**Self Evaluation**

All FLC degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. All degree program proposals must be compliant with section 2.2.1 of board policy P-7241 (Ref. II. 45) 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 for approval.

Program reviews and the establishment of program SLOs have provided opportunities for faculty members to discuss the overall purpose and quality of individual degrees. Thus, degree purpose and quality are ongoing concerns to FLC faculty members, and processes exist to review, revise, and possibly discontinue weak programs.

### **Actionable Improvement Plans**

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.**

#### **Descriptive Summary**

Folsom Lake College's (FLC's) faculty members involved in career and technical education (CTE) program work with advisory boards to ensure that student learning outcomes at the course and program level are consistent with employer standards of competency. Further, CTE program review, conducted every two years, allows CTE faculty to assess students' ability to meet requirements.

Also, where applicable, CTE programs and courses are designed to be compliant with external licensing and certificate requirements. FLC offers two courses in the administration of justice program for students to obtain Peace Officers Standards and Training (POST) recognized certifications in firearms training and arrest, search, and seizure. Faculty members teaching these courses must be POST-certified instructors; they must ensure that students meet benchmarks of performance to issue these POST certifications. FLC must report those students who achieve passing grades to POST, which then issues the credential. FLC uses Launchboard, a data tracking tool that works with the CalPASS database and that will eventually track students into employment.

#### **Self Evaluation**

FLC 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. For example, FLC's medical laboratory technician (MLT) certificate is accredited by the California Department of Public Health (CDPH), Laboratory Field Services (LFS), and the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). As part of that Accreditation process, FLC is required to post statistics about student success that meets industry benchmarks. Students in the MLT program demonstrated a 100% pass rate, 85% graduation rate, and 80% employment rate. Although FLC is participating in Launchboard, access to subsequent processes has been unavailable. In summer 2014, newer CTE programs were mistakenly added to the six year program review cycle (Ref. II. 48). This problem was remedied, and all CTE programs are

now completing program review on a two year cycle. The communication gap that caused this problem has been remedied.

### **Actionable Improvement Plans**

None.

**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 outcomes 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.**

### **Descriptive Summary**

Folsom Lake College's (FLC's) policy on the transfer of credit for courses taken at other institutions is described in the catalog (Ref. II. 01). Students must submit official transcripts from other regionally 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 that is a current member of NACES or AICE for review.

The transferability of FLC courses to the University of California (UC) and California State University (CSU) is indicated in course descriptions, which are published in the catalog, College website, and class schedule. The catalog also lists the CSU general education (GE) requirements, the Intersegmental General Education Transfer Curriculum (IGETC) requirements, and the FLC courses that meet those requirements. These GE patterns are available to students in hard copy at the counseling center and online through the counseling website. Moreover, FLC requires that instructors provide applicable transfer information on their course syllabi.

The articulation of College courses with those courses of other institutions is addressed by board policy P-7135 (Ref. II. 49). FLC has 2,212 public articulation agreements (major preparation and GE) with the CSU and UC systems (housed in the state-wide ASSIST database) and 28 agreements with private/out-of-state colleges. Agreements are developed within the articulation office in collaboration with the CSU Chancellor's Office, the University of California Office of the President (UCOP), and individual public and private universities.

Articulation proposals begin with faculty members initiating a transfer request for new or revised courses through the Curriculum Committee. Courses are carefully reviewed by the General Education/Baccalaureate/Multicultural Degree Requirement 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 statewide 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 systems, the articulation officer articulates the course with individual colleges and universities.

To communicate changes made to transfer level courses, FLC 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 curricula changes and provides opportunities for new articulation or re-reviews based on revisions. This process ensures that FLC's curricular offerings are relevant and that they align with the four-year institutions.

### **Self Evaluation**

FLC assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. FLC 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 outcomes consistent with those in the institution's officially approved course outline. FLC also makes available to its students clearly stated transfer-of-credit policies to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, FLC 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, FLC develops articulation agreements as appropriate to its mission. FLC's transfer policies are standard and appropriate, and they are communicated to students effectively in multiple ways, including through the catalog (both print and online formats), the class schedule (print only), class syllabi, admissions and records brochures, and the counseling services website. FLC also produces addenda to the catalog to communicate changes in UC/CSU articulation agreements, modifications that are reported to FLC several months after the catalog goes to print.

### **Actionable Improvement Plans**

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.**

**Descriptive Summary**

When programs are eliminated or program requirements are significantly changed, Folsom Lake College (FLC) makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption. FLC has a Program Appraisal and Recommendation Process (Ref. II. 11) for appraising and subsequently revising or discontinuing programs. Before FLC eliminates or significantly changes a program, the Curriculum Committee evaluates the change and discusses the ramifications for students. The articulation officer also provides feedback on how the change or deletion affects articulation agreements. If a program is deleted, this information is noted in an addendum to the catalog with the program removed from the upcoming year's catalog (depending 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 to consider options and work with program faculty members to determine appropriate course substitutions. FLC observes the catalog rights of students and allows them to complete any programs that they have started.

**Self Evaluation**

FLC makes appropriate arrangements when programs are eliminated or program requirements are significantly changed so that enrolled students may complete their education in a timely manner with a minimum of disruption. To date, no active programs have been discontinued. FLC has deleted inactive programs that were inherited from Cosumnes River College, e.g., various management information systems (MIS) programs for which classes were never offered.

**Actionable Improvement Plans**

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.**

**Descriptive Summary**

Folsom Lake College's (FLC's) public information services office (PISO) annually publishes the FLC website, catalog, class schedule, and other publications. All printed publications are carefully reviewed and evaluated. The review/evaluation typically involves dialogue between PISO, student services (for student-related content), faculty members, deans, and the scheduling office (for class listings). PISO also works closely with the instruction office, the Curriculum Committee, and other relevant College committees in developing the 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 constantly changing information, a thorough review is made before each publication goes to print so that information is as current as possible.

To ensure that FLC's website content is accurate and current, PISO works continually with individuals and departments, especially with 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 on the same day. The District Office publishes the District website, which includes information of interest to new students, current students, high school students, employees, job seekers, and the public.

The FLC website includes an institutional effectiveness web page (Ref. II. 50) that includes several reports on student achievement as well as a link to the California Community Colleges Chancellor's Office Student Success Scorecard for FLC (Ref. II. 51).

### **Self Evaluation**

FLC 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. PISO utilizes development and review processes that help FLC ensure that its publications are clear, accurate, and consistent. PISO actively seeks and receives input and feedback regarding FLC publications and makes appropriate changes. The District website and any District information are reviewed for currency and accuracy.

### **Actionable Improvement Plans**

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 world views. 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.**

### **Descriptive Summary**

The Los Rios Community College District policy on academic freedom is addressed in board policy P-7142 (Ref. II. 52), "Controversial Issues," which includes sections on free expression, basic assumptions, and discussion of controversial issues. The latter section states that the "board endorses the principles of academic freedom." Board regulation R-7142 (Ref. II. 53)

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.

Folsom Lake College (FLC) has adopted several policies regarding academic freedom and the ethical responsibilities of faculty members. The policies are posted in the catalog (Ref. II. 01) under “Policies on the Rights of Individuals” (p. 68) and include the following:

- The Faculty Statement of Professional Ethics, which indicates that the “primary responsibility [of faculty members] 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 asserts: “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 derives from documents of the American Association of University Professors (AAUP), Los Rios College Federation of Teachers (LRCFT), and Los Rios Community College District (LRCCD). The statement indicates that the “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. Regarding professional autonomy, faculty 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.” Regarding professional commitments and obligations, 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.

FLC communicates its policies on academic freedom and the ethical responsibilities of faculty members in various ways. Besides being published in the catalog, these statements are also published on the Insider, which functions as the faculty handbook; these policies are also shared and discussed during new full-time faculty orientations. Academic freedom and the responsibilities of faculty members are also considered during the faculty performance review process. Although academic freedom is not specifically mentioned in the performance review evaluation criteria listed in the faculty contract (Ref. II. 16), faculty members are evaluated on whether they “communicate subject matter clearly, correctly and effectively” (8.4.1.1) and also on whether they “foster a classroom or workplace environment that is free from harassment, prejudice or bias” (8.4.1.6).

### **Self Evaluation**

To assure the academic integrity of the teaching-learning process, FLC uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or world views. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge. Faculty members distinguish between personal conviction and professionally accepted views in a discipline.

### **Actionable Improvement Plans**

None.

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

### **Descriptive Summary**

Los Rios Community College District board policy P-2441 (Ref. II. 54), “Standards of Conduct,” states that the colleges are expected to 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.” This section also indicates that students “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.”

Folsom Lake College’s (FLC’s) statement on student academic honesty and the consequences for dishonesty are stated in the catalog (Ref. II. 01) under “Student Rights and Responsibilities” (p. 61). This section contains several related policies, including:

- **Academic Integrity and Responsibility:** This statement explains the meaning of academic integrity and responsibility and provides an extensive list of examples of plagiarism and cheating. The statement also lists potential consequences that can result when plagiarism and/or cheating have been clearly established.
- **Student Conduct Standards:** This standard states that student “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 follows this statement and includes types of dishonesty such as cheating, plagiarizing, or deliberately conveying false information to the College.
- **Discipline Process:** This section describes the procedure, action, appeal, and expulsion processes applied to students accused of violating the standards of conduct.

The students’ rights and responsibilities described above are included in both the online and printed catalog.

### **Self Evaluation**

FLC establishes and publishes clear 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.

### **Actionable Improvement Plans**

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.**

### **Descriptive Summary**

Neither the District nor Folsom Lake College (FLC) seeks to instill in others specific beliefs or world views, and while board policy does address standards of conduct for students, it does not address standards of conduct for employees. However, FLC 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 catalog (Ref. II. 01).

**Self Evaluation**

The Faculty Statement of Professional Ethics, the Classified Staff Code of Ethics and the Administrator’s Code of Ethics were developed by faculty members, classified employees, and administration, respectively. All documents were approved by the College president.

**Actionable Improvement Plans**

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.**

**Descriptive Summary**

Folsom Lake College does not offer curricula in foreign locations.

**Self Evaluation**

Not applicable.

**Actionable Improvement Plans**

None.

**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 Folsom Lake College (FLC) mission (Ref. II. 03) defines the role of student support services as providing comprehensive “support services to promote the success of all students.” Additionally, the Los Rios Community College District mission (Ref. II. 04) indicates that each college within the District shall provide “a comprehensive range of student development programs and services that support student success and enrich student life.”

In keeping with both the District and College missions, FLC offers comprehensive support programs and services to its diverse student body. These include admissions and records/ registration, assessment, California Work Opportunities and Responsibility to Kids (CalWORKs), career and transfer center, Cooperative Agencies Resources for Education (CARE), counseling and articulation, disabled students programs and services (DSPS), extended opportunity programs and services (EOP&S), financial aid, follow-up services and early alert, health and wellness services, student life, outreach, and a veterans resource center. These support services demonstrate a concern for all students, at all levels, and for all goals,

from basic skills to graduation and transfer. Learning support services, administered through instructional offices, include tutoring, libraries, and open computer labs at all three sites, the reading/writing center (RWC) at FLC-main and the English Center at the El Dorado Center (EDC), and SOAR Workshop Central at FLC-main. These services further contribute to a supportive learning environment.

Support services are provided to students at all three sites though some services are offered on a coordinated, as needed basis at EDC and the Rancho Cordova Center. Support services and programs are available to all students admitted to FLC. Admissions policies are consistent with state guidelines, and FLC admits any student who meets the eligibility criteria. As required in board policy P-2211 (Ref. II. 55) and as indicated in the catalog (Ref. II. 01), FLC, in meeting its open access requirement, “shall admit any California resident, and may admit any nonresident, possessing a high school diploma or the equivalent thereof.” Also in keeping with policy and regulations on advanced education, FLC admits eligible high school students who have completed the tenth grade and who are at least 16 years old.

FLC recruits and admits diverse students who, consistent with its mission, benefit from its programs. The outreach office serves as the primary conduit related to recruitment efforts. This office partners in a variety of ways with other student service entities to provide pre-enrollment information, comprehensive student success, and support (matriculation) services and to inform prospective students of established enrollment priorities.

The outreach office embraces student learning and development through numerous programs and activities that are scheduled throughout the year. Examples include:

- College Connections, a College readiness program offered to high schools within the service area;
- Interactive high school classroom presentations that highlight FLC programs and services to each high school within the service area;
- Application and registration workshops offered at high schools within the service area;
- Large group and individual campus tours (including specialized tours for underserved populations);
- Participation in community and high school fairs;
- Spring high school counselors luncheon;
- Hosting of international student visits;
- Online listservs used to communicate with prospective students and parents regarding pre-enrollment processes and information regarding programs and services;
- Frequent communication with high school administrators, counselors and career center staff to provide information related to FLC and its centers.

FLC’s comprehensive student success and support, or matriculation, services demonstrate a commitment to student success. Focused on ensuring that students start on the right path and that they have a smooth transition into college, FLC emphasizes:

- Mathematics, English, English as a second language, and reading assessment;
- Orientation to the College via a District wide orientation;
- New student counseling/advising via academic planning sessions (APS).

This emphasis provides students with the opportunity to complete pre-enrollment steps during the day, evening, and weekends. The orientation is provided online and is accessible virtually any time of the day and week. Assessment tests are offered at all three locations and provide students with information that assists them in selecting the most appropriate classes based on their current skill levels in math, English, and reading. APS sessions, offered at all three sites, provide students with a hands-on and interactive experience. Students leave with an abbreviated student educational plan meant to assist them in their first semester class selection. Students also learn about the various technologies that allow them to become self-managers. Students leave with a better understanding of how to use the data management system (PeopleSoft), how to read their online student education plan (iSEP), and how to access their eServices accounts.

Student ambassadors (Ref. II. 56) are critical in providing these services. Student ambassadors are current students who receive training from counselors and work alongside them in the academic planning sessions, who serve as guides as part of the campus tours program, and who staff open labs during peak registration periods to assist enrolling students in completing the registration process. In addition to playing an instrumental role in the various activities, student ambassadors provide a personalized peer approach in helping prospective and new students focus on their educational needs. Student ambassadors serve a central role, particularly in the APS sessions as they are able to provide support and information based on their personal experience. Observations of the initial APS sessions indicate that students are less intimidated by their peers; consequently, these prospective and new students tend to ask more questions and to feel less anxious about the process.

In keeping with the regulation of the Board of Governors of the California Community Colleges to establish system-wide enrollment priorities, the District adopted board policy P-2211 (Ref. II. 55), and the District subsequently created board regulation R-2211 (Ref. II. 57), establishing enrollment priorities for first-time students. First-time students who are fully matriculated have an enrollment advantage; those that participate in assessment, orientation, and advising (part of APS) receive a higher enrollment priority than first-time students who do not participate in matriculation services.

Each unit within the student services division at FLC completes an annual unit plan (AUP) or undergoes the program review process to assess its student learning outcomes (SLOs) or service area outcomes (SAOs) to inform planning. FLC, through its research office, conducts an annual Student Satisfaction with Support Services Survey (Ref. II. 58) every spring semester to provide each of the 21 support areas with longitudinal trends of recognition, use, and satisfaction rates classified by campus, gender, and ethnicity. Using stratified random sampling allows for a fairly representative response from more than ten percent of the student body. The Community College Survey of Student Engagement (CCSSE) (Ref. II. 13), administered in spring 2014, provides another relevant source of information that informs student services planning.

Additionally, the Matriculation and Student Success Committee and its subcommittees provide avenues for College wide discussion regarding student support services. The Matriculation and Student Success Committee has two subcommittees (Assessment, and Student Success) that provide further guidance and support for FLC's student support services. Additional guidance and support is provided by the District Matriculation Committee and FLC's Institutional Planning Committee.

**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.**

**Descriptive Summary**

Folsom Lake College (FLC) 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 FLC's mission. Student support services are offered at all three locations (FLC-main, El Dorado Center [EDC], and Rancho Cordova Center [RCC]) and are available on-line. Despite space limitations at each site, FLC-main, EDC, and RCC strive to be efficient, offering students easy access to student services as student services works with various programs to provide students the best experience possible. Student support services are readily accessible for on-ground, daytime, evening, and online students. Students have electronic access to a broad range of instructional, student support, and administrative services and resources on campus and from remote locations.

Campus services at FLC and the outreach centers include admissions and records, assessment, College store (bookstore) services, counseling, financial aid, EOP&S/CARE, DSPS (to be added to RCC 2014-15), CalWORKs, tutorial services, computer labs, library services, and student activities (except at RCC). During peak enrollment periods, assessment hours are extended to include Saturdays.

Many of the student support services provided at FLC are developed, administered, and maintained at the District. During the 2013-14 academic year, the District created the Steps to Success webpage (Ref. II. 59), which serves as the entry point for all new students. The website outlines the five steps meant to ensure that students receive the best chance of securing the classes that they need at any of the four Los Rios Community College District colleges, including FLC. The following steps are provided to students in an online environment allowing students to meet these requirements remotely: applying for admissions, completing orientation, and registering for classes. Services are responsive to student needs, such as providing student support services to distance education students. Administrative and institutional processes are regularly reviewed through the PeopleSoft Liaison Team meetings, which identify gaps in serving distance education students as well as students unable to access FLC during regular service hours.

FLC ensures the quality of its student support services through various internal and external review processes. The FLC strategic plan (Ref. II. 60) includes goals and strategies to focus

College planning efforts. All student services units respond annually to the achievement of desired institutional outcomes and strategic planning initiatives.

The quality of student support services is also ensured through the annual unit plan (AUP) (Ref. II. 08) and program review (Ref. II. 10) processes. All operating units within student services are responsible for maintaining their AUPs. AUPs ensure the development and maintenance of high quality programs and services to support student learning. Collectively, these plans comprise a major part of the annual College wide planning process (Ref. II. 18) necessary to ensure continuous program and service improvement. Unlike the program review process, which operates on a six-year cycle, AUP 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. AUPs must be updated annually. The form was revised in 2013-14, and a resource allocation rubric (Ref. II. 61) was developed to prioritize and to fund student services requests in an equitable manner. Each AUP in the student services division documents: 1) current year goal progress; 2) student learning outcomes, including findings, trends and future implications; 3) identification of internal and external factors, trends or issues that may impact planning for the upcoming year; 4) goals for the next year; 5) resource needs – including staffing, facilities, equipment, software and supplies, and professional development activities; 6) overall budget requested; 7) research needs; and 8) a projection of long-range needs. When establishing goals for the next year, each student services unit is required to explain how the goal relates to a College goal, institutional learning outcome, and/or FLC strategic plan initiative.

Beginning in 2013-14, the Student Services Steering Council (SSSC), lead staff, and/or faculty representatives from the student services division meet monthly to report on activities, to collaborate on projects, and to review progress made toward meeting program goals and outcomes. A summary of resource requests was compiled and brought to the SSSC so that the authors of the various unit plans could confirm that their unit requests had been adequately reported. A workgroup of SSSC then used the resource allocation rubric that had been collaboratively developed with SSSC to prioritize resource requests within the student services division. This prioritized list returned to SSSC for final discussion and ultimately was used in resource allocation for the following year. The AUPs are reviewed annually by the student services dean and the vice president of student services and then posted on the Insider. The resource allocation rubric is also posted online. A cumulative report (Ref. II. 62) based on the findings from the various annual plans within student services is compiled and presented to the Institutional Planning Committee each spring.

The initial program review process for all student services divisions was completed by the end of spring 2009. The student services 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, and department assessment summary. As with AUPs, student services program reviews require documenting the relationship between unit missions and the FLC mission. Student services program reviews also include documentation

of unit SLOs, assessment methods, evaluation of assessment results, recommended improvements, and action plans to implement those improvements. As with instruction, the student services program review process operates on a six-year cycle. Completed program review documents (Ref. II. 63) for each student services operating unit are posted on the Insider. Furthermore, several formal external review processes involve reviewing the quality of student support services. The CalWORKs, EOP&S and DSPS units all submit mandatory annual reports to the state.

FLC has other processes meant to ensure high quality of student support services. The SSSC meetings provide frequent, ongoing review and evaluation of services confirming that quality services are equitably provided regardless of location. FLC's rigorous hiring process, its performance review process, and its adherence to board policies and regulations as well as to state and federal regulations also maintain the quality of its student support services. Additionally, the FLC research office administers annually the FLC Student Satisfaction with Support Services Survey (Ref. II. 58) to assist in ensuring the quality of student support services. The Community College Survey of Student Engagement (CCSSE) (Ref. II. 13) provides another relevant resource that student services units may use in their planning processes to make certain that the quality of student support services remains high.

### **Self Evaluation**

FLC 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 FLC's mission. FLC is committed to providing all students access to quality student services and supplemental support services regardless of location or instructional delivery method. Annual evaluation of student support services is conducted in the form of annual unit plans and program reviews for all of the programs; specific evaluations are completed with federal or state reporting for student success and support programs, student equity plans, DSPS, EOP&S/CARE, and CalWORKs.

FLC's strategic planning, AUP, and program review processes enable it to demonstrate the degree to which student support services (regardless of location or means of delivery) support student learning and enhance achievement of the FLC mission. These processes also serve to document the challenges faced by each unit and help to identify areas needing additional resources. All operating units participate in these processes, and completed, up-to-date documents are posted on the Insider for public viewing. Staff, however, have reported challenges with using Google Docs in the AUP and program reviews.

The results of the spring 2014 Student Satisfaction With Support Services Survey (Ref. II. 58) indicate that the services provided are used by students and that those students who take advantage of the services are satisfied as a result of their interaction. Some use rates are lower because only a small percentage of students actually use services such as health and wellness or because only special populations use programs such as CalWORKs, DSPS, and EOP&S. However, general services such as admissions and records (A&R), assessment, the bookstore, computer labs, counseling, and the library are all used frequently, with use rates ranging from

77.8% (A&R) to 91.4% (bookstore). Satisfaction rates of those using support services tend to be high, with satisfaction rates ranging from a low of 72.3% to a high of 96.4%. Of the 21 support services surveyed, students indicated satisfaction rates in the 70th percentile for ten of the services provided, in the 80th percentile for eight of the services provided, and in the 90th percentile for three of the services provided (A&R, computer labs, and library). Responses to the survey question “What support services, if any, have you found especially helpful at other colleges that FLC doesn’t currently provide?” indicate that FLC provides the appropriate services and programs to address student needs. Some responses reflect students’ desire for FLC to expand the hours that some services are available (counseling, financial aid, tutoring), and a few responses indicate a desire for FLC to explore expanding support services to include a child care center, an honors program, and a MESA program.

FLC’s CCSSE results, as they relate to benchmarks of effective educational practice, suggest that FLC can improve its support for learners and its student-faculty interaction. Regarding support for learners, FLC’s benchmark score is 45.4, compared to the 2014 CCSSE cohort score of 50.0 and the 2014 top-performing colleges score of 60.2. Similarly, regarding student-faculty interaction, FLC’s benchmark score is again 45.4, compared to the 2014 CCSSE cohort score of 50.0 and the 2014 top-performing colleges score of 59.1. These findings align with FLC’s planning efforts related to the development of its student success and support program (SSSP) and student equity plans (discussed more fully in Standard II.B.3), which suggest that students, particularly new students and under-represented students, would benefit from participation in more structured experiences during their first year of college enrollment.

**Actionable Improvement Plans**

None.

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

**Descriptive Summary**

Folsom Lake College (FLC) provides a catalog (Ref. II. 01) for its constituencies with precise, accurate, and current information concerning the following:

a. General Information

- Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution ..... Inside back cover
- Educational Mission ..... Page 8
- Course, Program, and Degree Offerings ..... Pages 81-346
- Academic Calendar and Program Length ..... Inside front cover
- Academic Freedom Statement ..... Page 73
- Available Student Financial Aid ..... Pages 34-37
- Available Learning Resources ..... Pages 28-33
- Names and Degrees of Administrators and Faculty ..... Pages 347-355
- Names of Governing Board Members ..... Page 1

- b. Requirements
  - Admissions ..... Pages 16-22
  - Student Fees and Other Financial Obligations ..... Pages 23-25
  - Degree, Certificates, Graduation and Transfer ..... Pages 58-60; 75-79
- c. Major Policies Affecting Students
  - Academic Regulations, including Academic Honesty .... Pages 38-43; 62-65
  - Nondiscrimination ..... Page 68
  - Acceptance of Transfer Credits ..... Page 18-19
  - Grievance and Complaint Procedures ..... Page 65
  - Sexual Harassment ..... Pages 70-72
  - Refund of Fees ..... Page 24
- d. Locations or publications where other policies may be found.
  - All other policies may be found in the board policies and regulations (Ref. II. 64).

The information listed above is included in the 2015-16 catalog (Ref. II. 01) on the indicated pages, except as noted in subsection d. Additionally, students can easily access information related to discipline, grievance, or complaints on the Student Rights and Responsibilities page (Ref. II. 65) on the FLC website. From this page, students are provided with information regarding how to contact either the California Community Colleges Chancellor’s Office or the Commission should they have complaints that cannot be resolved at the local level.

FLC publishes its catalog annually. The public information services office (PISO) coordinates the catalog development process, which involves collaboration with the admissions and records supervisor, the vice president of student services, the articulation officer, the Curriculum Committee, the Matriculation and Student Success Committee, the instruction office, and other offices both on campus and at the District. Following its development, the draft catalog is reviewed for accuracy. Additionally, hard copies of the academic section pages are disseminated to the department chairs by their respective deans for a review of the degree and certificate programs and of course offerings for accuracy. The draft is also carefully reviewed by various student services operating units, including admissions and records, counseling, assessment, and the transfer center.

To ensure that information provided to students is current and complete, FLC produces, as needed, up to two catalog addenda per year that may include changes to curricula, policies, and other information. A printed version of the addendum is distributed in student services and the bookstore, and copies are also inserted in catalogs sold at those sites. The addendum (Ref. II. 66) is also posted on the FLC website next to the catalog link.

The catalog includes many but not all policies that pertain to students, student support services, and related College operations. Additional board policies and regulations, due to their length, cannot be included in the catalog. However, these board policies and regulations can be accessed through the District website where all board policies and regulations can be accessed in their entirety. The catalog is available online through the College and District websites, and print copies are sold in student services at the FLC’s main campus and the Rancho Cordova

Center, and in the bookstore at the El Dorado Center. The catalog is available on designated campus computers in alternative media format through assistive technology software systems, which provide access to students with identified disabilities.

### **Self Evaluation**

FLC provides a catalog for its constituencies with precise, accurate, and current information. The catalog development and review processes are extensive to ensure the catalog's currency, clarity, and accuracy. The catalog is accessible at various locations and in various modalities to ensure student and public access. In the review of the 2013-14 catalog, a few changes to curriculum were inadvertently made that did not go through the curriculum process. This error was corrected in the fall 2014 addendum. Processes to ensure this error does not occur have been established.

### **Actionable Improvement Plans**

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.**

### **Descriptive Summary**

Folsom Lake College (FLC) researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs. FLC takes advantage of multiple sources to identify the learning support needs of its students. This allows FLC to gather qualitative and quantitative data related to its student services programs. Student needs are identified and assessed through processes such as the admissions application and also from data gathered by the College research office, annual unit plans from each student services area, program reviews, and from student success data such as the Accountability Reporting for the Community Colleges (ARCC) report, Student Success Scorecard (Ref. II. 51), the annual Key Performance Indicators report (Ref. II. 33), Community College Survey of Student Engagement (CCSSE) results (Ref. II. 13), assessment data, and student satisfaction surveys. All of these sources provide information related to the effectiveness of student services. In particular, the annual unit plans and program review processes provide FLC with opportunities to address student needs through continuous self-study and improvement.

Board policies and regulations and FLC's strategic plan (Ref. II. 60), which is aligned with the District strategic plan (Ref. II. 67), guide the development of student support services and programs. Student success is an overarching goal in both the district and college strategic plans. FLC's annual Desired Outcomes (Ref. II. 68) are derived from the strategic plan overarching goals, which helps to ensure that planning and priorities are related to the learning support needs of students.

Development of student support services is also supported by the Matriculation and Student Success Committee. Its primary purpose, as indicated in the College Governance Agreement

(CGA) (Ref. II. 69), 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 CGA also lists the committee’s responsibilities, which guide the direction of the committee’s involvement.

Additionally, in response to the Student Success Act mandates, FLC has developed its Student Success and Support Program (SSSP) Plan (Ref. II. 70). FLC has also completed its first Student Equity Plan (Ref. II. 71). Members of FLC’s participatory governance committees took a significant and lead role in the initial development of these two plans. These respective bodies/committees are comprised of faculty members, classified staff, students, and administrative personnel. Members from these participatory governance structures served as work group members in the creation of both plans, with members eliciting further input from constituent groups as the plan was developed, vetted, and ultimately completed. The plans were presented to the Academic Senate, the Multicultural and Diversity Committee, the Matriculation and Student Success Committee, the Student Services Steering Council, the Institutional Planning Committee, the Associated Students, and ultimately to the Board of Trustees for review and input prior to the plans’ being finalized to ensure that a wide range of perspectives were considered as these plans were developed and aligned with the learning support needs of FLC students.

### **Self Evaluation**

FLC researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

### **Actionable Improvement Plans**

None.

**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.**

### **Descriptive Summary**

Folsom Lake College (FLC) assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. FLC provides equitable access to all students through appropriate, comprehensive, and reliable support services in accordance with board policy P-2113 (Ref. II. 72) and board regulation R-2113 (Ref. II. 73). The majority of services is available to students at each of FLC’s three locations. Moreover, many student support services are also available online. For example, students can apply to FLC, register for classes, add/drop classes, purchase parking permits, and review their progress toward degree and certificate completion using Oracle/PeopleSoft’s online degree audit application via the District’s eServices. Financial aid services (FAFSA application and online BOG fee waiver application, financial aid orientation, and satisfactory academic progress workshops) are also available online. Students are provided with computer access at all three campuses.

Admissions and Records (A&R): FLC provides in-depth A&R services at the FLC-main campus, with more specific services at the El Dorado Center (EDC) and Rancho Cordova Center (RCC). 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. A&R services at the two centers mainly involve enrollment steps, from application to registration in classes.

A variety of forms are available on the A&R webpage (Ref. II. 74) to assist students.

A&R Forms Available Online		
AB 540 non-residency exemption form	Pass/No Pass petition	Student consent for release of records
Advanced education packet	Prerequisite Challenge application	Student petition
Course repetition petition	Priority 0/.5 registration certification	Substandard Grade – repetition notification form
CSU/IGETC certification request	Reinstatement of priority registration request form	Transcript request form
Excess Units Petition	Request to withhold Directory Information	Veterans Intake form
Fee refund application	Residency Reclassification application	Veterans request for certification form
Parental affidavit for academic information	STAT 300 clearance form	Veterans statement of student understanding form

Assessment: FLC maintains assessment offices at FLC-main and EDC, with services provided at each site on an as-needed basis. Testing is available at RCC two times per month; with the increasing population of students and the permanent RCC facility under construction, plans have been developed to double the number of assessment tests offered at RCC in the next year. Assessment services include math, English, and ESL assessment testing, special testing arrangements for DSPS students, and graduation proficiency testing in reading and math. The assessment office provides sample questions, study guides, and links to helpful websites for students who want to prepare for these tests. Students outside the area who need to complete assessment are offered two options: (1) if they can locate an educational institution in their area willing to proctor FLC assessment tests, FLC assessment will confirm the information with the school of their choice and mail hard copies of the FLC tests to the school, and when testing is completed, the school personnel will shred the copies of the tests mailed to them and will return the scantron to FLC for processing test results for the student; or (2) FLC assessment office will inform students that Sacramento City College (SCC, another college within the Los Rios District) provides students an option to take a computer adaptive test in case the proctoring arrangements that they are able to make are meant for computerized testing only.

Students can complete an out-of-state testing request at the SCC assessment website. FLC accepts test results from SCC since SCC is part of the District. The FLC Assessment office tracks the students that are referred. Additional information about assessment can be found in the catalog and on the assessment webpage (Ref. II. 75).

CalWORKs: FLC's CalWORKs program provides support and services for students who are currently receiving welfare or are 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 students and their county case workers 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. Additional information about CalWORKs can be found in the catalog (Ref. II. 01) and on FLC's CalWORKS webpage (Ref. II. 76).

Career Center: FLC's career center is located at FLC-main and extends services by providing materials to the two centers; classroom visitations and workshops held at each of the centers are available by request. The career center provides services to students who are undecided about their majors, to students who are at-risk, and to students who are interested in exploring career and transfer options. Services include: workshops, activities, one-on-one guidance, and reference materials in the areas of self-discovery; career exploration; decision making and goal setting; choosing a major; balancing school and work; job preparation (resume and interview); and career counseling. Students are encouraged to participate in the career exploration program, career encounter, to help them determine career interests and to connect their interests to major selections and academic planning. The career encounter program presents a series of activities and workshops that guides students through self-discovery, pathway exploration, and career research and that educates them about higher education options and opportunities and that encourages them to consider their preferred future, its financial cost, and the importance of planning paths to their futures. Additional information about the career center can be found in the catalog and on FLC's career and transfer services center webpage (Ref. II. 77).

The Community College Survey of Student Engagement (CCSSE) (Ref. II. 13) asks students how satisfied they are with career counseling, how important that service is, and how frequently they use that service. Of those responding to the question, 84.6% of students reported they were somewhat or very satisfied with career counseling services. Career counseling services was rated as somewhat or very important at FLC by 81.8% of students. Of those responding to the question, 8.5% of students reported using career counseling services often, 31.8% reported using this service sometimes, and 59.6% reported rarely or never using career counseling services. Students at FLC are somewhat more likely to use career counseling services than other students in the national cohort of CCSSE participants.

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. FLC has offices at FLC-main and EDC, with service provided at the Rancho Cordova Center (RCC) on an as-needed basis. Additional information about CARE can be found in the catalog and on FLC's EOP&S/CARE webpage (Ref. II. 78).

Counseling: FLC maintains counseling offices at all three College sites. Services include academic and career counseling, crisis intervention, short-term personal counseling, and multicultural counseling. Additional information about counseling can be found in the catalog and on FLC's counseling webpage (Ref. II. 79).

The CCSSE survey (Ref. II. 13) asks students how satisfied they are with academic advising/planning, how important that service is, and how frequently they use that service. Of those responding to the question, 89.7% of students reported they were somewhat or very satisfied with academic advising services. Academic advising services were rated as somewhat or very important at FLC by 90.1% of students. Of those responding to the question, 15.4% of students reported using academic advising often, 46.1% reported using this service sometimes, and 38.5% reported rarely or never using academic advising/planning services. Students at FLC use academic advising/planning services at about the same rate as other students in the national cohort of CCSSE participants.

Disabled Students Programs and Services (DSPS): FLC maintains DSPS offices at FLC-main and EDC, with services provided at RCC on an as-needed 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. Additional information about DSPS can be found in the catalog and on FLC's DSPS webpage (Ref. II. 80).

The CCSSE survey (Ref. II. 13) asks students how satisfied they are with services to students with disabilities (DSPS), how important that service is, and how frequently they use that service. Of those responding to the question, 76% of students reported they were somewhat or very satisfied with DSPS. DSPS was rated as somewhat or very important at FLC by 61.2% of students. Of those responding to the question, 16.8% of students reported using DSPS often, 14.3% reported using this service sometimes, and 68.8% reported rarely or never using DSPS. Students at FLC are much more likely to use DSPS services than other students in the national cohort of CCSSE participants.

Extended Opportunities Programs and Services (EOP&S): The EOP&S program provides services to educationally and economically disadvantaged students to encourage their 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: 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. Additional information about EOP&S can be found in the catalog and on FLC's EOP&S/CARE webpage (Ref. II. 78).

Financial Aid: FLC'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. Moreover, the office promotes financial aid literacy through the dissemination of information via workshops, presentations, online orientations, Facebook, and outreach activities. Financial aid services are provided at all three sites by appointment and/or by drop-in basis. Additional information regarding financial aid can be found in the catalog and on FLC's financial aid webpage (Ref. II. 81).

The CCSSE survey (Ref. II. 13) asks students how satisfied they are with financial aid advising, how important that service is, and how frequently they use that service. Of those responding to the question, 84.5% of students reported they were somewhat or very satisfied with financial aid advising services. Financial aid advising services were rated as somewhat or very important at FLC by 80.5% of students. Of those responding to the question, 25.6% of students reported using financial aid advising services often, 32.5% reported using this service sometimes, and 41.9% reported rarely or never using financial aid advising services. Students at FLC use financial aid advising services at about the same rate as other students in the national cohort of CCSSE participants.

Follow-up services: Follow-up services are provided each semester to students on academic/progress probation and dismissal. The program for academic success and support (PASS) was implemented in fall 2012. Students on probation or dismissal are required to attend either a workshop or to meet with a counselor. At the workshop or counseling meeting, students receive important information about academic policies and identify success strategies and campus resources to improve performance. FLC's early alert program assists students identified by faculty members as being in need of support and of resources to aid in their college success. The early alert coordinator provides information to the students about available support services or directly refers students to the appropriate services. Probation workshops are provided at FLC-main and EDC. Counselors are located at all three campuses. Students have the option of participating through a phone meeting if they are unable to attend a workshop in person. Additional information about follow-up services can be found on FLC's early alert webpage (Ref. II. 82).

Health and Wellness Services: FLC maintains a health services office at FLC-main, with services provided at EDC and RCC on a regular, though limited, basis. Health services include first aid for accidents and sudden illnesses 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. Additional information about health and wellness can be found in the catalog and on FLC's health and wellness services webpage (Ref. II. 83).

Orientation: FLC's online orientation is administered through the Los Rios Community College District and is accessible to students seven days a week. New students are provided an overview of the District. Besides providing students with information on how to get started on a pathway to academic success and an explanation of how to choose classes that fit their educational goals, the orientation also provides students information about support services and resources meant to help them to succeed in the classroom and about important details on the next steps meant to help them to become students and to register for classes. Students may start and stop the orientation at any time and continue from where they stopped. Each module tests students' knowledge by asking them a set of questions; students must answer each question correctly to move to the next module. After completing the eight modules, students receive a certificate of completion and directions on how to progress to the next step in the pre-enrollment process. If students do not have computer access, FLC has identified computers that students may use in its computer lab. Assistance for navigating the orientation or troubleshooting is available through email or phone. Additional information about orientation can be found on FLC's orientation webpage (Ref. II. 84).

In the CCSSE survey (Ref. II. 13), students are asked to describe their experience with orientation when they first came to FLC. A total of 27.9% of students reported taking part in an online orientation prior to the beginning of classes, a significantly higher rate than the national cohort average of 12.3%. Another 14.5% of students reported attending an on-campus orientation. Students at FLC are much more likely than the national cohort of CCSSE students to be unaware of a college orientation (32.1% vs. 19.1%). Additionally, FLC students were more likely to report that they were unable to participate in orientation due to scheduling or other issues (21.7% vs. 17.8%).

Outreach Services: FLC 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 FLC's programs and services, campus tours, college and career fairs, material and schedule distribution to the community, advanced education awareness, and application workshops. Additional information about outreach services can be found in the catalog and on FLC's outreach and recruitment webpage (Ref. II. 85).

Transfer Services: The transfer services center is located at FLC-main, with service extended to EDC and RCC through classroom visitations and workshops. Transfer services include transfer fairs, workshops (preparation for university transfer, transfer admission guarantees, the transition to university), online and hard copy reference, materials/resources, campus tours, weekly university representative appointments, and drop-in sessions. Additional information about transfer services can be found in the catalog and on FLC's career and transfer services webpage (Ref. II. 86).

The CCSSE survey (Ref. II. 13) asks students how satisfied they are with transfer credit assistance, how important that service is, and how frequently they use that service. Of those responding to the question, 83.3% of students reported they were somewhat or very satisfied

with transfer credit assistance services. Transfer credit assistance services were rated as somewhat or very important at FLC by 74% of students. Of those responding to the question, 12.2% of students reported using transfer credit assistance services often, 28.3% reported using this service sometimes, and 59.5% reported rarely or never using transfer credit assistance services. Students at FLC use transfer credit assistance services at the same rate as other students in the national cohort of CCSSE participants.

Veterans Center: The veterans resource center is located at FLC-main and provides veteran and dependent students with a focal point for a variety of resources. The center provides a place for veterans to meet, to receive the latest veteran benefits information, and to be connected with FLC support services. Additional information regarding veterans services can be found in the catalog and on FLC's veteran students and dependents webpage (Ref. II. 87).

FLC uses several methods to assess equitable access of its student support services. The CCSSE survey (Ref. II. 13) provides a considerable amount of assessment data regarding student support services at FLC. The CCSSE was administered in 2014; the Noel-Levitz Student Satisfaction Inventory was used in previous years. The Student Satisfaction With Support Services Survey (Ref. II. 58) that is administered by the College research office annually uses a unique Likert scale that allows calculation of not only the rates of satisfaction but also the rates of awareness (recognition) and use; each unit can use this information to gauge students access to and satisfaction with the services provided.

Student support services at all three FLC campuses are regularly evaluated as part of the annual unit plan (AUP) (Ref. II. 08) and program review (Ref. II. 10) processes. Issues regarding student support services are addressed at monthly Student Services Steering Council meetings as well as at campus dialogues, 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. Furthermore, the Matriculation and Student Success Committee provides a forum to address policies, procedures, and practices that will have a significant effect on students.

### **Self Evaluation**

FLC assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. FLC provides comprehensive, quality student support services at all three of its sites. Given the small population and limited space available at RCC, an established schedule that provides on-site services two times per month should adequately support student needs. As a permanent center is constructed at RCC and more space becomes available (in late fall 2015), additional days and hours of service need to be provided to meet student needs.

### **Actionable Improvement Plans**

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.**

**Descriptive Summary**

Folsom Lake College (FLC) provides an environment that encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students. FLC offers students opportunities through services and programs that integrate the academic experience with a positive learning environment, a combination creating a stronger sense of community and students' well-being. Students seeking a greater involvement in campus life take advantage of the programs to develop and to refine their leadership skills, to enhance personal and civic responsibility, and to increase intellectual, aesthetic, and personal development. FLC promotes such an environment for all of its students through the various work units within student services. Personal development workshops are in large part hosted by the student success staff, the health and wellness coordinator, career and transfer centers, tutoring center, and SOAR Central, all meant to promote campus engagement and civic responsibility. The student life office strives to promote student activities inside and outside of the classroom to enrich students' college experience. The program's goals include: promoting student participation in the college governance process; promoting learning in and out of the classroom; promoting cross cultural understanding; increasing the number of campus clubs; promoting leadership development skills to students; and increasing student involvement in the Folsom/El Dorado/Rancho Cordova communities. To promote student life activities, FLC created the college hour, a specifically designated time during which most classes are not offered so that students and faculty members can be free to participate in student activities and meetings. Currently, college hour events occur at least twice monthly at FLC's main campus (FLC-main) and approximately four times each semester at the El Dorado Center (EDC).

FLC has an active Associated Students organization (ASFLC), which represents the interests and welfare of students through their elected officers and representatives. ASFLC has an office in the Falcon's Roost on the main campus and an office at the El Dorado Center, which is shared with the student life supervisor and the EDC Student Activities Club. The student senate of ASFLC appoints students to serve on participatory governance committees and hiring committees for faculty members, classified staff, and administrators. ASFLC also participates in state and regional meetings of the Student Senate for California Community Colleges (SSCCC) and periodically sends one of its members to the annual American Student Association of Community Colleges (ASACC) student leadership and advocacy conference in Washington D.C. The student life supervisor serves as the advisor for ASFLC, as the adjunct instructor of the Introduction to Student Government course, and as a member of the District wide student leadership and development educators (SLaDE) group with counterparts at the three other colleges in the District. As a group, SLaDE coordinates leadership summits every semester, targeting shared learning outcomes meant to provide student leaders with the tools necessary to be effective in representing students on their campuses.

FLC continues to increase the number of its student clubs, which are initiated as a result of student interest. As of spring 2014, FLC has 23 active clubs: Administration of Justice

Club; Afro-Cuban Funk Band; Ballroom Club; Campus Crusade for Christ; Cast of Falcons; Chemistry Club; The Clay Guild; Eco Club; EDC Student Activities Club; Enactus/Rotaract Club Engineering Club; FLC++; French Club; Gay Straight Alliance; International Life Club; Math Club; Newspaper Club (Folsom Lake Talon); Outdoors Club; Phi Theta Kappa (Beta Mu Upsilon chapter); Psychology Club; Socratic Society; and the Student Organization for Developing Art. All clubs, along with their meeting dates, faculty advisors, and club presidents, are listed on FLC's clubs webpage (Ref. II. 88).

FLC's student life program includes a growing number of events and activities that promote personal and civic responsibility and intellectual, aesthetic, and personal development. These events and activities include blood drives, earth week, women's history celebration, health and wellness day, transfer day, social justice week, the DSPS art show, financial health fairs, the Talon online newspaper (Ref. II. 89), a march in the state capitol, lobby day, and voter forums. The student life calendar (Ref. II. 90) is accessible online. Results of student life activities include: EDC student activities club members traveling to statewide and District wide leadership conferences; FLC's Enactus team's competing and winning awards at both the regional and national level; the Gay-Straight Alliance attending LGBTQIA conferences; the Cast of Falcons, Afro-Cuban Funk Band, and Dance Club MOSAIC performing at various events on campus and in the community; the Administration of Justice club hosting public service career fairs; and an active chapter of Phi Theta Kappa producing a number of All-State Academic Team members. Phi Theta Kappa members are active on campus and in the community, providing a focus on academic excellence and community service.

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

The student life program is evaluated through the annual unit plan (AUP) process (Ref. II. 08) and through the program review process (Ref. II. 10) every six years. The AUP process in particular includes the documentation of goals, measurable outcomes, and improvement strategies, and assessment of progress made. Examples of the program's current activities include:

- offering students 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;
- presenting students workshops and training sessions on and off campus on parliamentary procedure and leadership development;
- providing students opportunities to attend District, state, regional, and national leadership conferences;
- giving students opportunities to serve on committees at FLC and offering them encouragement to seek leadership positions at the college, district, state, regional, and national levels;

- delivering students a program through which they can use skills and capitalize on personal interests to serve the community, to develop personal relationships, and to gain leadership experience.

In 2009, FLC developed an intercollegiate athletics plan. The mission of the FLC intercollegiate athletics program includes providing student athletes with opportunities that will lead to their academic success and personal development and that will foster self-fulfillment through athletics. Participation in the athletics program augments a student's formal education and teaches the life skills of cooperation, teamwork, perseverance, and mutual respect. The launch of the intercollegiate athletics program since the last Accreditation cycle has been highly successful. Since 2009, FLC has started the following athletic teams: men's golf, men's and women's tennis, men's and women's soccer, and baseball. Softball is scheduled to debut in spring 2016. The athletics department abides by the rules and regulations set forth by the California Community College Athletics Association (CCCAA), the Bay Valley and Big 8 Conferences, and FLC's vision and mission statement. The timeline for implementation of these sports is based upon feedback from the CCC Apply Student Interest survey, feeder high school participation rates, Title IX statute, and evaluation of FLC's CCCAA R-4 report. The women's soccer team won the Bay Valley Conference Championship in its first year with one student athlete receiving a full scholarship to a four-year institution; the coach was named Bay Valley Conference Coach of the Year. The men's golf team has back-to-back 2013 and 2014 championships in the Big 8 Conference with two athletes receiving the Bay Valley Conference scholar athlete award for academic accomplishments.

The clubs and events board is a body within ASFLC that serves as a unifying organization that provides a forum for clubs to work together to enhance club activities on campus. FLC has a Club Advisor Handbook (Ref. II. 91), a Club President's Handbook (Ref. II. 92), and a club brochure that contains all of the information students need to participate in clubs or to initiate clubs on campus. Student participation in clubs is promoted by FLC's club fair held at the outset of each semester and through welcome day events. To assist with 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; this practice had been on hiatus for the last two academic years but has returned in the 2014-15 academic year.

The work units within student services 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. FLC encourages students to take personal responsibility by teaching them to become independent learners, critical thinkers, and self-advocates. The student ambassador program offers another opportunity for student leaders to engage with the campus community and their peers. Student ambassadors help to focus the new student experience by orienting and assisting their peers. This program is being re-developed, with the student success and support services program guiding its evolution. Currently, the student ambassadors are involved in supporting orientation and course planning activities coordinated, in large part, by outreach, counseling, and admissions and records.

Disabled Students Programs and Services (DSPS) serves a variety of students with disabilities and strives to create a culture that is accommodating and accepting of disabilities and the diverse students at FLC. Efforts to create this culture include workshops, in-services, and one-to-one meetings with faculty members and staff at FLC. These presentations and meetings involve devising strategies to solve particular problems and conflicts that surface from time to time. Other activities include a College wide disability awareness art week that focuses on the creative talents of students with disabilities. This activity assists the College community in re-examining the way students with disabilities are viewed and presents evidence of their creativity, imagination, and artistic ability. DSPS staff regularly attend campus meetings to represent students with disabilities and to advocate for a greater understanding of diversity. Often, students are invited to these meetings to share their experience with faculty members and staff, thus providing first-hand feedback on practices that help and hinder.

FLC counselors encourage intellectual, aesthetic, and personal development among FLC's students. Throughout the year, the counseling department provides credit courses such as: HCD 111 College Discovery; HCD 310 College Success; HCD 318 Transfer: Making It Happen; HCD 330 Life and Career Planning; and HCD 335 Career Development. These courses are recommended for all students, especially for new students. These courses are taught in traditional classroom and in hybrid and online modalities and assist students in exploring their values, examining potential careers, and establishing a related major. HCD classes provide students with skills and information for being successful in the pursuit of their educational goals.

FLC's career and transfer services center is located at FLC-main and extends services by providing materials to the two centers and classroom visitations and workshops. Career services focus on assisting students who are undecided about their college major, students who want to explore career options and pathways, and students who would like to learn more about their personal and vocational interests. Transfer services include transfer fairs, workshops (preparing for university transfer, transfer admission guarantees, making the transition to university), online and hard copy reference materials/resources, campus tours, weekly university representative appointments, and drop-in sessions.

A series of Community College Survey of Student Engagement (CCSSE) (Ref. II. 13) questions provide insight into how much the student's experiences at FLC have contributed to their knowledge, skill, and personal development. FLC students reported at or above the national cohort average for development in the following areas: acquiring a broad general education; writing clearly and effectively; thinking critically and analytically; and developing clearer career goals. Some areas in which the institution could work to improve student development opportunities include: acquiring job or work-related knowledge and skills; using computing and information technology; and gaining information about career opportunities.

### **Self Evaluation**

FLC provides an environment that encourages personal and civic responsibility and intellectual, aesthetic, and personal development for all of its students.

**Actionable Improvement Plans**

None.

**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.**

**Descriptive Summary**

Folsom Lake College's (FLC's) counseling department's mission is to provide "prospective and current students with comprehensive academic, career, transfer and personal counseling necessary to successfully reach their educational, career and personal goals." Counseling is also a key component of special population programs such as DSPS, EOP&S/CARE, and CalWORKs. All counselors meet the minimum qualifications established by the California Community College Board of Governors.

FLC's counseling services program provides comprehensive counseling at all three College sites. Currently, the College has ten full-time counselors, two full-time coordinators, and seven 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. Initial student contact with counselors occurs through the academic planning sessions (APS) in a small group setting in which students receive pertinent information, discover resources available to them, and develop an initial abbreviated education plan. Subsequent student contacts occur primarily through individual counseling appointments in which students can explore a variety of interests, course options, and degree and career goals. To respond to the needs of students at a distance, each counselor reserves thirty minutes of student contact time each day to address inquiries/issues from students at a distance. An established counselor maintains a repository for all distance counseling inquiries received, and these inquiries are then disseminated to counselors for follow-up contact in a timely manner (generally within three business days). Moreover, all counselors are available through email and telephone contact; on rare occasions, when in-person meetings are not possible, counselors may conduct telephone appointments with students.

FLC 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 based on the Academic Senates for California Community Colleges Standards of Practice for California Community College Counseling Programs (Ref. II. 93):

- Academic counseling to assist students in assessing, planning, and implementing immediate and long-range educational and/or transfer goals. For each student, an individual student education plan (iSEP) is created, a plan which lists classes that each student needs to take to achieve his/her educational goal and which also notes the action steps a student must take to complete his/her goal;
- 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 to ensure that students are counseled with a respect for their origins and cultural values;
- Instruction to cover 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 bimonthly counseling department meetings; District, CSU and UC workshops; and various other statewide workshops, trainings, conferences, and webinars. New adjunct counselors currently undergo six hours of classroom training followed by four hours of practical training in which they shadow and observe full-time counselors; new counselors are assigned counseling colleagues who serve as their mentors. Based on input from both adjunct and full-time counseling faculty members, FLC is starting in 2015 a more comprehensive ten-hour training program for adjunct counselors that includes ongoing mentoring. Counseling services has two specially trained coordinators who support the EOP&S and DSPS programs, a counselor who handles articulation, a counselor who provides leadership for matriculation sessions (academic planning sessions), a counselor who works in transfer services, and a counselor who works with students in the intercollegiate athletics program. 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 reviewing of student surveys. The counseling services program is developed and evaluated through the annual unit plan (AUP) (Ref. II. 08) and program review (Ref. II. 10) processes. The AUP process occurs annually and includes documentation of program goals, outcomes, and strategies for improvement. Counseling services will complete its second program review in spring 2015.

Counseling plays a critical role in the development and execution of new and expanding programs and services emerging from the Student Success and Support Program (SSSP) Plan (Ref. II. 70) and Student Equity Plan (Ref. II. 71). The new and expanded programs and services to support student development and success include the early alert, summer bridge, and first year experience programs.

### **Self Evaluation**

FLC designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty members and other personnel responsible for the advising function. The Community College Survey of Student Engagement (CCSSE) (Ref. II. 13) administered in spring 2014 suggests that both academic advising/planning and career counseling services are important to students: academic advising/planning received a mean score of 2.52, and career counseling received a mean score of 2.36 (with 2.0

being equal to “somewhat” and 3.0 being equal to “very” on a 3-point scale). Students who used these services indicated their satisfaction as being 2.25 on the same 3-point scale for academic advising/planning and 2.17 for career counseling. Use rates were lower, with a mean score of 1.77 for academic advising/planning and 1.49 for career services.

The 2014 Student Satisfaction with Support Services Survey (Ref. II. 58) administered by the College research office indicates that students have a recognition rate of 97.9% for counseling services, a use rate of 85.8%, and a satisfaction rate of 80% with the services provided. FLC anticipates that the influx of funding available through both SSSP and SEP that allows for additional counseling hours, along with the new and expanded programs and services, will increase both the use and satisfaction rates of these services.

Counseling services now provides year-round drop-in counseling, an offering that has resulted in increased services to students. Previously, drop-in counseling was available only during peak periods. Additional improvements to counseling services include:

- the increasing of adjunct counseling hours for at-risk students through the use of District (General Purpose) and state (SSSP and SEP) funds;
- the adding of a full-time dedicated counselor for the Early Alert program, beginning spring 2015, for further support of this program and its students;
- the offering of quick question counseling in the lobby during the first week of both the fall and spring semesters;
- the developing of the counseling services webpage (Ref. II. 79);
- the holding of the Annual High School Counselor Conference (all feeder high school counseling staff are invited to an annual conference in the fall);
- the establishing of departmental liaisons (every instructional department is assigned a counselor who acts as a liaison between the counseling team and a particular area of curriculum);
- the assigning of each counselor to be a liaison to one of the high schools within the FLC service area.

### **Actionable Improvement Plans**

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.**

### **Descriptive Summary**

Folsom Lake College (FLC) designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity. FLC programs, practices, and services that support and enhance student understanding and appreciation of diversity are guided by board policy and regulations, FLC’s vision and mission statements, and FLC’s strategic plan. FLC exemplifies an understanding and appreciation of diversity through its nondiscrimination policy, as described in board policy P-2113 (Ref. II.

72). The matter is addressed further in board regulation R-2113 (Ref. II. 73), which states, “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 FLC’s hiring practices, which are conducted in accordance with board policy P-5111 (Ref. II. 94) and P-6111 (Ref. II. 95), both of which address equal opportunity.

FLC’s intent to promote student understanding and appreciation of diversity is evident in its mission (Ref. II. 03), which states that FLC provides a “collaborative and innovative environment that promotes personal interaction as the foundation of learning; honors diversity; cultivates sustainability; and encourages civic engagement.”

The Multicultural and Diversity Committee has represented FLC in promoting students’ understanding and appreciation of diversity and in supporting at-risk populations. The committee has performed these duties through various programs and activities, for example, holding diversity dialogues, which began in fall 2010. Since that time, the committee has continued these student dialogues in various forms, events culminating in the request to charter a student diversity club in fall 2014. In fall 2012, the committee sponsored a student leadership retreat designed to bring together a diverse group of students and faculty members from the campus to provide an opportunity for increased engagement with issues related to diversity, including understanding, collaborating, mentoring, and community building. This retreat formed the foundation for creating the social justice peer educator program currently being developed. Additionally, the committee supported students and a faculty member attending the Umoja conference to consider the kinds of programs that might work best for African American students at FLC. In spring 2014, the committee initiated an annual social justice week at the end of February to highlight the social, economic, and political issues common to underserved students. Students were invited to participate in various events and to continue in the diversity dialogues.

Additionally, FLC has continued to increase professional development opportunities focusing on multicultural and diversity issues. Between fall 2013 and fall 2014, FLC’s offerings related to this topic have increased nearly 45%, with fall 2014 flex multicultural and diversity issues representing over 20% of FLC’s professional development workshops. During the fall 2014 semester flex program, workshops consisted of such topics as “The Business of Faculty” in which a diverse student panel presented its perspectives on open access at FLC. Other workshops included “Why Shakespeare Never Knew Racism,” “Safe Spaces: What They Are And Why Do We Need Them,” and “All In For Student Success, Our Student Success and Support Program.” The Professional Development Committee continues to offer and to promote faculty driven workshops to address multicultural and diversity issues.

FLC has also developed student learning outcomes (SLOs) 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.

The student life office continues to support student organized activities that promote diversity and cultural competence. Some activities and events include:

- Consistent student participation on the Multicultural and Diversity Committee;
- Associated Students (ASFLC) participation in an annual statewide leadership conference (CCCSAA) and General Assembly (SSCCC);
- ASFLC involvement in SSCCC’s Spectrum Caucus representing the LGBTQI communities and their allies;
- ASFLC collaboration hosting Social Justice Week;
- Psychology Club, Administration of Justice, and Gay-Straight Alliance workshop discussing bias crimes from the three perspectives.

Disabled students programs and services (DSPS) assists a variety of students with disabilities and provides leadership in assisting FLC in its responsibility of accommodating the disabilities and diversity among students that FLC serves and of being accepting of them. This responsibility is partly undertaken through workshops, in-services, and one-to-one meetings with faculty members and staff and may involve devising strategies to solve particular problems and conflicts that surface from time to time. DSPS has produced videos and documentaries (such as “Struggles and Success: Stories of Students with Disabilities” and “Teaching Tolerance: A Multi-voiced Dialogue on Class, Culture and Climate”) that are shown on campus (most traditionally as a FLEX presentation) and that are designed to increase empathy and understanding. Additionally, DSPS plans and hosts a College wide disability awareness art week that focuses on the creative talents of students with disabilities. This activity assists the College community in re-examining the ways that students with disabilities are often viewed and presents evidence of their creativity, imagination, and artistic ability.

Other actions taken by FLC to promote student understanding and appreciation of diversity include holding outreach/recruiting activities for special populations within the service areas; publishing documents and flyers in Russian and Spanish; presenting student stories (Ref. II. 96) on the FLC website; flying international flags at commencement ceremonies, each of which commemorates the home country of student graduates; maintaining the One Book initiative; and supporting the annual disability awareness art show.

To support and to enhance understanding and appreciation of diversity, The Harris Center incorporates cultural performances such as the Royal Cambodian Ballet, Ballet Folklorico Sacramento, Masters of Hawaiian Music, Dakhabrakha (Ukrainian band), Amjad Ali Khan (classical Indian music), and Senegal Gospel Choir. The Harris Center offers discounted tickets to students and occasionally provides opportunities for free workshops and events for students.

### **Self Evaluation**

FLC designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity. Within the context of FLC's vision, mission, and values statements, FLC views diversity as pertaining to differences and to similarities among people throughout the College community. FLC's primary goal is to promote inclusive behavior. To that end, FLC 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 through FLC's annual review of its goals/desired outcomes, the Professional Development Committee's end-of-year report, and the Multicultural and Diversity Committee's periodic review. DSPS offers workshops and training sessions on topics that assist faculty members, staff, and students in understanding and appreciating diversity. Additionally, DSPS offers a number of special programs highlighting the special and unique contributions of people with disabilities and showing their experiences as they differ from mainstream perceptions.

### **Actionable Improvement Plans**

None.

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

#### **Descriptive Summary**

Folsom Lake College (FLC) uses assessment instruments from the California Community Colleges Chancellor's Office's 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 COMPASS computer adaptive ESL test combined with a writing sample. Validation activities are conducted by discipline faculty members and the College research office; the activities include content or consequential validation, cut score validation, and disproportionate impact analysis. For Math, data were gathered for test validation from February 2013 through September 2013. Cut scores were changed in January 2014 as a result of a successful validation outcome. For English, data were gathered for test validation from October 2009 through February 2010. Data were again gathered from February 2011 to September 2011. The test was successfully validated, and cut scores were changed in March 2012. For ESL, FLC used a new COMPASS test in April 2011. Since FLC tests approximately only 200 ESL students per year, validating the test with such a small sample size is difficult; given this difficulty, the College research office, in agreement with the Matriculation and Student Success Committee, decided to use American River College's cut scores and test validation.

In compliance with state regulations, FLC determines students' course placements by combining test scores and non-test (multiple measures) criteria. In February 2011, the Assessment Subcommittee of the Matriculation and Student Success Committee was established. The purpose of the subcommittee is to identify, to review, to assess, to recommend, and to implement standards, processes, and procedures related to board policies

and regulations for assessment/placement. Some of the responsibilities of the subcommittee include conducting research on and recommending changes to current discipline multiple measure criteria and weighting schemes and also discussing and scheduling future validation studies and their results.

Another responsibility of the Assessment Subcommittee involves conducting research on alternative/potential assessment tests for use at FLC. At this time, this work is suspended while the California Community College Board of Governors holds discussions concerning statewide assessment. In February 2011 (April 2011 for ESL), the District used assessment portability (in which course placements from one college are accepted at the other three colleges). Also resulting from the District wide discussion of placement portability, the four colleges' ESL departments agreed to use the COMPASS computer adaptive test with a writing sample; this test was used across the District in April 2011. The adoption of the COMPASS test has reinvigorated the discussion about computer adaptive testing by English and math departments, but no decisions have been made due primarily to the potential development of a statewide assessment testing system.

In late 2010/early 2011, the four colleges' math departments developed and, with the assistance of the District research office, validated a common graduation competency test that went into effect at the four colleges in August 2011. In the spring of 2012, the District Matriculation Committee recommended that the four colleges adopt a uniform reading competency test. The COMPASS reading competency test went into effect at all four colleges on 18 October 2013.

### **Self Evaluation**

FLC regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing bias. FLC follows state regulations for validating its assessment instruments. However, an issue of concern is that the current instruments may be compromised, particularly the MDTP, which has been on the market for a long time. Another issue of concern is the lack of alternate versions of each instrument; alternate versions are needed for re-testing and for minimizing cheating. A District wide retest policy was proposed by the student success and support program assessment workgroup in June 2014. If the retest proposal is approved by the District Matriculation Committee and the District Academic Senate, concerns about the lack of alternate versions of the tests will be reduced. The adoption of the COMPASS ESL test eliminates this concern due to the nature of computer adaptive testing. Additionally, the potential application of a state-wide assessment would address the concern about the lack of alternate versions.

With the establishment of the District's portability policy, the four colleges now honor each other's English, ESL and math course placements; this policy eliminates students' needs to retest at each campus. In fall 2013, the District Office provided an Assessment Portability Progress Report. The report found that, of the 92% of the students enrolled at FLC where they took their assessment tests, about 8% transported their assessment placement results to another college in the district. The report also indicates that about three-fourths of the students who used their assessment results at a different college successfully passed their courses in reading, writing, and math.

**Actionable Improvement Plans**

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.**

**Descriptive Summary**

Folsom Lake College (FLC) maintains student records in accordance with board policy P-2265 (Ref. II. 97) and board regulation R-2265 (Ref. II. 98), which conform to Title 5 as well as to the Family Educational Rights and Privacy Act of 1974 (FERPA). Both address accessing student records and help FLC to ensure that student records are adequately protected, maintained, and discarded. FLC's admissions and records office has developed the Student Records and Retention Policy, a document that includes board policy and regulations, the government code, the California Education Code, and the administrative code, Title 5 of the State of California. Furthermore, the "Student Rights and Responsibilities" section (p. 61) of the catalog (Ref. II. 01) contains a statement on the use and release of student information.

FLC uses the OnBase document imaging system for long-term storage of student records. This system uses an off-site server to prevent loss of records in the event of an on-site disaster. Data are also archived daily with the use of College and District servers.

District policy allows students to inspect or to order their records/transcripts, to petition to amend their records, or to allow someone else to access their records/transcripts. Students can access their records, including their unofficial transcripts, online through eServices, the District's online enrollment system. In 2013, the District outsourced online official transcript ordering through Credentials Solutions, a company providing online ordering, electronic extraction, and delivery through a secure network.

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 they have been scanned, and original paper records are reclassified as Class 3. Class 2 records are also retained indefinitely unless they are reclassified as Class 3. Class 3 records are stored for three years in FLC's warehouse and then are destroyed. Paper records that have not yet been scanned are stored in locked containers in College offices 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 employees. Any employee with access to student records must sign a FERPA employee agreement.

FLC 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 occurring to them over time.

#### Database/Systems with Student Records

The District maintains the following systems that contain electronic records of student's information:

- The Oracle/PeopleSoft Campus Solutions system includes application data, enrollment data, transcript data, charges and payment data, and other data concerning services delivered for all Los Rios students. The PeopleSoft system includes audit and other mechanisms that preserve the history of core records and the changes that occur to them over time.
- The Desire2Learn (D2L) learning management system includes electronic student course data for a portion of the courses and students, for online, hybrid, and web-enhanced courses. In the fall 2014 semester, D2L's data included 4,240 course sections, 123,133 student enrollments, and 58,007 unique students. D2L data for the most part are determined by individual faculty members; such information may include grades, class assignments, quiz/test results, online discussions, class lists, online content, calendars, rubrics, competencies, attendance records, checklists, surveys, and self-assessments.
- The PowerFAIDS Financial Aid system includes Free Application for Federal Student Aid (FAFSA) application data, student aid information, units, and other data concerning students' financial aid. PowerFAIDS databases are encrypted.
- The OnBase document imaging system is used to store student records. The District maintains the indexing, and the colleges maintain the storage of the scanned images. High risk data (SSN) data used in indexing are encrypted.
- The online grading system (OGS) includes class rosters, grades, and other data for faculty members to manage enrollment. Information in this database is uploaded to the District's student information management server (PeopleSoft) daily.
- The relational database management (RDS) database includes a subset of data from the PeopleSoft system. Information in this database is used to create reports for the organization and to provide data to other systems.
- CalWORKs online database system includes student records information, county information, and CalWORKs program eligibility information necessary for CalWORKs program administration.
- Disability services and programs (DSPS) online database system includes student records information, types of disabilities, and other information necessary for DSPS program administration.

#### Security of Student Records

Administrative access to the systems listed above can be accomplished only from within the internal network or through a secured VPN remotely. VPN access is granted only to those personnel approved by their college's administrators. Access to systems is granted on a role-based security to ensure that employees have access only to data necessary to their jobs.

Student information is not released to students by non-student services District staff (e.g., IT, business services, human resources). Student information (on rare occasion) is released by the associate vice chancellor of student services, director of financial aid systems, and CalWORKs staff at the District Office (DO). Information is released only after a student's identity has been verified, with confirmation of the following information: date of birth, identification, and last four digits of social security number. Course and student data may be deleted from the D2L database after three years. For the PeopleSoft Campus Solutions, PowerFAIDS, Onbase, OGS, RDM, CalWORKs, and DSPS systems, student records are not deleted by DO staff unless requested by an authorized college's administrator.

#### Backup

Student records are housed in one of two data centers (DO and FLC) with replication (backup) of each system and database to the opposite site. Secure backups of all data are stored on disk at a third site, American River College. The use of backup tapes and the contracted tape storage vendor will be discontinued by 1 March 2015. Only three authorized District IT personnel have access to the backup storage.

#### Physical Security

The primary data center at DO is staffed by operations personnel 24 hours/day, Monday through Friday, and a log is kept for any non-employee visitors. Access to the data center is limited to authorized personnel, and rooms are locked during the day and night. The FLC data center is locked 24 hours/day. Access to the data center is limited to authorized personnel with keys to enter the data center. The America River College data center is locked 24 hours/day. Access to the data center is limited to authorized personnel with access via the card lock system.

#### Network Security

The District uses multiple layers of security controls to secure student records systems/databases within the Los Rios's network. The colleges, DO, and most centers have local firewalls to prevent unsolicited and malicious traffic from infecting the District's network. All sites are protected by a border firewall as well. The District also has an intrusion prevention system (IPS) to identify malicious activities from the Internet and to attempt to block these activities.

#### **Self Evaluation**

FLC 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. FLC publishes and follows established policies for release of student records. FLC and the District take the confidentiality of student records very seriously and attempt to upgrade and to improve security whenever better systems are devised or needed. FLC is also very cautious regarding the release of student records and requires student signatures and identifying data before records are released. Records are not released by telephone requests.

#### **Actionable Improvement Plans**

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.**

**Descriptive Summary**

Folsom Lake College's (FLC) student services division regularly and systematically evaluates its programs and services through the annual department/unit plan (ADP/AUP) (Ref. II. 08) and the program review (Ref. II. 10) processes. Both processes include documenting student learning outcomes assessment data and strategies for improvement. Student services AUPs are tied closely to the assessment of student learning outcomes (SLOs), service area outcomes (SAOs), and goals. Part of the AUP process involves each unit's establishing SLOs as a means to measure and to improve student learning and achievement. One hundred percent of student services units have identified SLOs. Units have developed methods to assess these SLOs and to use the results to inform future planning and to make improvements. SAOs are established and assessed in a similar manner.

All units complete the same template that includes resource requests for the following year as an initial step in the resource allocation process. In student services, resource requests are initially shared at the Student Services Steering Council (SSSC), which uses a rubric to examine alignment with institutional, division, and departmental priorities. Additionally, FLC's three major divisions (student services, instructional services, and administrative services) are represented on the Institutional Planning Committee (IPC). IPC members discuss annual department/unit plans (ADP/AUPs), which ultimately drive institutional improvements, planning, and resource allocation.

The program review process includes the 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, and follow-up actions taken regarding recommendations. Additionally, unit staff must address the following SLO-related items:

- Identify outcomes assessment methods used to measure effectiveness for each of the department's stated goals and/or objectives.
- Evaluate the effectiveness of the department after reviewing data/reports collected on the department's performance based on the assessment measures.
- Recommend areas of improvement and develop an action plan to address those improvements.

The program review cycle requires all operating units to complete program reviews every six years. Completed program review documents (Ref. II. 10) are posted on the Insider. AUPs (Ref. II. 08) are completed each year and posted on the Insider.

Student services AUPs and program reviews are informed by FLC's annual Student Satisfaction with Support Services Survey (Ref. II. 58). The College research office performs a stratified random sample each spring semester to ensure for a proportionate number of

course sections: by FLC campus, day of week, time of day, and full-time/adjunct instructor. The printed scantron survey is distributed to roughly 90 class sections, a distribution that typically results in FLC's receiving completed surveys from roughly 13% of the student body. The unique Likert scale used on the survey allows for the calculation of not just a rate of satisfaction but also the rates of awareness (recognition) and use. Survey data are used to create a two page report for each of the 21 support areas covered and to generate comparison reports on a single page, showing, for example, how all 21 support areas' recognition rates compare. These high level comparison reports are also generated to provide further insight about differences that exist for different campus sites, genders, and ethnicities.

The student services program review and AUP planning processes are informed by several data sources, including the Community College Survey of Student Engagement (CCSSE) (Ref. II. 13), the Student Satisfaction with Support Services Survey (Ref. II. 58), and FLC's Key Performance Indicators report (Ref. II. 33). The College research office also provides additional data and analyses upon request.

### **Self Evaluation**

FLC 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. FLC uses the results of these evaluations as the basis for improvement. Student support services are evaluated regularly through a process of program review, AUPs, assessment of SLOs and SAOs, goal achievement, and resource allocation.

Results of the 2014 CCSSE indicate that students feel that the following services are somewhat important (equated to a score of 2) or very important (equated to a score of 3) to them: academic advising/planning (2.52); career counseling (2.36); financial aid advising (2.43); and services to students with disabilities (2.04). When students are asked how often they use these services, the numbers are lower, with students indicating that they use the following services rarely (1) or sometimes (2): academic advising/planning (1.77); career counseling (1.49); financial aid advising (1.84); student organizations (1.24); and services to students with disabilities (1.48). Students who do access these services indicate satisfaction with the services provided: academic advising/planning (2.25); career counseling (2.17); financial aid advising (2.28); student organizations (2.06); and services to students with disabilities (2.25).

A key focus for FLC in the coming years will be to assist students in accessing more frequently the services that they indicate are important to them, while maintaining or increasing the students' satisfaction with these services. Many ideas related to this topic are contained in both FLC's Student Equity Plan (Ref. II. 71) and Student Success and Support Program (SSSP) Plan (Ref. II. 70).

### **Actionable Improvement Plans**

FLC will develop and implement strategies to encourage students to access more frequently the services that they indicate are important to them, while maintaining or increasing student satisfaction with these services.

### **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.**

#### **Descriptive Summary**

Folsom Lake College (FLC) has two libraries, one at the FLC-main campus and one at the El Dorado Center (EDC). The FLC-main library has 14 computers for student research, one network printer/copier, four ADA workstations (two with computers), and four catalog look-up stations. The library has a computer classroom for library instruction with 37 seats (including two ADA computer stations). When the classroom is not being used for teaching, it is available as a silent study area on campus with computers. The library has four group-study rooms (two with TV/DVD/VCR) available. The library is equipped with a multi-height circulation counter and a self-check station on an adjustable table, both of which meet ADA standards. The library has 133 seats with an extra 98 seats in the adjoining computer lab. The library currently has over 25,000 print volumes, 46 print periodical subscriptions, five print newspaper subscriptions, and over 800 close-captioned VHS/DVDs. The reserve collection includes approximately 880 volumes. Non-electronic reserves are available at the circulation counter when the library is open.

The EDC library has seven student computers (including one ADA station). The library has 50 seats and three study rooms that seat a total of 19 people. The EDC library has over 10,300 volumes in the collection with approximately 9,800 general circulating volumes, 500 reference volumes, 80 media items, and over 100 volumes on reserve.

The Rancho Cordova Center (RCC), in its current leased facility, does not have a library. Students can access library resources (books, videos, other circulating materials) at the current RCC site, but the process is cumbersome and infrequently used. At present, students can

search the FLC (and other database) holdings at any location, including RCC. To check out materials, RCC students must currently request the item(s) through their instructors, who then forwards the request to the FLC library. Requested materials are then delivered to RCC and held for students to retrieve at the front administrative counter. The new RCC site (scheduled to come online in mid fall 2015) will include a learning resource center with improved library services. A built-in automated return receptacle will allow loaned materials to be returned continuously with a recording made of the return date and time.

All four District colleges share approximately 23,000 electronic books owned by the libraries and over 130,000 e-book titles licensed through a subscription. Additionally, the libraries have subscriptions to over 40 electronic databases, online sources that provide access to more than 14,000 full-text periodicals. Students (both traditional on-campus and distance education), faculty members, and staff have access to library services and resources through the library website on all days at all times. Remote users have access to the electronic book collection and to the subscription research databases that support curricular needs, “Ask a Librarian” e-mail service, phone support, tutorials, and research guides.

The selection and maintenance of FLC’s library collections are guided by FLC’s Library Collection Development Policy (Ref. II. 99). Librarians systematically work to select, to acquire, to organize, and to provide access to information resources that directly support and improve student learning and success. Librarians 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, to evaluate, and to purchase appropriate and useful library resources in a variety of subject areas.

Instructional faculty members are also able to contribute to the selection of library materials through the curriculum development process. The District’s web-based curriculum management system (SOCRATES) is used by faculty members to develop and to revise curricula. This system includes a feasibility section in which faculty developers must list any essential and/or supplementary library or media materials required by courses. The course development form includes a digital signature section requiring a librarian to complete. When the library is notified of new curriculum, the librarian assigned to that particular subject under which the curriculum falls contacts the faculty developer and reviews and/or suggests library resources before the librarian endorses the curriculum. This system gives librarians another opportunity to work directly with faculty members in identifying resources for courses under development.

Several methods are used to assess the effectiveness of the library collection and to determine areas requiring strengthening. Librarians analyze circulation data to identify areas of high interest and demand. Interlibrary loan requests, in particular, may indicate areas needing further development. Gap areas may also become apparent during course-specific library instructions or during individual research activities conducted with students or faculty members. Additional information is gathered through student and faculty surveys.

Both FLC-main and EDC have facilities devoted to English tutoring and developmental coursework. At FLC-main, the reading and writing center has 14 computer workstations and one printer/copier. At EDC, the English center is equipped with five computer workstations and one printer. FLC-main also has a science skills center that operates in a designated classroom that contains 18 computers. FLC has tutoring centers at all three sites. The FLC-main and EDC tutoring centers are located in dedicated space. FLC-main's tutoring center has five computers with peripherals for student use and also a student check in computer. The EDC tutoring center is located in the EDC computer lab so that students have access to the lab's computer workstations. The RCC tutoring center has one computer workstation.

All three College sites have centralized computer labs. The FLC-main computer lab includes 100 computer workstations; two printer/copiers, one of which is color, and two scanners; three study rooms; six ADA desks; four ADA computer workstations; and an image viewer. The EDC-main computer lab includes 49 computer workstations; one printer/copier; one scanner; four study rooms; and three ADA desks/ADA computer workstations. In addition to the computer lab workstations, EDC also houses a computer classroom with 27 computer workstations, one of them an ADA desk/workstation. The RCC computer lab is currently located in room RCC-7 in the leased facilities. This lab offers 35 student workstations (including one ADA station), equipped with the Windows 7 operating system, up-to-date software applications, a black and white laser printer/copy machine, and a ceiling-mounted projector.

### **Self Evaluation**

Relying on the expertise of faculty members, including librarians and other learning support services professionals, FLC is able to select and to maintain educational equipment and materials to support student learning and to enhance the achievement of the mission of the institution.

In fall 2013, the College research office worked with College librarians to develop and to administer student satisfaction surveys for the libraries at FLC-main (Ref. II. 100) and at EDC (Ref. II. 101) as well as an Employee Survey of FLC-main Library (Ref. II. 102). According to survey results:

- 83% of student respondents indicated that the quantity of materials is “the right amount for my needs” while 25% of employee respondents indicated that the quantity of materials is “too little.”
- 56% of student respondents and 65% of employee respondents indicated that the quality of materials is “excellent” while the remainder of all respondents indicated that it is “okay.”
- 92% of student respondents and 97% of employee respondents indicated that the information and materials are “current.”
- 81% of student respondents indicated that they usually (50%) or always (31%) find what they are looking for in the library.
- 73% of employee respondents indicated that the library usually (52%) or always (21%) meets the needs of students.

The library was one of several student support services included in the Student Satisfaction with Support Services Survey (Ref. II. 58) administered by the College research office during the spring 2014 semester. The library was recognized as a service by 96.6% of those surveyed and used by 80.9% of those students who recognized the service. The satisfaction rate of those students who used the library was 96.4%. The library was consistently ranked among the top five of the services deemed by the students to be most important to their success at FLC.

The FLC-main library has a uniquely current collection, with approximately 80% of the 25,000 volume collection acquired since 2000. However, only 39% of the EDC library collection was acquired since 2000; improved funding is needed to provide greater currency of the EDC collection, as indicated in the library's Age of Collection Report (Ref. II. 103). The California Community Colleges Chancellor's Office and the District provide annual funding for subject specific databases. Even with these two funding sources, the money is insufficient to meet student database needs throughout the District. Librarians at the District's four colleges have proposed both District wide and campus funding augmentation. In 2012, District librarians brought forward a proposal to establish a uniform FTES-based library funding formula District wide. Though the proposal was not approved, librarians will continue to work with their college administrators and the District to establish a stable and equitable library funding process that allows the libraries to purchase and to maintain a robust collection of online library resources, to respond to changing student information needs, and to acquire resources in the latest formats. At the local level, FLC librarians, working through the Budget and Facilities Planning Committee, were able to establish a campus-funded FTES-based formula in 2013-14 at a \$5/per FTES rate. An agreement was made that this rate would continue for three years and then be reviewed.

The librarians work with faculty members to analyze the currency and coverage of the library collection. In spring 2013, the library offered a flex workshop encouraging faculty members to review the library materials in their areas. As part of the workshop, faculty members recommended specific titles to be added to the library collection. Using this feedback, the librarians were able to make targeted purchases. In fall 2014, the librarians introduced a new methodology for evaluating student use of the print and electronic collections. Work cited pages from students' research papers will be examined to see which library resources are being used. The goal is to acquire an overall picture of how the library and its resources contribute to student success.

The English labs and tutoring facilities at FLC-main and EDC are adequately equipped to support student learning. The Community College Survey of Student Engagement (CCSSE) (Ref. II. 13) asks students how satisfied they are with tutoring services, how important that service is, and how frequently they use the service. Of those responding to the question, 78% of students reported that they were somewhat or very satisfied with tutoring services. Tutoring services were rated as somewhat or very important at FLC by 67.9% of students. Of those responding to the question, 6.7% of students reported using tutoring services often, 21.4% reported using this service sometimes, and 71.9% reported rarely or never using tutoring services. Students at FLC are less likely to use tutoring services than their peers within the national cohort of students.

The CCSSE survey also asks students how satisfied they are with computer labs, how important that service is, and how frequently they use that service. Of those responding to the question, 93.6% of students reported they were somewhat or very satisfied with computer lab services. Computer lab services were rated as somewhat or very important at FLC by 83.8% of students. Of those responding to the question, 34.3% of students reported using computer labs often, 34.7% reported using this service sometimes, and 31% reported rarely or never using computer lab services. FLC students use computer labs at nearly the same rate as their counterparts in the national cohort of students.

### **Actionable Improvement Plans**

None.

**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.**

### **Descriptive Summary**

Folsom Lake College (FLC) provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency. The main campus (FLC-main) and El Dorado Center (EDC) libraries are staffed with four permanent full-time librarians (with another to be hired for fall 2015), four adjunct librarians, and four full-time library media technical assistants (LMTA). The EDC library is staffed based on rotation by three of FLC's four permanent full-time librarians, one permanent full-time daytime LMTA, and one part-time classified temporary clerk in the evenings. Librarians are available at the current RCC site by appointment to provide one-on-one research help for individual students.

The library provides ongoing instruction through credit classes, library instruction sessions, and daily public service interactions. LIBR 318 (Library Research and Information Competency) is offered online during the first eight weeks of the fall and spring semesters and during summers. This course helps students acquire information competency skills necessary for academic and personal research and covers locating, retrieving, analyzing, evaluating, and using information.

Librarians also provide library instruction sessions at all three campuses. These sessions teach entire classes how to use library resources and services in completing research assignments. Faculty members in all disciplines can arrange an instruction session for their classes through a web form on the library website faculty services page. Instruction sessions are also provided for students throughout the semester on a drop-in basis (drop-in available at FLC-main only). The libraries provide instruction to students, staff, and faculty members through daily one-on-one interactions with reference librarians in person, over the phone, or through email. Students at EDC and RCC may also request research appointments if they desire one-on-one assistance with research assignments. Instructional videos are continually developed by FLC and other District librarians. These videos focus on specific skills or resources intended to help students

regardless of their location. The library offers skill building workshops that promote student success throughout FLC. The current library-focused workshops include conducting online research and evaluating online resources. This program also helps strengthen collaboration between librarians, classroom faculty members, and personnel in other College areas.

The librarians request feedback from instructors and students throughout the year as they present library instruction customized to specific assignments and class needs. At the end of the exercises, students are asked to provide feedback about what was new or helpful to them and about what was unclear. The librarians teaching the courses read the comments and revise future instructions based on the feedback. The librarians plan to compile the comments from the spreadsheets and worksheets and to review them for any trends.

English lab, tutoring center, and computer lab personnel also assist in instruction aimed at helping students develop skills in information competency. The FLC-main reading and writing center (RWC) is staffed by a lead English faculty member; this position is sometimes split between two faculty members and is rotated every three years among full-time English faculty members. The RWC has one permanent full-time instructional assistant (IA) and several student tutors and three non-student, classified temporary tutors (who work ten to fifteen hours per week each). RWC student tutors have taken and passed core English courses with “A” grades and are recommended by instructors. English tutors are overseen by the lead faculty and full-time instructional aide. English tutors are trained through monthly staff meetings focusing on procedure, best practices, and problem solving. At EDC, the English center is staffed by one permanent full-time English faculty member and one permanent 25 hour-per-week IA, with four paid student tutors and two volunteers.

FLC has a full time faculty learning skills coordinator who oversees the tutoring centers at all three sites. All three tutoring centers are staffed by student tutors and/or non-student, classified temporary tutors and several volunteers. Tutors receive three or four training sessions per semester that focus on safety of the students, management of problem students, and general knowledge of FLC student support services.

The FLC computer lab is staffed by one permanent IA, one classified temporary IA, and two classified temporary clerks. The EDC computer lab is staffed by one permanent IT Technician II/AV Production & Maintenance Technician I, one permanent IA, one classified temporary Clerk I, and one classified temporary Clerk II. The RCC computer lab is staffed by one permanent full-time IA and a classified temporary IA.

### **Self Evaluation**

FLC provides adequate instruction for users of library and other learning support services so that students are able to develop skills in information competency. All learning support services participate in the annual department/unit plan (Ref. II. 08) and program review (Ref. II. 10) processes. As part of these processes, learning support services staff are required to assess the student learning outcomes determined by the department. All learning support services work with the College research office to assess methods, accessibility, and effectiveness of learning support services.

The libraries provide a variety of ongoing instruction opportunities so that students are able to develop skills in information competency. Student learning outcomes and core competencies have been developed. Currently, both the FLC-main (Ref. II. 100) and EDC (Ref. II. 101) libraries use student library satisfaction surveys, administered in 2013 by the College research office to assess the libraries' instructional effectiveness. Responses to the instruction-related questions indicate a high level of satisfaction with the scheduling and quality of library instructions. The librarians that teach LIBR 318 use a rubric and norming sessions to assess student learning outcomes. Areas showing student deficiency are addressed by one or more of the following: altering existing or using new teaching techniques; altering or adding content; providing deeper explanation of goals or objectives.

Tutoring services has conducted several surveys to assess student satisfaction. Surveys administered from the academic years 2009 through 2011 showed that students perceived the tutoring center as a welcoming, supportive, and academically helpful environment. The majority of students (90% -95%) rated the quality of services highly, strongly agreeing or agreeing that the tutors are well prepared and provide academic support to students. In 2013-14, a survey was distributed to evaluate the exam review workshops. Over 95% of all returned surveys reported a high level of satisfaction.

#### **Actionable Improvement Plans**

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.**

#### **Descriptive Summary**

Folsom Lake College (FLC) 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. The main campus (FLC-main) library is open Monday through Thursday 8:00 a.m. to 8:00 p.m. and Friday 8:00 a.m. to 5:00 p.m. during the fall and spring semesters. During the eight-week summer term, the library is open Monday through Thursday 8:00 a.m. to 8:00 p.m. The El Dorado Center (EDC) library is open Monday through Thursday 8:30 a.m. to 6:00 p.m. and Friday 8:30 a.m. to 1:00 p.m. during the fall and spring semesters. During the eight-week summer term, the EDC library is open Monday through Thursday 10:30 a.m. to 12:30 p.m. and 1:30 p.m. to 4:30 p.m. Patrons have access to the FLC-main and EDC library collections as well as to the collections at other colleges in the District through the interlibrary loan (ILL) service. The FLC libraries can also retrieve patron-requested materials located outside the District through the Online Computer Library Center (OCLC) Worldshare Interlibrary Loan. Physical library services are not available at the Rancho Cordova Center (RCC). A small reference collection, reserve collection, and interlibrary loan services are planned for spring 2016.

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 e-Books. Students, faculty members, and

staff can access these databases from any District computer or from remote locations using their unique personal identification number and password. Individual database tutorials are available online 24 hours/day, seven days a week, and librarian assistance is available in-person, by phone, or through e-mail during open library hours. Additional materials and services that can be accessed remotely include eReserves (electronic course reserves), research guides, tutorials, handouts, ILL requests, “Ask a Librarian” e-mail service, telephone reference, online book renewal service, and library account online service.

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. The EDC library has a lower-level circulation counter for disabled patrons and one adjustable computer station with accessibility software managed by DSPS.

The FLC-main reading and writing center (RWC) is open from 9:00 a.m. to 5:00 p.m. on Mondays, Thursdays, and Fridays, and from 9:30 a.m. to 7:00 p.m. on Tuesdays and Wednesdays during the fall and spring semesters. During the summer the center is open Mondays and Thursdays 8:00 a.m. to 6:30 p.m. and Tuesdays and Wednesdays 8:30 a.m. to 4:00 p.m.. Instructors and tutors are available at all times during these hours to provide one-on-one instruction on a first-come basis. Instructors and tutors work with students who are enrolled in RWC courses and with students who are not enrolled in RWC courses but are seeking assistance on their reading and writing-related coursework. The EDC English center is open every day during spring and fall semesters from 9:00 a.m. to 2:00 p.m. with additional hours on Wednesday from 4:00 p.m. to 7:00 p.m.. During the summer the center is open Tuesdays and Wednesdays 5:00 p.m. to 7:00 p.m..

The FLC-main tutoring center is open Mondays and Wednesdays from 11:00 a.m. to 5:00 p.m., Tuesdays and Thursdays from 11:00 a.m. to 6:00 p.m., and Fridays from 12:00 p.m. to 3:00 p.m. The EDC tutoring center is open Mondays and Wednesdays from 10:00 a.m. to 6:30 p.m., Tuesdays and Thursdays from 10:00 a.m. to 5:00 p.m., and Fridays as needed only for anatomy and physiology tutoring. RCC does not yet have a designated tutoring center though a classroom is used for tutoring in the fall and spring semesters before or after ESL, math, and chemistry classes. The tutoring centers are closed during the summer.

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

### **Self Evaluation**

FLC provides adequate access to student learning programs and services. Student and faculty responses to the FLC-main (Ref. II. 100) and EDC (Ref. II. 101) library student satisfaction surveys are positive regarding services provided by FLC librarians and classified staff. As indicated by the data, students are aware of some library services more than they are of others, and 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. The library is planning a marketing campaign aimed at on-site and remote users. The librarians are also involved in planning for the transition of RCC from an outreach center to an educational center. The new RCC facility will allow for physical library services, such as a small reference collection, course reserves, and interlibrary loan services.

In fall 2013 the District research office administered a distance education survey (Ref. II. 104) to students who were currently enrolled in online/distance education classes. The survey consisted of six-point Likert scale questions (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree, Don't Know, or Not Applicable). As part of the survey, the students were asked to think about their experiences with distance education support services, including those of the library. One survey item concerned library access: "I was able to access library services when I needed to." Even though 27% of the students responding indicated that they did not need to access the library's services, of the remaining 73% of the students who did need to access the library, 60% indicated that they "Strongly Agreed" or "Agreed" that they were able to access library services for their online course. The positive response of students at FLC slightly exceeded the average score of students at the other District colleges for the same survey item.

The FLC-main reading and writing center is open only 43 hours per week, which limits access for student use. Many times during the week, only one tutor is on duty. At EDC, limited operating hours restrict student access, and students often comment that they need English tutoring services in the afternoons when it is not available. Nonetheless, results of the Student Satisfaction with Support Services Survey (Ref. II. 58) indicate a relatively high satisfaction rate with RWC and English center services.

FLC's tutoring services are adequately funded and staffed though additional support will be needed as FLC continues to grow and as demand for services increases. Currently, services have adequate facility space. However, with future growth, additional dedicated space will have to be found. Results of the Student Satisfaction with Support Services Survey indicate a moderate satisfaction rate with tutoring services.

FLC's computer labs are dependent on temporary classified employees for much of the hours staffed, and additional support will be needed as FLC continues to grow and demand for services increases. The results of the Student Satisfaction with Support Services Survey indicate that students rank the computer labs as the third most important student service to their success. New funding through SSSP is augmenting staffing in the computer labs.

**Actionable Improvement Plans**

None.

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

**Descriptive Summary**

Folsom Lake College's (FLC'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 research desk, and the majority of the collection is housed. The library side has a lockable entrance. Both sides are protected by a security system that includes security cameras, motion detectors, and outside door alarms. The EDC library has a main entrance and two emergency exits that have 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 in lockable cases. All library books are equipped with radio-frequency identification (RFID) tags that store book information.

The Reading and Writing Center (RWC) at FLC-main has one main entrance and one emergency exit with an alarm. When the RWC is open, the area is monitored and supervised by faculty members and staff. 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 when the center is open, and the room is locked at all other times.

The FLC-main tutoring center has five computer workstations. Textbooks for many of the classes tutored are available to students in the center. Most of these textbooks are expensive, and some of these textbooks are instructor editions with answers, so they are kept in a locked cabinet. The EDC 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 classroom that can be locked. At this time, RCC tutoring services has no equipment or materials.

The FLC-main computer lab contains the largest collection of computers and printers on campus. The area does not have entrance doors; the lab is open to the main hallway. 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. The RCC computer lab at the current leased facility has one main entrance and an emergency exit that has an alarm. The main entrance is locked when the lab is not in use.

FLC's computers are maintained by the College's IT services. Computers are locked to workstations, and lab computers are housed in holders that do not have security locks and are loaded with DeepFreeze software, a program that resets the computers to standard settings throughout the day. Students and staff log onto the computers using a unique identification code. Community members are logged-in by staff with a guest password that changes daily.

Library staff are also able to monitor patron activities, when necessary, using virtual network computing (VNC) software.

### **Self Evaluation**

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

### **Actionable Improvement Plans**

FLC will explore options for additional security of the FLC-main computer lab and library.

**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.**

### **Descriptive Summary**

All Los Rios Community College District (LRCCD) college libraries are members of the Community College Library Consortium. As a member, the FLC library is able 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 members, 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 are evaluated for quality and reliability using information gathered from research 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 four LRCCD college libraries provide free interlibrary loan services to students, faculty members, and staff; accordingly, FLC students have access to the library collections at all four colleges. FLC is also a member of the Online Computer Library Center (OCLC); this membership enables FLC's students and faculty members 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. FLC libraries also use OCLC to obtain authority and bibliographic records. For print periodicals, the FLC-main campus library contracts with EBSCO subscription services.

The District has a software maintenance contract with Innovative Interfaces, Inc. for the Millennium integrated library system, the backbone for library operations. The system encompasses all of the staff work modules: circulation, cataloging, acquisitions, and serials processing. The system also provides library patrons with access to the online catalog and its various services. Since 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.

FLC provides online tutoring as a pilot program provided through Tutor.com, which was selected for basic skills, math and statistics, and entry-level chemistry. Faculty members teaching those courses were offered online and in-person training. In fall 2015, FLC will assess the effectiveness of this pilot program. Results will be evaluated to determine the next step.

### **Self Evaluation**

FLC relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs. FLC documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and are used. The performance of these services is evaluated regularly. FLC takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement. FLC's current databases are accessible and are highly used by FLC students. The library's goal is to provide comprehensive resources for all disciplines. The outcome of the online tutoring pilot assessment will determine how FLC will proceed with online tutoring services.

### **Actionable Improvement Plans**

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.**

### **Descriptive Summary**

Library and learning support services are evaluated through the annual department/unit plan (ADP/AUP) (Ref. II. 08) and six-year program review (Ref. II. 10) processes. The library (Ref. II. 105), tutoring program (learning skills) (Ref. II. 106), and FLC-main computer lab (Ref. II. 107) participate in the ADP/AUP process. The writing centers are addressed in the English department ADP (Ref. II. 108). However, for the 2015-16 year, the writing centers completed a separate ADP. The EDC and RCC computer labs do not complete individual ADPs but rather are addressed in the EDC (Ref. II. 109) and RCC (Ref. II. 110) center ADPs. Program reviews have been completed as follows: library in 2013-14 (Ref. II. 111); English department (writing centers) in 2010-11 (Ref. II. 112); learning skills (tutoring) in 2011-12; and the FLC-main computer lab in 2014-15 (Ref. II. 113).

These planning and review processes are informed by various data. The library collects data (Ref. II. 114) on services including, but not limited to, reference, library instructions and workshops, circulating collection, interlibrary loan, course reserves, study rooms and silent study lab. In fall 2013, the College research office worked with FLC librarians to develop and to administer student satisfaction surveys for the libraries at FLC-main (Ref. II. 100) and at EDC (Ref. II.101) as well as an Employee Survey of the FLC-main Library (Ref. II. 102). The writing centers, tutoring centers, and computer labs gather data using informal surveys and questionnaires. Data for all learning support services are gathered through the Student Satisfaction with Support Services Survey (Ref. II. 58), last administered in 2014 by the College research office. The Community College Survey of Student Engagement (CCSSE) (Ref. II. 13), administered in 2014 by the District research office, also helps FLC identify areas in which library and learning support services can be improved.

### **Self Evaluation**

FLC has established processes for the planning and evaluation of library and learning support services. Libraries and learning support services personnel participate in annual planning activities (ADP/AUPs) and six-year program reviews according to schedule (Ref. II. 115), and the planning and review activities are well documented. The ADP/AUP and program review processes are informed by data provided by the District and College research offices as well as by data collected by departments.

### **Actionable Improvement Plans**

None.

### References - Standard II

- Ref. II. 01 FLC 2015-2016 Catalog
- Ref. II. 02 FLC Program Student Learning Outcomes (PSLO) Course Maps Webpage
- Ref. II. 03 FLC Vision and Mission Statements
- Ref. II. 04 LRCCD Vision, Mission, and Values Statements
- Ref. II. 05 CCCCCO Mission
- Ref. II. 06 FLC Program Approval Process, Transfer Programs
- Ref. II. 07 FLC Program Approval Process, CTE Programs
- Ref. II. 08 FLC Annual Department/Unit Plan Webpage
- Ref. II. 09 FLC SLO Committee Report, March 2015
- Ref. II. 10 FLC Program Review Webpage
- Ref. II. 11 FLC Program Appraisal and Recommendation Process
- Ref. II. 12 FLC Feeder High School Enrollment And Performance Report
- Ref. II. 13 FLC CCSSE Executive Summary
- Ref. II. 14 FLC CTE Advisory Board Summit Schedule
- Ref. II. 15 ACCJC Policy on Distance Education and Correspondence Education
- Ref. II. 16 LRCCD Collective Bargaining Agreement With LRCFT
- Ref. II. 17 FLC Technology and Distance Education Plan
- Ref. II. 18 FLC Annual Planning Process - Overview
- Ref. II. 19 FLC Curriculum Handbook
- Ref. II. 20 FLC Educational Master Plan Sample (Anthropology)
- Ref. II. 21 FLC Instructional Program Review Sample (Public Safety)
- Ref. II. 22 FLC ADP Sample (Art)
- Ref. II. 23 LRCCD Board Policy P-7141
- Ref. II. 24 LRCCD Board Regulation R-7141
- Ref. II. 25 FLC Enrollment Management Plan
- Ref. II. 26 FLC Collegial Consultation Agreement
- Ref. II. 27 LRCCD Board Policy P-3412
- Ref. II. 28 LRCCD Board Regulation R-3412
- Ref. II. 29 California Code of Regulations Title 5 Section 53200
- Ref. II. 30 FLC Department SLO Assesment Analysis Form
- Ref. II. 31 FLC Degrees and Certificates Conferred
- Ref. II. 32 FLC Key Performance Indicators, Transfers
- Ref. II. 33 FLC Key Performance Indicator (KPI) Report, 19 May 2014
- Ref. II. 34 FLC Instructional Program Review Process
- Ref. II. 35 FLC Insider Home Page
- Ref. II. 36 FLC Planning and Evaluation Cycle 2010
- Ref. II. 37 FLC ADP Cycle, President's Services and Administrative Services
- Ref. II. 38 FLC ADP Cycle, Instructional Services
- Ref. II. 39 FLC ADP Cycle, Student Services
- Ref. II. 40 FLC Planning and Evaluation Timelines 2010
- Ref. II. 41 FLC Planning Timelines 2015
- Ref. II. 42 FLC Academic Senate Minutes, 14 May 2013

- Ref. II. 43 FLC Vice President of Instruction Email, 1 December 2014
- Ref. II. 44 FLC Institutional Student Learning Outcomes (ISLOs)
- Ref. II. 45 LRCCD Board Policy P-7241
- Ref. II. 46 FLC Academic Senate Minutes, 23 April 2013
- Ref. II. 47 FLC ISLO Assessment 2014
- Ref. II. 48 FLC Instructional Program Review Cycle 2009-2015
- Ref. II. 49 LRCCD Board Policy P-7135
- Ref. II. 50 FLC Institutional effectiveness Webpage
- Ref. II. 51 CCCCCO Student Success Scorecard, Folsom Lake College
- Ref. II. 52 LRCCD Board Policy P-7142
- Ref. II. 53 LRCCD Board Regulation R-7142
- Ref. II. 54 LRCCD Board Policy P-2441
- Ref. II. 55 LRCCD Board Policy P-2211
- Ref. II. 56 FLC Student Ambassadors Webpage
- Ref. II. 57 LRCCD Board Regulation R-2211
- Ref. II. 58 FLC Student Satisfaction with Support Services Survey
- Ref. II. 59 FLC Steps to Success Webpage
- Ref. II. 60 FLC Strategic Plan 2012-2015
- Ref. II. 61 FLC Student Services Resource Allocation Rubric
- Ref. II. 62 FLC Student Services Draft Report on 2014-15 AUPs
- Ref. II. 63 FLC Student Services 2015-16 Program Review Documents
- Ref. II. 64 LRCCD Board Policies and Regulations
- Ref. II. 65 FLC Student Rights and Responsibilities Webpage
- Ref. II. 66 FLC Catalog Addendum, 2 October 2014
- Ref. II. 67 LRCCD Strategic Plan 2011
- Ref. II. 68 FLC 2014-15 Desired Outcomes
- Ref. II. 69 FLC College Governance Agreement (CGA)
- Ref. II. 70 FLC Student Success and Support Program (SSSP) Plan
- Ref. II. 71 FLC Student Equity Plan
- Ref. II. 72 LRCCD Board Policy P-2113
- Ref. II. 73 LRCCD Board Regulation R-2113
- Ref. II. 74 FLC A&R Webpage
- Ref. II. 75 FLC Assessment Webpage
- Ref. II. 76 FLC CalWORKS Webpage
- Ref. II. 77 FLC Career and Transfer Services Center Webpage
- Ref. II. 78 FLC EOP&S/CARE Webpage
- Ref. II. 79 FLC Counseling Webpage
- Ref. II. 80 FLC DSP&S Webpage
- Ref. II. 81 FLC Financial Aid Webpage
- Ref. II. 82 FLC Early Alert Webpage
- Ref. II. 83 FLC Health and Wellness Services Webpage
- Ref. II. 84 FLC Orientation Webpage
- Ref. II. 85 FLC Outreach and Recruitment Webpage
- Ref. II. 86 FLC Career and Transfer Services Webpage

- Ref. II. 87 FLC Veteran Students and Dependents Webpage
- Ref. II. 88 FLC Clubs Webpage
- Ref. II. 89 FLC Talon Online Newspaper
- Ref. II. 90 FLC Student Life Calendar
- Ref. II. 91 FLC Club Advisor Handbook
- Ref. II. 92 FLC Club President's Handbook
- Ref. II. 93 ACCJC Standards of Practice for CCC Counseling Programs
- Ref. II. 94 LRCCD Board Policy P-5111
- Ref. II. 95 LRCCD Board Policy P-6111
- Ref. II. 96 FLC Student Stories Webpage
- Ref. II. 97 LRCCD Board Policy P-2265
- Ref. II. 98 LRCCD Board Regulation R-2265
- Ref. II. 99 FLC Library Collection Development Policy
- Ref. II. 100 FLC Student Survey of FLC-main Library
- Ref. II. 101 FLC Student Survey of EDC Library
- Ref. II. 102 FLC Employee Survey of FLC-main Library
- Ref. II. 103 FLC Library Age of Collection Report
- Ref. II. 104 LRCCD Distance Education Survey
- Ref. II. 105 FLC Library ADP
- Ref. II. 106 FLC Learning Skills ADP
- Ref. II. 107 FLC FLC-main Computer Lab AUP
- Ref. II. 108 FLC English Department ADP
- Ref. II. 109 FLC EDC AUP
- Ref. II. 110 FLC RCC AUP
- Ref. II. 111 FLC Library Program Review
- Ref. II. 112 FLC English Program Review
- Ref. II. 113 FLC FLC-main Computer Lab Program Review
- Ref. II. 114 FLC Library Statistics, Fall 2014
- Ref. II. 115 FLC Instructional Program Review Cycle 2009-2015



# STANDARD III

## Resources

### Standard III Chairs

#### Standard III.A

David Lagala,  
Faculty  
Kim Harrell,  
Dean of Instruction

#### Standard III.B

Carlos Lopez,  
Academic Senate President  
Kathleen Kirklin,  
Vice President,  
Administration

#### Standard III.C

Zack Dowell,  
Faculty  
Gary Hartley,  
Dean of Instruction &  
Technology

#### Standard III.D

Carlos Lopez,  
Academic Senate President  
Kathleen Kirklin,  
Vice President,  
Administration



FOLSOM LAKE COLLEGE  
EL DORADO CENTER | RANCHO CORDOVA CENTER

### **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. Accredited colleges in multi-college systems may be organized such that responsibility for resources, allocation of resources and planning rests with the system. In such cases, the system is responsible for meeting standards on behalf of the accredited colleges.**

#### **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 plays 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.**

#### **Descriptive Summary**

Folsom Lake College (FLC) conducts its hiring processes in accordance with board policies P-5121 (full time faculty members) (Ref. III. 01), P-5122 (adjunct faculty members) (Ref. III. 02), P-6122 (regular and long term temporary classified) (Ref. III. 03), P-6123 (temporary classified) (Ref. III. 04), and P-9121 (Ref. III. 05) and P-9122 (administration) (Ref. III. 06). Hiring practices are also guided by the District's Equity Handbook (Ref. III. 07), the District's Faculty Hiring Manual (Ref. III. 08), and the FLC Academic Senate's Faculty Hiring Prioritization Process (Ref. III. 09). FLC's hiring prioritization processes are designed so that new positions arise as a result of programmatic need.

Proposals for new faculty positions are initiated in annual department/unit plans (ADP/AUPs) (Ref. III. 10), which are updated each spring. As part of this annual planning process, departments request new faculty positions using the faculty request form (Ref. III. 11) and then submit their completed forms, along with related sections of their ADPs, to their area deans. Each area's full-time faculty members review and prioritize requests received from their areas or departments, and the prioritized list is then submitted to the Academic Senate's Faculty Hiring Prioritization Committee (FHPC).

The Academic Senate president chairs FHPC, which includes a senator (or designee) from each of the six areas, the vice president of instruction, and an instructional dean. Each fall, the FHPC reviews and prioritizes the requested full time faculty positions. Should a particular discipline or department not submit a faculty position application, but others in the college think that a new position for that discipline or department should be considered, administration may ask the Academic Senate to assess the position request as part of the FHPC review.

The FHPC's prioritized list is submitted to the Academic Senate for review and subsequent forwarding to the College president for review and approval. The College president has the option to alter the College wide prioritized ranking in the event of an unanticipated and/or urgent need or other unforeseen circumstance.

The process for classified proposals is similar. Proposals are initiated in ADP/AUPs and the requested positions are detailed using a classified staff request form (Ref. III. 12). Requests from each department or operating unit are prioritized by the appropriate division vice president or the College president, with input from the department/unit supervisors and staff, and submitted in late spring to the Classified Hiring Prioritization Committee, which is chaired by the vice president of administration. The committee then prioritizes the four division's requested new classified positions on a College wide basis using a rubric to indicate the criticality and impact of the position to programs and services. The committee then submits a prioritized College wide list to the College president for review, possible reprioritization, and approval. The final prioritization of new classified staff positions is determined by the College president.

Administrative positions are also generated through the annual ADP/AUP process and submitted to FLC's executive team for review and prioritization.

Faculty job descriptions are developed by department chairs in consultation with area deans and the vice president of instruction or vice president of student services. The descriptions are based on programmatic needs and required qualifications for the position and are in accordance with the California Community Colleges' Chancellor's Office Minimum Qualifications for Faculty and Administrators in California Community Colleges (Ref. III. 13).

Classified job announcements are developed at the District in consultation with collective bargaining units and are standard District wide. Job descriptions are reviewed by the District's human resources department; then the announcements are posted on the District's

PeopleAdmin human resources website (Ref. III. 14) and are advertised in various District and College identified locations, depending upon the position. The District has explored using additional online sources of job advertising such as CareerBuilders.com.

Candidates' application materials are screened by the District's human resources department prior to distribution to the hiring committee. For faculty positions, the District ensures that all required items have been submitted and that candidates meet minimum qualifications for employment as established by the state chancellor's office. 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 a position's minimum qualifications, the hiring committee forms an equivalency review subcommittee comprised of three faculty members and one administrator. This subcommittee reviews all such applications using an Equivalency Verification Form (Ref. III. 15). All applications are then made available to the full committee for screening.

Hiring committees are chaired by an administrator or supervisor who is also responsible for ensuring that appropriate hiring procedures are followed. Hiring committee composition and processes for the selection of faculty members, classified staff, and administrators are outlined in the Faculty Hiring Manual (Ref. III. 08) and the 9000 series of board policies (Ref. III. 16) and regulations (Ref. III. 17), respectively, and typically include representation from each constituency – faculty, classified, administration, and students. Faculty hiring committees are faculty weighted and include three to five department faculty members, one serving as the equity representative; classified hiring committees are classified weighted; and administrative hiring committees are administratively weighted. For all hiring committees, faculty members are recommended by department chairs and appointed by the Academic Senate president; classified members are recommended by the Classified Senate president; and administrators are recommended by the College president.

The equity representative is appointed to the hiring committee and must undergo equity training every two years. The equity representative is responsible for ensuring that the hiring process is inclusive and confidential. The equity representative ensures nondiscrimination and equal treatment of applicants, maintains fair and equal screening and interview processes, and assists the hiring committee chair in developing a climate in which candidates can do their best. The equity representative instructs the committee on appropriate hiring policies and procedures (Ref. III. 18) and ensures that the hiring processes are consistently applied.

Screening criteria for all positions are designed to be sufficiently broad to ensure that the resultant interview pool is diverse. For some positions, screening criteria may include distance education experience if the job description requires expertise in distance education (DE) instruction. During the screening process, candidates are not compared to one another; instead, their qualifications are measured against the screening criteria and qualifications listed in the job posting. The committee chair collects all rankings from the hiring committee members, and top candidates are selected for an interview.

As outlined in the Faculty Hiring Manual (Ref. III. 08), interview questions for faculty positions must reflect the job description and screening criteria. Interview questions typically involve a teaching demonstration, a role play scenario, and a writing sample to ensure that applicants are effective teachers, have command of the subject matter, and have the skills and abilities to support FLC's mission. If the committee believes that DE instruction is a high priority need for a department, interview questions may also be developed to assess candidates' qualifications in DE.

The first round interview process is controlled so that candidates for all positions are treated equitably. Committee members ask questions of the candidates in turn, according to a pre-assigned order. Only the committee chair or designee will respond to candidate questions.

Once the first round interviews are completed for faculty positions, the College president or a vice president meets with the committee to receive a summary, in alphabetical order, of the final candidates recommended for a second level interview. This meeting provides administration with an opportunity to learn about the strengths and weaknesses of each candidate's skills and abilities as aligned with the job description and demonstrated during the first round interview process.

The College president then conducts second level interviews joined by the chair of the first round hiring committee. References are checked, and a recommendation is submitted to the Board of Trustees for action.

For administrative positions such as dean, director, and vice president, applications are screened by the District's human resources department and distributed to a hiring committee chaired by an administrator. The College president meets with the committee following completion of the first round of interviews to hear strengths and weaknesses of the top candidates, in alphabetical order, as compared to the position announcement and performance during the interview. Second round candidates are interviewed by the College president along with the chair of the first round committee to ensure consistency. For vice president positions, the interview process also includes candidate forums in which the finalists meet each constituency group and respond to their questions. Each group then has the opportunity to provide feedback directly to the College president. For the College president position, the process is similar in that it includes an interview with the Chancellor and the Chancellor's executive staff, with the final recommendation being made by the Chancellor.

This process is similar for classified positions with two exceptions. A vice president or College president does not meet with the committee following completion of the first round of interviews, and the second round interviews are held with the appropriate vice president, not the College president.

For all positions except College president, the College president makes the final selection and submits a recommendation to the Board of Trustees for approval. If no finalist is recommended to the Board of Trustees or if the selected finalist declines the position, the position is re-advertised, and the hiring process is restarted.

### **Self Evaluation**

FLC adheres to documented policies and practices in executing its hiring processes. These processes allow for the most qualified candidates to be recommended for approval by the Board of Trustees. FLC ensures the integrity of the process through ongoing training sessions provided by the campus equity officer for equity representatives (Ref. III. 19) serving on classified, faculty, and administrative hiring committees. As of fall 2014, all hiring committee members must undergo hiring and diversity training at the start of the hiring process.

### **Actionable Improvement Plans**

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.**

### **Descriptive Summary**

Folsom Lake College's (FLC's) performance review process is intended to promote self-improvement. All FLC personnel are evaluated systematically at stated intervals in accordance with board policies P-5141 (faculty) (Ref. III. 20), P-6141 (classified) (Ref. III. 21), and P-9141 (managers) (Ref. III. 22). Additionally, faculty member 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 (Ref. III. 23), which includes standards and criteria for performance review. 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 (Ref. III. 24), which includes categories and factors for performance review. 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. 25), which includes the categories and factors for performance review listed in the SEIU contract. College supervisor evaluations are conducted in accordance with Article 5.4 of the Los Rios Community College District Agreement with Los Rios Supervisors Association (Ref. III. 26), which also includes evaluation categories.

Evaluation criteria are negotiated by each collective bargaining unit with input from its respective constituency groups to ensure that the criteria reflect the duties that employees must perform. Each employee group has an opportunity to review and to update the performance review process at least once every three years. The faculty union recently negotiated a new student evaluation form based upon faculty feedback.

The vice president of instruction oversees the faculty performance review process for instructional faculty members. The vice president of student services oversees the faculty

performance review process for student services faculty members. For full-time faculty members, the review team includes the area dean and two discipline related faculty members. For adjunct faculty members, the review team includes the dean and one discipline related faculty member. The Academic Senate president, in collaboration with the area dean, recommends faculty appointments to faculty review teams.

Full-time faculty members are evaluated during their first, second, third, and fourth years and every three years thereafter. The faculty review process includes a self study, workstation observations, and student surveys. Faculty members must write a self study in which they address any recommendations received during the previous review. Self studies are required as part of the faculty review process for a faculty member's second, third, and fourth years and thereafter every three years.

The vice president of administration manages classified employee evaluations, and the unit supervisor or area dean administers the evaluations. The appropriate division vice president or the College president manages administrative evaluations and administers the evaluations. Administrative evaluations include a self study, a survey of FLC employees, District employees, and external community and business members if appropriate, the manager's completed survey instrument, and a written report by the supervisor. Per board policy P-9141 (Ref. III. 22), evaluations are based on "performance of job duties, success in meeting goals and objectives, leadership, human relations, communications, personal managerial qualities, and other appropriate criteria."

The District chancellor oversees the College president's evaluation. Per board policy P-9142 (Ref. III. 27) and board regulation R-9141 (Ref. III. 28), the College president's performance is based upon achievement of College goals, an annual survey distributed by the Academic Senate to faculty members, and a new survey sent to a broad selection of College and District faculty members and staff.

All employees are expected to work with their teams to remedy any "needs improvement" or "unsatisfactory" ratings on their evaluations. Additional review may be required for evaluations rated with an overall needs improvement or unsatisfactory mark to help employees attain satisfactory standards. The process allows for specific recommendations to be made regarding performance against performance criteria and categories. These recommendations become objectives for performance improvement.

### **Self Evaluation**

Los Rios Community College District policies and regulations clearly outline processes for evaluation of all College personnel and methods by which the evaluation will lead to improved performance.

### **Actionable Improvement Plans**

None.

**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.**

**Descriptive Summary**

At Folsom Lake College (FLC), for faculty members, 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. 23) addresses faculty performance review. All full-time and adjunct classroom faculty members are evaluated using criteria designed to assess their performance in 17 areas or standards of professional responsibilities as identified in Article 8. One of the 17 criteria, in place since 1 July 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.

The collective bargaining agreements for classified employees and supervisors do not include criteria for performance review that specifically address student learning outcomes (SLOs) or service area outcomes (SAOs). However, all employees participate in the development, implementation, and assessment of SLOs and SAOs at the department/unit level.

**Self Evaluation**

All FLC employees take responsibility for producing student learning outcomes and assessing the effectiveness of their efforts. The faculty performance review process includes consideration of faculty member effectiveness in producing student learning outcomes.

**Actionable Improvement Plans**

None.

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

**Descriptive Summary**

The Folsom Lake College (FLC) catalog (Ref. III. 29) includes the Faculty Statement of Professional Ethics (p. 72), the Classified Staff Code of Ethics (p. 73), and the Managers Code of Ethics (p. 74). The faculty statement was developed by faculty members and was approved by the Academic Senate. The classified staff’s statement was developed by classified employees and was approved by the Classified Senate. The administration statement was developed by the administrators and approved by the College president. Disciplinary procedures for classified employees are outlined in board policy P-6900 (Ref. III. 30), and those for management and confidential employees are outlined in board regulation R-9413 (Ref. III. 31). Disciplinary procedures for faculty members are outlined in Article 27 of the Los Rios Community College District Collective Bargaining Agreement with the Los Rios

College Federation of Teachers (Ref. III. 23), which addresses just cause and disciplinary actions (Article 27). The Board of Trustees' code of ethics and policy for dealing with behavior that violates that code is described in board policy P-3114 (Ref. III. 32).

### **Self Evaluation**

Professional codes of ethics for all personnel are published in the catalog. Procedures have been established to address violations by FLC personnel and the Board of Trustees.

### **Actionable Improvement Plans**

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.**

### **Descriptive Summary**

The Los Rios Community College District closely monitors all certificated and classified positions, including those at the colleges, to maintain sufficient numbers of qualified and experienced full-time faculty members, staff, and administrators to support the College and the District's mission and purposes. Between fall 2009 and fall 2014, full-time certificated faculty members at Folsom Lake College (FLC) have decreased from 107 to 100; full-time classified staff have increased from 106 to 107; and full-time administrators have remained unchanged at nine. In 2015, FLC hired 12 new faculty, one new administrator, and four classified staff positions, all of them growth positions.

Between fall 2009 and fall 2014, the District's full-time to part-time faculty ratio (Ref. III. 33) dropped from 69.69% to 66.62%, and FLC's percentage dropped from 67.48% to 63.70%. The negotiated ratio of full-time counselors to students is 900:1, as stated in Article 4.8.8 of the Los Rios Community College District Collective Bargaining Agreement with the Los Rios College Federation of Teachers (Ref. III. 23). The counselor to student ratio is used to determine the allocation of full time equivalent faculty positions to support counseling. No state requirements exist 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 the placement of new positions where they are most needed. Factors considered include college growth, new facility needs, program start-up needs, balance across bargaining units, and regulatory mandates.

FLC evaluates the number and organization of its personnel and their effectiveness in supporting programs and services, through the annual department/unit plan (Ref. III. 10) and program review (Ref. III. 34) processes. These processes are also used to identify where additional personnel are needed. Faculty members who are hired must have the academic

preparation and/or experience to meet the California Community Colleges Chancellor's Office Minimum Qualifications (Ref. III. 13) 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 in 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. These qualifications ensure that personnel will be effective in their respective roles.

### **Self Evaluation**

The District Employee Perceptions Survey (Ref. III. 35), administered in spring 2014, showed 52.9% of employees ranked the following statement low: "My department is adequately staffed to achieve our goals" (mean response 2.48 on a 6-point Likert Scale). The District Office as well as the three sister colleges continue to recognize and support FLC's need for increased personnel to support its new facilities. Though there have been few new positions District wide during the past six years due to the state budget crises and accompanying lower enrollments, FLC and the District have worked collaboratively to craft innovative approaches to fund additional custodial and classified staff positions. FLC's full-time to part-time faculty ratio (Ref. III. 33) dropped between 2009 and 2014. However, FLC was awarded 12 growth positions for fall 2015, a ten percent increase that will significantly improve the ratio.

### **Actionable Improvement Plans**

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.**

### **Descriptive Summary**

Los Rios Community College District policies and regulations are periodically updated to clarify or to change procedures and to stay in compliance with new or revised California and federal law. The District reviews its policies and regulations regularly to ensure that 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 participatory governance process. Quarterly, the Board of Trustees and other constituents are advised as to which policies and regulations are under review, which are in the process of revision, or which have recently been revised. Typically, the general counsel brings the proposed changes to the monthly meetings of the vice presidents of administration, instruction, and student services for review, approval, and/or revision. Where policies or regulations affect matters within the purview of the Academic Senate and/or students, they are vetted with the Academic Senate and/or the student advisory counsel. 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.

Board policies and regulations are available to all staff through the District website. Staff members are periodically apprised of changes to board policies and regulations in meetings, emails, and/or memoranda. Each semester, training is available to District managers and supervisors on personnel policies and procedures and on union contract adherence to ensure consistency and equity in complying with personnel policies/procedures. New managers and supervisors receive mandatory training on discrimination/harassment prevention and on District policies and procedures.

### **Self Evaluation**

Personnel policies and procedures are systematically developed, clearly stated, equitably administered, and readily available for informational review. The District's personnel policies and regulations are readily available on the District website. Training is available each semester for managers and supervisors on personnel policies and procedures.

### **Actionable Improvement Plans**

None.

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

#### **Descriptive Summary**

Folsom Lake College (FLC) adheres to provisions of board policies (5000 series [Ref. III. 36], 6000 series [Ref. III. 37], and 9000 series [Ref. III. 38]) addressing equal opportunity and fairness in the employment process and also adheres to the collective bargaining agreements with the Los Rios College Federation of Teachers (LRCFT) (Ref. III. 23), Los Rios Classified Employees Association (Ref. III. 24), Service Employees International Union (Ref. III. 25), and Los Rios Supervisors Association (Ref. III. 26). Additionally, information regarding equity and fairness in employment procedures is contained in the District's Equity Handbook (Ref. III. 07) and Faculty Hiring Manual (Ref. III. 08).

Procedures regarding the hiring of faculty members are documented in the District's Faculty Hiring Manual; these procedures align with board policy P-5111 (Ref. III. 39) and regulation R-5121 (Ref. III. 40) and Articles 4 and 5 of the LRCFT contract. Employment procedures for classified staff are outlined in regulation R-6122 (Ref. III. 41). Procedures for hiring administrators are outlined in regulations R-9121 (Ref. III. 42) and R-9122 (Ref. III. 43).

Equal opportunity and employment processes are outlined in the collective bargaining agreements. FLC uses the Equity Handbook (Ref. III. 07) to promote fairness in all employment procedures. The handbook includes a letter from the chancellor which 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 contains resource materials and information

on: confidentiality and privileged information; best practices for hiring effectively; and roles, functions, and responsibilities of the equity representative.

The College president appoints a College equity officer responsible for providing ongoing training for faculty 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.

### **Self Evaluation**

FLC's employment procedures are well documented, and hiring committees adhere to these documented procedures, with oversight provided by an administrative chair and equity representative on each committee. FLC offers regular equity training workshops for employees throughout the year with the result being that each committee contains at least one trained member (though typically more than one member has been trained) who provides further assurance that hiring processes are equitable and fair. As of fall 2014, all hiring committee members must undergo hiring and diversity training at the start of the hiring process.

### **Actionable Improvement Plans**

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 the law.**

### **Descriptive Summary**

Folsom Lake College (FLC) and the Los Rios Community College District maintain security and confidentiality of personnel records in accordance with board policies and regulations P-5171 (Ref. III. 44) and R-5171 (Ref. III. 45) pertaining to faculty members, P-6151 (Ref. III. 46) and R-6151 (Ref. III. 47) pertaining to classified staff, and P-9511 (Ref. III. 48) and R-9511 (Ref. III. 49) pertaining to management and confidential employees. According to all of these policies and regulations, only one personnel file shall remain at the District Office at all times.

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 (Ref. III. 23), which addresses the review of files, placement of materials, and reproduction of materials.
- Article 17.4 of the Los Rios Community College District Collective Bargaining Agreement with Los Rios Classified Employees Association (Ref. III. 24), which addresses the storage of grievance files, review of permanent files by the employee and LRCEA, exclusion of materials from permanent personnel files, disciplinary documents, and file access rights.
- Article 6.10 of the Los Rios Community College District Agreement with Service Employees International Union Local 1021 (Ref. III. 25), which addresses the contents of and access to maintenance/operations employees and campus police personnel files.

- Article 5.8 of the Los Rios Community College District Agreement with Los Rios Supervisors Association (Ref. III. 26), which addresses the contents of and access to college supervisor personnel files.

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

### **Self Evaluation**

The District has established 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.

### **Actionable Improvement Plans**

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.**

### **Descriptive Summary**

Folsom Lake College’s (FLC’s) vision and mission statements (Ref. III. 50), approved by the Board of Trustees at its 11 June 2014 meeting (Ref. III. 51), states, “Folsom Lake College, an open access institution, serves the diverse communities of eastern Sacramento and western El Dorado counties, cultivating in its students the ability to think critically, and to communicate purposefully and persuasively so that they may be engaged and informed global citizens.” The mission also emphasizes FLC’s commitment to creating a “collaborative and innovative environment that promotes personal interaction as the foundation of learning; honors diversity; cultivates sustainability; and encourages civic engagement.” The catalog (Ref. III. 29) contains a diversity/equity commitment statement that states that “the college strives to create an institutional climate full of enfranchisement and participation for all students, faculty, and staff” (p. 68).

In 2010, a proposal was made that the Professional Development Committee’s Multicultural and Diversity Subcommittee be elevated to a full, standing Committee. The proposal was approved by the Academic Senate and subsequently by the Coordinating Council. The new committee’s charge is “to address multicultural and diversity issues at an institutional level and advance the college’s commitment to honor diversity as stated in its mission.” The committee has executed many of its responsibilities, including working with the Matriculation and Student Success Committee to develop a Student Equity Plan (Ref. III. 52), conducting periodic campus climate surveys, collaborating with the Professional Development Committee to provide multicultural professional development activities, and generating an annual report on campus diversity activities.

The Multicultural and Diversity Committee performed a Cultural Diversity Student Survey (Ref. III. 53) in fall 2012. The committee conducted the survey to determine how comfortable employees and students feel and how effective policies and practices are in creating a climate of inclusion. The results showed that student and faculty perceptions concerning cultural sensitivity and diversity were quite positive, with no major issues being apparent.

Faculty members, staff, and administrators are asked to identify professional development and other resources needs as part of the annual department/unit planning process. This information is collated by the Professional Development Committee, Multicultural and Diversity Committee, and College administrators to determine which type of training sessions are needed. Training needs may also be identified by the Academic Senate, the Classified Senate, and other participatory governance committees.

Training programs may be designed by individuals, College committees, senates, guest presenters, or the District. FLC may choose to fund a particular program, sending individuals to become trainers for their colleagues, such as the case with the On Course program designed to engage the diverse needs of students. Similarly, the District's human resources department provides ongoing equity officer training that includes a review of processes and of recent legal updates. The equity officer in turn provides regular training at the College for all hiring committee members.

The District and the College maintain several programs, practices, and services that support its diverse personnel. In addition to the work of the Multicultural and Diversity Committee, the District offers three-day Interest Based Approach (IBA) training workshops (Ref. III. 54) each semester. The principles of IBA include practicing mutual respect, engaging in active listening, focusing on issues rather than on personalities, understanding other points-of-view, and using collaborative 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. No incidents have occurred in which contract negotiations for faculty members failed to meet the deadline for the contract's renewal.

The District also sponsors the Faculty Diversity Internship Program (Ref. III. 55), a training and recruitment tool that provides learning opportunities for potential employees. For one semester, participants receive hands-on experience in the classroom overseen by a faculty mentor. The program includes instruction on curriculum development, teaching methodologies, student learning, effective communication strategies, assessment, and methods for accommodating a variety of diverse learning styles at the community college level. The program helps the District attract a diverse pool of potential instructors who reflect the diversity of the District's student population.

The District's human resources department sends a Rights and Responsibilities memo (Ref. III. 56) to all employees each semester and posts the memo on the District website. This memo covers such topics as sexual harassment, non-discrimination, disability accommodation, and drug and alcohol free workplace. The human resources department also provides regular

sexual harassment prevention training for managers and supervisors and provides all new permanent employees with an online link to training modules on sexual harassment, ADA, and safety. These training sessions are mandated for new managers and supervisors, who must complete the sessions within the first 60 days of their being hired.

### **Self Evaluation**

FLC's mission and vision statement and equity information in the catalog demonstrate FLC's public appreciation for and commitment to a culture of pluralism. The development and inclusion of the Multicultural and Diversity Committee as part of FLC's governance structure demonstrate FLC's desire to exemplify an educational institution that embraces a variety of backgrounds and viewpoints. The work of the committee on the Student Equity Plan (Ref. III. 52) and the results of the campus climate survey aid FLC in creating achievement gap closing measures and professional development activities aimed at diversity awareness and mutual understanding. The institution uses the annual planning process and participatory governance structure to identify programs, practices, and services to support diverse personnel needs.

### **Actionable Improvement Plans**

None.

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

#### **Descriptive Summary**

The District's human resource (HR) department is responsible for reviewing applicant diversity over the previous year. After the annual review, the department publishes the results in a recruitment report. The department also examines the current state of staff diversity by reviewing data voluntarily submitted by employees; this data is reported to the California Community Colleges Chancellor's Office each spring. The Board of Trustees and the chancellor's executive staff also review diversity data biannually.

Data reported by HR and data voluntarily submitted by employees are tracked and analyzed to monitor employment equity and diversity. As part of the hiring process, HR reviews data from application pools for all advertised positions to ensure that the pool reflects the FLC community's diversity. Should a department determine that a discrepancy exists, the District may reopen the position and extend the application deadline to expand diversity in the pool.

#### **Self Evaluation**

The District and the College adhere to inclusive hiring practices designed to attract a diverse pool of candidates. Established processes exist to ensure the expansion of candidate pools should initial efforts fail to deliver a pool reflective of the campus' diversity.

Faculty, classified, and management racial and ethnic diversity demographics are distributed by HR to FLC on an annual basis. The most recent report indicates that the diversity of classified staff and administrative positions reflect the racial demography of the student

population. However, the racial demography of full time faculty is less diverse, as follows: African American FT faculty, 1.70%, African American students, 2.40%; Asian faculty, 5.80%, Asian students, 7.30%; Filipino faculty, 0.00%, Filipino students, 1.40%; and Hispanic faculty, 12.40%, Hispanic students, 13.60%.

In fall 2014, an announcement for a full time faculty position resulted in a diverse pool of applicants, but the screening process limited the diversity of those invited to an interview. After consultation with the committee chair, the College president made the decision to end the hiring process for that position and to re-advertise during the spring semester.

### **Actionable Improvement Plans**

None.

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

#### **Descriptive Summary**

The Los Rios Community College District has policies and regulations meant to ensure that all individuals are treated equitably and fairly. A culture of ethical treatment of employees is conveyed in policy P-3114 (Ref. III. 32): “The Board of Trustees statement of ethics provides a framework for carrying out the missions and a model for behavior expected of the Board of Trustees and all District employees.” Section 1.2.9 requires that Trustees “demonstrate the professional conduct expected of a public official.” Section 1.2.12 states that Trustees will “ensure an atmosphere in which controversial issues can be presented fairly and in which the dignity of each individual is maintained.” The catalog (Ref. III. 29) includes a diversity/equity commitment statement (p. 68), which stresses that “the college strives to create an institutional climate full of enfranchisement and participation for all students, faculty, and staff.” The catalog also includes a Faculty Statement of Professional Ethics (p. 72) and a Classified Staff Code of Ethics (p. 73) to assure students that they will be treated with fairness and respect.

Processes for handling discrimination complaints are outlined in policy and regulations for students (P-2423 [Ref. III. 57] and R-2423 [Ref. III. 58]), faculty members (P-5172 [Ref. III. 59] and R-5172 [Ref. III. 60]), staff (P-6163 [Ref. III. 61] and R-6163 [Ref. III. 62]), and administrators (P-9152 [Ref. III. 63] and R-9152 [Ref. III. 64]). Further, collective bargaining agreements define workload, workplace conditions, hours, and leave.

All managers are trained to understand and to uphold workers’ rights outlined in the respective collective bargaining contracts of the various employees under their supervision. Processes exist for the filing of grievances or complaints if employees or students feel that they are being treated unfairly. Campus Title IX coordinators and equity, discipline, and grievance officers are responsible for addressing any complaints and upholding policies.

### **Self Evaluation**

The institution adheres to board policies, regulations, and statements of professionalism regarding ethical treatment of employees. Processes for grievances are outlined in policies and regulations and in collective bargaining agreements. Managers and supervisors are trained on board policies, regulations, and collective bargaining agreements to ensure that all employees are treated fairly.

### **Actionable Improvement Plans**

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 IIIA.5.a: The institution plans professional development activities to meet the needs of personnel.**

### **Descriptive Summary**

Folsom Lake College's (FLC's) participatory governance structure includes the Professional Development Committee (PDC), which is responsible for overseeing professional development activities and opportunities for FLC faculty members and staff. All colleges in the District participate for two days each semester in the state's flexible calendar program (Flex), which provides paid time for faculty members to participate in professional development activities at the College, at the District, and at conferences. PDC develops the schedule for each semester's Flex and convocation activities, allocates funds to faculty members and staff who attend off campus professional development activities, and oversees the faculty sabbatical leave process. Flex presentation proposals are evaluated against standing criteria established by the California Code of Regulations, Title 5, Article 2, Section 55724, are prioritized according to feedback provided by departments through their annual department/unit plans (ADPs/AUPs) (Ref. III. 10), and are aligned with FLC's goals. PDC has faculty member 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 reminders about upcoming activities. Classified employees are encouraged to participate in professional development opportunities and are provided tuition and textbook reimbursement through their collective bargaining agreements. In spring 2013, the business services supervisor instituted professional development webinars that allowed classified staff to participate in professional development activities without leaving their workstations.

Other FLC groups provide professional development activities. The Teaching and Learning Community (TLC), a subcommittee of PDC, provides monthly professional development activities for all faculty members. The FLC innovation center, as part of its mission, provides training and resources to assist faculty members and staff in the design and development of creative and innovative approaches to teaching and learning. The center's coordinator provides

weekly meetings of the online educators group and Flex activities to assist faculty members in the use of the District's online learning management system, Desire to Learn (D2L). The athletics department sponsors annual in-services for coaches, athletics staff, administration, and volunteers to ensure that they pass the online compliance exam required by California Community College Athletics Association (CCCAA). The instruction office, the Academic Senate president, and the Los Rios College Federation of Teachers (LRCFT) president jointly provide a new faculty orientation and workshops on the faculty performance review process and the District full-time faculty hiring process; this group also provides faculty department chair training every other year, following department chair elections. The instruction office also works with the Curriculum Committee and the College research office to provide workshops on the annual department/unit plan and program review processes, and LRCFT provides workshops on the faculty contract.

The District provides professional development activities and determines which activities are needed through feedback from District participatory governance groups. In addition to Interest Based Approach (IBA) training, equity training, and the Faculty Internship Program, the District sponsors the Classified Leadership Academy, which provides opportunities for classified employees throughout the District to increase their technical, supervisory, and leadership skills. The District provides online training for health, sexual harassment prevention, and driver safety for use of District vehicles. Recent concerns voiced at FLC's Safety Committee were addressed by the District's active shooter Flex program and the four-day Rape Aggression Defense (RAD) trainers activity designed to provide free self-defense workshops for women. The District's human resource department also works with the Los Rios Management Association (LRMA) to sponsor the New Dean's Academy and other professional development workshops for managers.

Funding to attend professional development activities is available for faculty members and classified staff through the PDC's allocation process. Also, all full-time faculty members are allocated \$75 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, SB 70, SB 1070, AB 86, Perkins, Student Success and Support Program) are also available for employees depending on their job responsibilities and are administered by the program/grant manager. The District supports the Academic Senate's work with funding for nine trips per year for the executive committee and participatory governance chairs to attend plenary sessions, the curriculum institute, and leadership academy. The instruction office also earmarks funding to support managers' professional development. The District provides a maximum of \$3000, with no more than \$1000 per fiscal year, to support managers pursuing doctoral degree programs.

The College president's office also supports management leadership succession by funding faculty and administrators to enter the Association for California Community College Administrators (ACCCA) mentorship program and to attend the annual ACCCA conference, ACCCA Admin 101 course, and the Community College League of California's Asilomar Leadership Training for Women.

### **Self Evaluation**

Requests for professional development have increased commensurate with growth in the number of FLC employees. In response to this growth, PDC has increased funding per request from \$750 to \$1000. FLC has also leveraged technology to bring professional development to a large number of employees for a nominal cost. A total of 50 employees participated in the workstation webinars in 2013-14: 30 classified staff, six temporary classified staff, seven full-time faculty members, six adjunct faculty members, and one manager. A total of 27 webinars were offered, and several employees took advantage of multiple webinars. The total number of webinars attended was 136 for a cost of \$299. The initiator of this new webinar program received FLC's Falcon Award for Organization Effectiveness, and a new schedule of webinars is set for fall 2014. All activities provided, including the webinars, are linked to feedback from College and District participatory governance committees and are informed by FLC's goals. To leverage resources for professional development, administrators who oversee grant funds have examined professional development requests listed in ADPs to determine eligibility for funding based upon grant requirements. This analysis has led to funding of the On Course program by the Basic Skills Initiative and Perkins grants, and the Get Focused Stay Focused Conference by the SB 1070 grant. With the District serving as fiscal agent for AB 86, faculty participation at the regional summits will be funded by the Capital Adult Education Regional Consortium (CAERC). Managers who hold representative positions with professional associations (California Community College Physical Educators, California Community College Athletics Association, Peace Officers Standards Training, and the North Far North Regional Consortium) also leverage funding to attend a variety of meetings, compliance trainings, and conferences.

### **Actionable Improvement Plans**

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.**

### **Descriptive Summary**

A professional development planning taskforce of the Institutional Planning Committee was assembled in 2009 in response to the 2009 ACCJC visiting team's Evaluation Report Recommendation 5: "The team recommends the college develop and implement a comprehensive and systematic method to assess the impact of professional development on teaching and learning and the use of technology." This taskforce consisted of appointed representatives from management, faculty members, and classified staff. The work of the taskforce culminated in the development of the Professional Development Plan (Ref. III. 64). The plan's "Theme II: Accountability" established four objectives designed to assess and to evaluate professional development: 1) to establish a professional development assessment cycle; 2) to develop a process to assess and to address College wide professional development on a regular basis including using appropriate accountability measures; 3) to develop a process to evaluate effectively each campus-sponsored professional development activity; and 4) to

develop a process to report funded professional development activities. Upon approval of the plan in fall 2010, the plan was added to FLC's Planning Timelines (Ref. III. 65) for review every three years for possible revision.

The Professional Development Committee (PDC) is responsible for designing, organizing, and executing FLC's biannual Flex program. This program is mandatory for full-time faculty members but is open to all constituents. These professional development activities must meet one of the categories of staff improvement, student improvement, or instruction improvement, as outlined in the Flex Policies document (Ref. III. 66).

PDC develops the Flex program through input received from annual department/unit plans. Departmental responses are collected, collated, and analyzed. PDC also solicits feedback directly from faculty members and classified staff and discusses such input at its monthly meetings.

PDC began using an online survey in 2010 to evaluate individual and College wide professional development activities sponsored by the College. Recipients of PDC funds are required to complete a standardized report following participation in funded activities. PDC examines survey results from professional development activity participants to determine the effectiveness of those activities in improving teaching and learning. Through this process, those activities deemed effective by participants will be offered again as needed. Because the various activities are specific to certain constituency groups, the College relies upon department and unit assessments to determine how professional development activities enhance the teaching and learning process in their respective annual plans.

### **Self Evaluation**

Folsom Lake College (FLC) has established processes to gather systematic input for the types of professional development activities needed by the various constituency groups and to evaluate the effectiveness of those activities. FLC's implementation of the Professional Development Plan (Ref. III. 64) created a standardized mechanism for evaluation and assessment of College sponsored professional development activities.

### **Actionable Improvement Plans**

None.

**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**

### **Descriptive Summary**

Folsom Lake College's (FLC's) human resource planning is integrated with other institutional planning through the annual department/unit plan (ADP/AUP) processes (Ref. III. 10). Every department completes an ADP or AUP, both of which contain sections that document the need for additional faculty members and staff. The ADP/AUPs then inform the faculty and classified hiring prioritization processes.

FLC's prioritization of new faculty positions is determined through the Academic Senate's Faculty Hiring Prioritization Subcommittee, which is comprised of the Academic Senate president, the vice president of instruction, senate representatives from each instructional area, and an instructional dean. The committee members make presentations, citing evidence from ADPs and program review, to support their requests.

Classified staffing positions identified through the ADP/AUP process are prioritized by the appropriate administrator with input from the department/unit supervisors and staff. The requests are then sent to the appropriate vice president, who forwards a prioritized list to the vice president of administration. The vice president of administration chairs the Classified Hiring Prioritization Committee. The committee prioritizes all new positions, using evidence provided in unit planning documents, and forwards the prioritized list to the College president for approval.

### **Self Evaluation**

FLC's human resource planning is well integrated with institutional planning. Departments and units evaluate the adequacy of existing faculty members and staff in both annual plans and program reviews and note additional needs. The Employee Perceptions Survey (Ref. III. 35), given periodically by the District, allows FLC to gain valuable information on perceptions of organizational effectiveness. The most recent survey, conducted in spring 2014, indicates that 85.7% of FLC employees understand how their jobs contribute to the general mission of the District (mean response 4.21 on a 6-point Likert Scale), and 90.5% responded that they understand what is expected of them on the job (mean response 4.27 on a 6-point Likert Scale). Yet the survey also shows that 52.9% of FLC employees feels that FLC is understaffed (mean response 2.48), and 42.2% of FLC employees rated "adequate coordination across divisions, departments, and the District" low as well (mean response 2.48).

### **Actionable Improvement Plans**

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.**

### **Descriptive Summary**

Folsom Lake College (FLC) and the Los Rios Community College District work together to plan, to build, to maintain, to upgrade, and to replace physical resources to assure effective use and the continuing quality necessary to support programs and services. Board regulation R-8417 (Ref. III. 67) describes the facility planning process. The District's facilities management department (FM) coordinates facilities planning activities for all four colleges. FLC and the District have separate responsibilities. FM is responsible for determining the projected regional population and population growth by specific campus or site; determining the anticipated type and amount of space that will be needed at each site; determining the existing facilities types and capacities; developing state prescribed capacity load ratios; determining the best possible funding sources or funding options; and reviewing and communicating current space use. FLC is responsible for developing annual department/unit plans (ADP/AUPs) (Ref. III. 10), assessing existing facilities, and determining new space requirements; coordinating department enrollment projections (growth/ decline) to ensure that total projections for FLC correlate with enrollment projections and capacity load ratios provided by the District; and developing an overall educational master plan that indicates which programs are intended to grow and which programs are intended to decrease.

FM uses Facility Soft Facilities Planning Tools For Higher Education (Ref. III. 68) to assist with tracking Long Range Capital Projects (LRCP). The key factors in determining and projecting facility needs are: projected regional population and population growth; the types of students and the kinds and types of programs and services that they will need and want; the numbers and types of staff needed to serve the students; the types of facilities needed to house the planned programs and services; the current space use for a facility or the College; the projected facility use for the College; and the funds required to provide the program, staff and facilities.

FM develops and submits to the state annually a required State Capital Outlay Plan, also known as the Five Year Construction Plan. This plan includes all District projects planned for the next five years. A project must be listed in the LRCP for it to be included in the Five Year Construction Plan.

Facility planning activities fall into three categories: new construction, remodels, and modernization/maintenance. The primary consideration or criteria for evaluating and prioritizing new construction and remodel projects include: projected growth (or decrease) in enrollment for a given program; projected growth (or decrease) in enrollment for the college's service area; new or major changes in educational programs; current and projected facility capacity or college capacity; and ability to meet criteria listed in the state's capital outlay funding guidelines. The primary consideration for evaluating modernization and maintenance projects includes: education program need; number of students, projected and current, that may be impacted by the facility change; age and condition of the existing facility; cost to modernize considering the total facility replacement cost; eligibility for State Scheduled Maintenance/Special Repairs (SMSR) funds; concurrent time period for using or expending District/state funded maintenance projects for the particular facility's infrastructure projects (HVAC, mechanical, etc.); and health and safety considerations.

FM annually files with the state a Scheduled Maintenance and Special Repairs (SMSR) five year plan. SMSR projects are prioritized based upon type of project (e.g., roof, utility, mechanical, external) and severity of the problem (relationship to potential facility closure or health and safety violation). Types of facilities that have maintenance problems are prioritized in the following order:

- Instructional Classrooms and Laboratories;
- Libraries;
- Faculty and Administrative Offices;
- Cafeterias;
- Theaters and Physical Education Facilities;
- Site Development;
- Warehousing and Maintenance Facilities.

FM also prioritizes SMSR projects based upon the age of the problem in relation to age of facility and the District's ability to provide matching funds.

The College's Budget and Facilities Planning Committee is charged with overseeing college-level processes for all three types of construction projects – new construction, remodeling, and modernization/maintenance – all of which are described in the Budget and Facilities Planning Handbook (Ref. III. 69). The committee meets regularly and is co-chaired by a faculty member and the vice president of administration (VPA). The College maintains a Facilities Master Plan that illustrates anticipated facility needs through 2024. The plan, most recently updated in 2010, reflects the goals and objectives of the District and College strategic plans and facility needs identified through the ADP/AUP (Ref. III. 10) and program review (Ref. III. 34) planning processes.

### **Self Evaluation**

FLC and the District are committed to an ongoing process of evaluating, planning, and improving physical resources. Through this commitment, FLC ensures that it uses its physical resources effectively and that it maintains the quality necessary to support its program and services, regardless of location or means of delivery.

All of the facilities at FLC's main campus have been built within the last 14 years. Construction of the athletic complex and gymnasium was completed in fall 2014. At the El Dorado Center, the expansion of existing student services office and the construction of a new student life center addition were completed in spring 2015. Construction of Phase 1 began in March 2014 at the Rancho Cordova Center's permanent site and is estimated to be completed mid to late fall 2015. Additional facilities projects are in various stages of planning.

FLC's growth has slowed over the last three to four years due to state budget cuts that necessitated the need to reduce the number of class offerings and new faculty members and staff hiring. In some cases, a lack of available resources has limited how fast FLC 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 2.1 capital project will include science labs for career and technical education programs; however, state funding for that project has not materialized because an educational facilities bond was not included on the state's November 2014 ballot. FLC has considered portable science lab facilities as a short-term solution, but the cost has been prohibitive, with the result being that FLC has been unable to grow its science facilities as quickly as needed. FLC will attempt to address this matter in the next update of the Facilities Master Plan. In 2012, FLC added its medical laboratory technician program. In planning for the program, FLC recognized that the science labs at the main campus could not meet the needs of the program. Working together, the instructional deans and vice president of instruction evaluated various options and agreed that the science labs at EDC would be used to support the lab needs of the program.

#### **Actionable Improvement Plans**

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.**

#### **Descriptive Summary**

Folsom Lake College (FLC) maintains permanent facilities at the FLC-main and El Dorado Center (EDC) campuses while Rancho Cordova Center (RCC) facilities are leased. Construction of permanent facilities at RCC is expected to be completed in fall 2015. All of FLC's permanent facilities have recently been constructed and therefore are 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. Furthermore, all door hardware is regularly checked to ensure compliance with current access standards. The RCC campus leased-facility was expanded and remodeled in 2007, at which time the District required the landlord to update the facility to comply with access and safety codes. Facilities are also maintained and operated to comply with the California Occupational Health and Safety Act to ensure a healthy environment for all occupants.

All of the buildings at FLC-main include infrastructure to support security cameras. Security cameras are installed in main hallways and entrance/exits and in higher risk areas such as student and business services and the bookstore/cafeteria. Security alarms are also installed. At the FLC-main and EDC campuses, 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. FLC parking lot facilities are equipped with a digital video security system. The parking lots at all sites are well lit, and emergency phones have been installed throughout the FLC-main campus.

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 FLC selected furniture for classrooms and offices, to ensure a comfortable and healthy learning and work environment.

The Los Rios Community College District Police Department (LRPD) provides protection and security to FLC's three campuses. The LRPD is staffed with sworn police officers, campus security officers, dispatchers, clerks, and student assistants. LRPD provides emergency dispatch services and at least one campus patrol to FLC at all times, 24 hours a day, 365 days a year with sworn police officers scheduled during regular operating hours. Additional safety-related services are provided by FLC's health and wellness services, which is staffed by a College nurse to assist students and employees with health-related problems. The College nurse maintains office hours at all three College campuses. FLC also restricts smoking to designated areas on campus. The designated areas are located far enough from high traffic areas to minimize people's risk of exposure to secondhand smoke.

FLC's governance structure includes the Safety Committee; its members include the vice president of administration (chair), the campus police captain, representatives from each of the four collective bargaining groups, the College nurse, a chemical hygiene officer, a representative from DSPS, a representative from each of the three campuses, a representative from custodial services, a representative from the Academic Senate, the Classified Senate, and Associated Students, and other representatives (for a total of 25 members). As indicated in meeting minutes (Ref. III. 70), the committee meets twice each semester or more often as needed to review, to discuss, and to recommend action plans to address safety concerns. The District also has a preparedness assessment team that meet regularly to review, to discuss, and to make recommendations on District wide issues.

FLC's vice president of administration (VPA) and the campus operations supervisor meet monthly with District facilities management (FM) staff to discuss facilities issues. On a daily basis, the campus operations supervisor coordinates with campus and FM 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 documents and tracks requests for facility maintenance, repairs, and changes. FM coordinates larger projects such as updates to lighting, heating and cooling; FM also manages FLC's irrigation systems, which are designed to reduce energy and water consumption.

### **Self Evaluation**

FLC and the District are successful in constructing and maintaining physical resources to assure access, safety, security, and a healthy learning and working environment. This claim is supported in part by the positive responses to the District’s spring 2014 Employee Perceptions Survey (Ref. III. 35). The survey included four items related to safety and security. In response to the statement “I am safe from accidents at work,” 88.9% agreed or strongly agreed, and 3.2% disagreed or strongly disagreed. In response to the statement “I am safe from health hazards at work,” 84.5% agreed or strongly agreed, and 5.4% disagreed or strongly disagreed. In response to the statement “I feel personally safe in my work environment,” 74.5% agreed or strongly agreed, and 10.1% disagreed or strongly disagreed. In response to the statement “Los Rios is responsive to safety and security concerns,” 73.6% agreed or strongly agreed, and 10.7% disagreed or strongly disagreed.

### **Actionable Improvement Plans**

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.**

### **Descriptive Summary**

Folsom Lake College (FLC) and the Los Rios Community College District work collaboratively to develop long-range capital plans. At FLC, facilities planning is overseen by the Budget and Facilities Planning Committee. The entire facilities planning process is outlined in the Budget and Facilities Planning Handbook (Ref. III. 69). Existing space is evaluated through the use of the Space Planning Survey (p. 37 of Handbook), and potential projects are identified through the annual department/unit plan (ADP/AUP) (Ref. III. 10) and program review (Ref. III. 34) processes. Projects fall into three broad categories: new construction and expansion, remodeling and renovation, and modernization and maintenance. Project proposals are outlined and evaluated using Space Design Considerations (p. 36 of Handbook) and Design Criteria (p. 38 of Handbook), and all project proposals are reviewed through the participatory governance process.

The District’s facilities management department (FM) works closely with FLC’s vice president of administration (who co-chairs BFPC) to develop FLC’s portion of the District’s Long Range Capital Plan (LRCP) (Ref. III. 68). Using state mandates and guidelines, FM analyzes enrollment forecasts and determines the amount and type of spaces that FLC will need to meet expected increases in enrollment. FM works with BFPC and a master plan architect to design new facilities and to develop a general timeline compatible with FLC’s ongoing operations. The LRCP helps guide facilities improvement and informs FLC’s Facilities Master Plan and FLC’s portion of the District’s Five-Year Construction Plan.

The District uses local bond, state capital outlay, and FLC Foundation funds to pay for facilities projects. To request state funding, FM submits annually initial project proposals (IPPs) to the California Community Colleges Chancellor's Office (CCCCO). An IPP is a simple three page proposal that indicates concept, capacity/loads, and conceptual estimated costs. CCCCCO 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 FLC and District staff, FLC faculty members, 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 facilities at FLC's three campuses. FLC's advancement office and Foundation are actively engaged in fundraising activities to support the equipment needs of the athletic complex and gymnasium and to build an endowment fund for FLC's Harris Center for the Arts.

### **Self Evaluation**

FLC and District long range capital planning processes are effective, as evidenced by the numerous facilities projects successfully completed or currently underway at FLC's three campuses. Since long range capital planning items are initiated through the ADP/AUP (Ref. III. 10) and program review (Ref. III. 34) processes, they necessarily reflect and support FLC's programmatic goals.

### **Actionable Improvement Plans**

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.**

### **Descriptive Summary**

Physical resource planning is integrated with institutional planning at both the District and college level. At the District, each operating unit, including facilities management, completes an annual unit plan, which the District uses to develop and to maintain high quality services to support student learning and District and College operations. The plans allow operating units to implement appropriately specific responsibilities to support Accreditations Standards, the District's vision/mission/values, and the District strategic plan. The plans also help operating units respond to changes in federal and state laws that impact FLC and the District. Plan implementation is supported by allocations provided in the annual District budget. Collectively, the annual unit plans comprise a major portion of the ongoing institutional planning, implementation, and evaluation cycle necessary to ensure continuous program and service improvement. District operating units also complete program reviews at least once every three years. The purpose of the program review is to evaluate the quality of support services provided and to use that evaluation as a means to plan program improvements.

Similarly, physical resource planning at FLC arises from the ADP/AUP (Ref. III. 10) and program review (Ref. III. 34) planning processes. FLC's facilities planning process is described in Appendix 2A of the Budget and Facilities Planning Handbook (Ref. III. 69). All operating units, including the El Dorado (EDC) and Rancho Cordova (RCC) campuses, complete ADP/AUPs. ADP/AUP and program review planning must align with College and District vision and mission statements and strategic plans. These planning processes help FLC identify and prioritize physical resource needs. Physical resource needs identified in ADP/AUPs are reviewed by deans, area supervisors, and division vice presidents. All needs within each division are prioritized and documented in division summary documents (Ref. III. 71), which are used to inform preliminary area/unit budget allocations.

### **Self Evaluation**

FLC and District physical resource planning processes are well integrated with institutional planning through the annual department/unit plan and program review processes. The District's facilities management department's annual unit plans (Ref. III. 72) and program review (Ref. III. 73) documents are on file at the District Office, with the department's most recent program review having been completed during the 2012-13 academic year. At FLC, all operating units complete ADP/AUPs and program reviews, and FLC uses these processes to ensure that physical resources are directed where they are needed most and/or can be used most effectively.

FLC and the District have engaged in extensive physical resource planning, and the processes described above are effective. All of the facilities at FLC-main have been built within the last 14 years. Construction of the athletic complex and gymnasium facility was completed in fall 2014. At EDC, the expansion of existing student services office and the construction of a new student life center were completed in spring 2015. Construction of Phase 1 at RCC's new permanent site began in March 2014 and is estimated to be completed mid to late fall 2015. Additional facilities projects are in various stages of planning. In spring 2010, FLC completed a review and an update of its Facilities Master Plan and expects to do so again in spring 2017.

### **Actionable Improvement Plans**

None.

### **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.**

#### **Descriptive Summary**

Folsom Lake College's (FLC's) technology services and professional support are the joint responsibility of the District and the College. Both work together to ensure that FLC'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, including 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, and 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 and roster system;
- PeopleSoft, which is used for human resources, payroll, student administration, and financials/supply chain management;
- District data resources;
- Telephony and network delivery of video teleconferencing;
- District website;
- District servers;
- District help desk.

More detailed information about District IT can be found in its annual unit plan (Ref. III. 74), the District's Information Technology Plan (Ref. III. 75), and FLC's Technology and Distance Education Plan (Ref. III. 76).

FLC's information technology department (IT services) works closely with District IT to provide hardware, software, network, and planning support for FLC employees and departments. FLC's media services department oversees the College's interactive television (iTV) broadcast operations as well as the design, installation, maintenance, and repair of all

campus audio-visual equipment. Media services also provides training and support for video conferencing and classroom A/V equipment. Other FLC departments with responsibility for technology include the library, the College research office, the innovation center, and student services departments.

FLC's Technology and Distance Education Plan describes the various technology components at FLC's three campuses and indicates whether responsibility for each component lies with the District or the College. The plan includes individual planning items for each component, and the items are presented in a matrix that includes timelines, success indicators, lead units, and status.

FLC and District provide significant technology infrastructure to support fully online, hybrid, web-enhanced, and interactive television (iTV) instruction. The District provides and manages the Desire2Learn learning management system, which supports online as well as conventional instruction. FLC's iTV system is managed by media services. The iTV system is semi-automated and allows a single operator at the FLC-main campus to produce, to direct, and to engineer all audio and video switching necessary for each class. Video teleconference capability is also provided for both local and international events. Each location is connected via cameras and microphones that provide students and instructors with real time audiovisual communications. Students and instructors can view all center-based audiences simultaneously, without loss of conventional classroom functionality. Current semester iTV classes are streamed live and are archived for on-demand student review.

Nearly all services and resources provided by the FLC's libraries have a technological component that provides necessary services to both on-campus and distance education students. To maximize the libraries' technology resources, FLC works together with other colleges in the District to leverage purchase and support in several areas, including subscription databases and e-Book collections, both of which are accessible by distance education students.

FLC's innovation center provides training and resources to assist faculty members and staff in the design and development of distance education classes. The innovation center facility consists of an open computer lab, an A/V studio, and a small classroom space. The center is staffed by an instructional design and development coordinator who provides individualized and group training on instructional design, digital media and tools, and online pedagogy. Particular emphasis is placed on continued development, training, and support for faculty members on the use of the District's learning management system.

### **Self Evaluation**

FLC's IT services, professional support, facilities, hardware, and software enhance the operation and effectiveness of the institution. Decision-making processes are integrated into College wide planning processes through the ADP/AUP planning processes (Ref. III. 10), College and District wide technology planning processes, and FLC participatory governance processes.

FLC has a multi-functional professional support staff that is supported by District IT. The support staff, whether in IT or media services, is responsive, knowledgeable, efficient, and prepared with provisional support plans and the tools and abilities to keep the various systems (e.g., electronic communication) running. Ongoing District wide IT collaboration remains a high priority, and FLC representatives on governance groups and IT work groups ensure that FLC's needs are understood.

FLC has extensive technology infrastructure with support services to support distance education teaching and learning. Results from the District's fall 2013 Distance Education Student Satisfaction Survey (Ref. III. 77) indicate a high level of student satisfaction with distance education support services, as follows:

- I was able to access Student Support Services (Financial Aid, Counseling, etc.) when I needed to (60.8 strongly agree or somewhat agree; 3.5% strongly disagree or somewhat disagree);
- I was able to access Tutoring Services when I needed to (37.9% strongly agree or somewhat agree; 4.4% strongly disagree or somewhat disagree);
- I was able to access Library Services when I needed to (60.1% strongly agree or somewhat agree; 1% strongly disagree or somewhat disagree).

The survey results also indicate a high level of student satisfaction with the Desire2Learn (D2L) learning management system:

- I was able to access course content when I needed to (92.1% strongly agree or agree; 0.5% strongly disagree or somewhat disagree);
- I was able to access discussion boards when I needed to (84.8% strongly agree or agree; 1.5% strongly disagree or somewhat disagree);
- I was able to submit assignments on time (92.1% strongly agree or agree; 2.0% strongly disagree or somewhat disagree);
- I was able to submit quizzes and exams without technical problems (87.7% strongly agree or agree; 5.5% strongly disagree or somewhat disagree);
- I was able to submit final exams without technical problems (78.7% strongly agree or agree; 3.5% strongly disagree or somewhat disagree);
- I was comfortable using the technology needed in the Distance Education learning environment (93.1% strongly agree or agree; 0.5% strongly disagree or somewhat disagree);
- The learning management system (D2L) that Los Rios uses to deliver distance education was easy to use (88.2% strongly agree or agree; 1.0% strongly disagree or somewhat disagree).

These positive results suggest that FLC and the District effectively use the D2L system to accommodate curricular commitments to distance learning programs and courses.

### **Actionable Improvement Plans**

None.

**Standard III.C.1.b: The institution provides quality training in the effective application of its information technology to students and personnel.**

**Descriptive Summary**

Folsom Lake College (FLC) provides a variety of technology training in the effective application of information technology. Training for personnel includes the following:

- College research office staff provide training on research office-developed systems. These include web applications (e.g., online ADP/AUP and curriculum review), reporting and tracking systems, and data collection systems.
- Student Services personnel undergo “on the job” or “as needed” training for applications such as OnBase, SARS, and the various components of PeopleSoft. Staff who use PeopleSoft have access to the user productivity kit, an online tutorial concerning specific functions. Group training workshops are offered with any major PeopleSoft conversion.
- Librarians provide training for faculty members on the library catalog, research databases and Internet search, eReserves, and interlibrary loan systems. Library faculty members and staff receive training opportunities through vendor seminars, online webinars, District workshops, and professional association.
- The public information services office, IT services, and the FLC 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.
- The innovation center provides training for faculty members and staff on instructional hardware and software, distance education, computer-based teaching and learning tools and techniques, instructional design, regular effective contact, and the learning management system.
- Various departments at the District provide training on SOCRATES, PeopleSoft, and other technology systems. The District also uses the online modality for a variety of mandatory trainings (e.g., sexual harassment).
- Media services provides training on the use of classroom A/V equipment (including projectors, flat panel displays, A/V control and switching systems, document cameras, room audio, laptop connections), through group and individual instruction. Media services provides customized training on the use of video teleconferencing facilities and also provides support to the District Office. Media services also provides training for FLC’s iTV processes and procedures, for strategies for classroom management and inclusiveness, and for equipment use. Instructors with iTV experience also help train faculty members new to this modality, through observation and practice, often in conjunction with other training programs (e.g., mentoring and the faculty internship program).
- IT services staff are 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).
- The Professional Development Committee coordinates technology training as part of the flexible calendar program (Flex) in cooperation with the sister colleges, the

innovation center, IT services, and staff and faculty members. Training topics are typically arranged based on faculty/staff requests as identified in annual department/unit plans.

Technology training for students is provided through student services, the library, and the computer labs for topics such as eServices, online research tools, operation of lab technologies (e.g., pay for print system), and wireless network access. Some training is online, by means of video orientation, through library instructions, or through one-on-one interaction or regular classroom instruction.

### **Self Evaluation**

FLC provides a wide variety of technology training throughout the academic year. Regular training opportunities are available to students, staff, faculty members, 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 or the needs of new and recent hires. 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 interest from supervisors, faculty members, and budgeting groups to provide the necessary time and funding. FLC needs to assess regularly and formally its technology training program.

### **Actionable Improvement Plans**

FLC will develop and implement a plan to assess regularly and formally technology training for College personnel and students.

### **Standard III.C.1.c: The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.**

#### **Descriptive Summary**

Folsom Lake College (FLC) and District activities regarding systematic planning, acquiring, maintaining, upgrading, and replacing technology infrastructure and equipment are described in the District's Information Technology Plan (Ref. III. 75) and FLC's Technology and Distance Education Plan (Ref. III. 76). Both plans reflect a three-year planning cycle. The District's Information Technology Plan plan describes in detail the current status, goals (mid-term and near-term), and objectives for each of the District's existing technology systems:

- 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
  - Credentials Solutions (for online transcript ordering)
  - Data warehouse
  - District website
  - Internship opportunities
  - Learning management system (LMS)
  - LMS help desk
  - Online grading system
  - 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.

FLC's Technology and Distance Education Plan (Ref. III. 76) describes each of the following technology resources and includes action plans:

- 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.

### **Self Evaluation**

FLC systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs. Both FLC and the District have detailed technology plans that help to ensure the adequacy of technology infrastructure and equipment at FLC and throughout the District. A full listing of technology-oriented task groups and committees can be found in FLC's Technology and Distance Education Plan.

### **Actionable Improvement Plans**

None.

### **Standard III.C.1.d: The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.**

#### **Descriptive Summary**

Both the District and its colleges are systematic in allocating 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 for a more consistent application of the maintenance and replacement plan (e.g., desktops renewed every three years in classrooms, every five years in offices). Folsom Lake College's (FLC's) IT services 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 inventory and to develop annual recommendations for upgrades and replacements. IT services works with the four College divisions to establish upgrade and replacement priorities for the upcoming year. IT services is also responsible for ensuring that upgrades and replacements of technology equipment and infrastructure are completed.

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 identified in annual department/unit plans (ADP/AUPs) (Ref. III. 10) 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. Special needs programs receive appropriate priority in maintenance and upgrade schedules for their systems.

The District's 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 have been used via remote access (e.g., new paperless processes to reduce the cost and time lag of paper-based purchasing, budgeting, and curriculum management). Electronic communication requires a high level of investment in hardware, software, and training; 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. District IT has succeeded in building and testing a secure fiber ring for the metropolitan area network (MAN), connecting all colleges and 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). A backup power generator to support District and College servers was purchased and installed at FLC in summer 2009. In addition to reducing downtime and network interruption incidents, District IT also takes the lead in preventing malicious attacks on the system. One particular focus includes the prevention of malware (viruses, Trojans, spyware), requiring deployment of network-wide security measures and incidental help desk support. The District has a full-time internal auditor whose responsibilities include information security.

District IT shares in funding for infrastructural replacement or expansion, and therefore most infrastructure decisions are made at or in conjunction with District IT. 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 relatively current, but some systems are nearing the end of their warranty periods.

### **Self Evaluation**

FLC 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) are significant as are the anticipated replacement costs over time. Dealing with 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 annual department/unit plan (ADP/AUP) documents (Ref. III. 10) until they become part of the department's established budget. A variety of sources, including instructional and non-instructional equipment funds, are being used to replace outdated equipment and to purchase equipment to support new programs and services and emerging technologies.

FLC expects equipment and software costs to rise due to increasing annual maintenance costs, to ongoing technology changes that create decreased equipment replacement timelines, and to continuing state-of-the-art technologies and software requirements to keep programs and services current. As a result, FLC will need to increase its funding capacity to assure sustained, high-level technology functionality. Ultimately, success of these efforts will depend on:

- Budget allocation processes that 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.

The Budget and Facilities Planning Committee recommends allocating up to 4% annually of college development funds (CDF) or other appropriate resources to support technology replacement and innovations. An established formula will determine the annual amount available for expenditures. Technology requests identified through the annual department/unit plans and division priority lists will be evaluated using established criteria and allocated where appropriate. Any remaining balance of the annual amount available at fiscal year-end will remain in the technology sinking fund.

Due to reduced budget resources during the economic downturn and cuts to community college funding, annual contributions to increase the technology sinking fund have not been made for several years. The technology sinking fund balance at year end 2012-13 is \$177,010. In the fiscal year 2013-14, \$3,800 was used to support instructional computer purchases. Priorities were determined through the vice president of instruction and deans, and inventory analyst/ replacement recommendations were provided by IT services. The current balance of the technology sinking fund is \$173,210. As annual budget resources are restored/increased, FLC will resume making annual contribution to the sinking fund.

### **Actionable Improvement Plans**

None.

**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.**

### **Descriptive Summary**

Folsom Lake College's (FLC's) integration of technology planning with institutional planning is evident in the 2012-2015 Strategic Plan (Ref. III. 78), which includes five overarching goals or areas of development. Each of these five goals includes several strategies, and each strategy involves several future directions. Technology planning is integrated in many of these areas. Section A (student success) includes the strategy "Assessing and Meeting

Technology and Training Needs,” which consists of four future directions. Section B (teaching and learning effectiveness) includes the strategies “Creating a Framework for Learning” and “Teaching Tools and Technology,” which consists of seven future directions. Section C (access and growth) includes the strategy “Emerging Technologies to Promote Access and Student Support,” which consists of three future directions. Section E (organizational effectiveness) includes the strategy “Institutional Technology,” which consists of three future directions. Consequently, technology planning is interwoven throughout FLC’s strategic plan.

FLC assesses its use of technological resources through the annual department/unit plan (ADP/AUP) (Ref. III. 10) and program review (Ref. III. 34) processes. All departments and operating units throughout the College update their ADP/AUPs annually; the process involves the documentation of equipment and software needs. The program review process includes documentation of resources required to improve the program, and in this section departments and operating units assess their technology resources. The ADP/AUP process is linked or integrated with the budget process, so funding for new technology is provided only when needs and assessments are documented.

At the District level, technology assessment occurs through reviewing and updating the Information Technology Plan (Ref. III. 75) and also through the program review process (every three years). Additional assessment occurs through meetings of various District level committees, including the Educational Technology Committee, and through various meetings of end-users of PeopleSoft, SOCRATES, Desire2Learn, and other software systems. Librarians from across the District meet regularly to assess online databases and other library technologies. Results of these assessments are shared with the FLC’s major planning committees. For example, when the District librarians decided that a new library management system was needed, the process and progress was shared with the Budget and Facilities Planning Committee (BFPC), the Institutional Planning Committee, and the Technology Committee. Assessment also occurs on an as-needed basis.

### **Self Evaluation**

FLC’s ADP/AUP and program review processes assist assessment of technology use at the department and operating unit level. These planning processes are linked with other FLC planning processes, including those for budget and new staffing. Higher level assessment is provided through the BFPC, 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. The District provides an even higher level of assessment through the IT program review process and periodic review of its Information Technology Plan (Ref. III. 75).

### **Actionable Improvement Plans**

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 at both college and district/system levels in multi-college systems.**

**Standard III.D.1: The institution's mission and goals are the foundation for financial planning.**

**Standard III.D.1.a: Financial planning is integrated with and supports all institutional planning.**

#### **Descriptive Summary**

District financial planning is described in the Los Rios Community College District 2015-16 Tentative Budget (Ref. III. 79), also known as the Budget Book. The District reviews its mission and goals as part of the annual fiscal planning process. As indicated in the Budget Book's executive summary (p. 15), District financial planning is intended to reflect the educational programs of the Los Rios Community College District, which are consistent with the mission of the California Community Colleges Chancellor's Office (CCCCO). The District's financial planning processes include review and consideration of the CCCCCO mission as well as the District's values, vision, and mission statements. The annual fiscal planning process also includes identification of District goals for achievement, as identified in the executive summary (p. 19). Each year, a Tentative Budget is presented to the Board of Trustees in the early fall, and, following Board approval, copies of the Adopted Budget are distributed throughout the District.

District financial planning is overseen by the District Budget Committee, which, as evidenced by committee minutes (Ref. III. 80), 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. The District Budget Committee reviews and provides recommendations, where applicable, for the budgeting process and ensures that information about fiscal planning is distributed to and from the colleges and District Office. The committee also considers state and legislative matters that could affect the District's budget.

District financial planning for facilities and infrastructure is informed by the District's Long Range Capital Plans (LRCP), which are documented in FacilitySoft Facilities Planning Tools for Higher Education (Ref. III. 68). The District annually submits to the state a Five-Year Construction Plan, which is informed by facilities master planning at each of the four colleges. FLC completed its initial Facilities Master Plan in 1993. Since that time, the plan has been

revised several times (1997, 2003, 2006), most recently in 2010. The 2010 Facilities Master Plan includes anticipated facility needs through 2024 and reflects the goals and objectives of the District and College strategic plans and facility needs identified through the annual department/unit plan (ADP/AUP) (Ref. III. 10) and program review (Ref. III. 34) processes.

Financial and facilities planning at FLC is overseen by the Budget and Facilities Planning Committee (BFPC). BFPC meets monthly during the academic year and includes representatives from all College constituencies (faculty members, staff, administration, and students). The committee is co-chaired by the vice president of administration and a faculty member appointed by the Academic Senate president. The integration of financial and other planning processes is also overseen by the Institutional Planning Committee (IPC), whose purpose includes coordinating FLC 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.

FLC's financial planning processes are described in the Budget and Facilities Planning Handbook (Ref. III. 69). The document includes the following budget planning goals, which make clear FLC's intention to integrate financial and other College planning processes:

- Budget planning shall be consistent with financial and other planning processes facilitated by the Institutional Planning Committee.
- The budget process shall remain flexible and responsive to the needs of the College.
- Budget allocations shall support the needs identified in the annual department/unit plans.
- The development of the budget shall be consistent with the planning objectives of other College participatory governance committees.
- The College budget process shall provide the vehicle for a coordinated and focused expenditure plan.

FLC's budget process is linked to annual department/unit plan (ADP/AUP) (Ref. III. 10) and program review (Ref. III. 34) processes, through which all FLC departments and operating units identify short and long-term plans, including annual operating budgets, equipment and software, and staffing needs. All ADP/AUP planning and associated budget requests must be consistent with and supportive of the College mission, annual desired outcomes, and strategic plan. Budget requests generally are not given consideration unless they have first been documented in ADP/AUPs or program reviews.

### **Self Evaluation**

FLC and the District have well documented financial planning processes that are integrated with and supportive of all other institutional planning. District personnel report regularly to the Board of Trustees regarding financial planning. In addition to approving the District's annual Adopted Budget, the Board of Trustees is provided with regular budget updates, including quarterly updates and budget revision updates twice annually. At FLC, BFPC co-chairs report regularly to IPC and the Academic Senate.

### **Actionable Improvement Plans**

None.

### **Standard III.D.1.b: Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.**

#### **Descriptive Summary**

Los Rios Community College District annual fiscal planning, as documented in the Budget Book (Ref. III. 79), involves a realistic assessment of financial resource availability. A Tentative Budget is presented to the Board of Trustees in early fall and, once adopted, the Approved Budget is distributed across the District so that individuals involved in institutional planning receive accurate information about available funds. The following information is included in the Budget Book's executive summary:

- A state budget overview that outlines changes in the current state budget and assesses how those changes will impact the upcoming District budget;
- Other significant budget factors, including revenue shortfalls/structural deficit; categorical program, mandate reimbursements; cost of living adjustment; restoring access; new growth factors; CalSTRS and CalPERS; state facility bond; and shift in funding sources;
- Budget forecast, including revenue assumptions; cost increases; projected resources; and savings.

The Budget Book includes a summary of District funds, historical and budget year data, general fund summary, general fund detail, and District reserve fund balances. Revenues are forecasted under three potential scenarios, the X, Y, and Z budgets (p. 138), with the X budget being the most conservative and the Z budget being the most optimistic. The Budget Book includes all three budget scenarios, but spending during the year is limited to the X budget levels until enrollment growth is achieved and funding is assured.

As indicated in the Budget Book (p. 139), the District uses a funding method in accordance with collective bargaining agreements whereby 80% of defined new revenues are designated to fund compensation and other improvements (e.g., health care premiums), with the remaining 20% of new funds being directed to operational costs. The 20% funds are commonly known as program development funds (PDF). The overall guidelines for program development fund allocations are: 1) to be responsive to the District's/colleges' planning process and related goals and objectives; 2) to address any current or future emphases directed by the Governing Board; 3) to fund mandates or new costs imposed upon the District; 4) to balance the distribution across District wide needs; and 5) to maintain the District's conservative fiscal practices.

At FLC, the Budget and Facilities Planning Handbook (Ref. III. 69) provides an overview of College level budget planning, including information regarding:

- Annual operating budget;
- Capital equipment budget;

- Process for developing the annual operating budget;
- Process for requesting operating funds, including temporary staffing support, and capital equipment;
- Re-allocation of line items within an area/operating unit's annual operating budget;
- Carryover;
- Processes beyond the scope of the budget manual.

The handbook also lists and describes FLC's contingency reserve and sinking funds and the various College wide support services for which funding is allocated. Appendix 1B includes a list of institutional budget sources. The handbook is provided in hardcopy to members of the Budget and Facilities Planning Committee and is available to all employees through the Insider.

### **Self Evaluation**

The District's Budget Book provides extensive information regarding District wide financial resource availability, development, and use; FLC'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 that budget assessment and planning at both the District and the College are realistic and that individuals involved in institutional planning receive accurate information about available funds.

### **Actionable Improvement Plans**

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, plans, and allocates resources for payment of liabilities and future obligations.**

### **Descriptive Summary**

The Los Rios Community College District conducts its short and long range financial planning in accordance with the 8000-series board policies (Ref. III. 81). The District's Budget Book (Ref. III. 79) describes all of the District's short and long-term debt obligations (p. 152), including debt, retiree health benefits, insurance costs, and building maintenance costs. The Budget Book also includes a fiscal self-assessment checklist and comparative analysis with other California community college districts.

The District issues tax and revenue anticipation notes (TRANS) when necessary to meet its short-term cash flow needs. Because of marginal or nonexistent arbitrage rate spreads, the District has not issued a TRANS since November 2008, and the District unlikely will issue a TRANS in 2015-16. If cash shortfalls present themselves, they will be financed internally.

Every two years, an actuarial study is performed on the District's Other Post-Employment Benefit (OPEB) obligations. Annually, District personnel provide to the Board of Trustees a summary status report of the District's OPEB liabilities and funding levels; the most recent

report was made on 14 January 2014. Additionally, the Budget Book includes a General Fund Financial Data Summary that outlines salary obligations and employee benefit program obligations.

As stated in board policy P-8122 (Ref. III. 82), the District maintains at least a 3% (minimum) uncommitted reserve in the general fund. The California Community Colleges Chancellor's Office has identified a desired reserve in the general fund of at least 5%. The District's 2014-15 general fund ending balance exceeds both state and policy requirements with a total unrestricted fund balance of 5.7% and an uncommitted fund balance of 3.6%. A summary of all the projected fund balances for the District's various fund activities is included in the Budget Book (p. 135).

Folsom Lake College (FLC) maintains reserves and establishes sinking funds for long-range financial priorities. For example, because the capital outlay budget for the athletics complex (local bond funds) did not include funds for fixtures and equipment, other revenue sources were identified (e.g., Pepsi contract, facility rentals, SIEF, general fund carryover) to assist in the purchasing of athletics field equipment. Additionally, the FLC Foundation is actively pursuing donations for the athletic complex. Projects or needs funded by FLC's sinking funds are identified through the annual department/unit plan prioritization process. FLC sinking funds have also been established to support furniture and fixtures, alterations and minor remodel work, technology, and art in public places.

### **Self Evaluation**

The District's philosophy of not spending until funds are secured (through the X, Y, and Z funding method) 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 exists for the Measure A and Measure M general obligation bonds, and the annual independent audit reports (Ref. III. 83) reveal that the District is diligent in planning for the payment of liabilities. The District builds contingency plans into all of its financial planning and negotiated salary schedules.

In conjunction with the District's semi-annual actuarial valuation of postretirement health benefits or OPEB, the District annually funds its annual required contribution (ARC); for the study dated 1 July 2013, the District had excess assets (no unfunded liability). The District has a \$3.3M line item in the annual budget for OPEB costs. The District has been funding its OPEBs since 1985, long before such practice was required by Governmental Accounting Standards Board (GASB) 45. The District has also fully funded its liability for accrued vacation and faculty leave banking.

FLC has 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.

### **Actionable Improvement Plans**

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.**

**Descriptive Summary**

The Los Rios Community College District’s financial planning and budget development processes are described in the 8000-series board policies (Ref. III. 81) and in other documents, including the Budget Book (Ref. III. 79). Additional information can be found in the District’s Five-Year Construction Plan and the Other Post-Employment Benefits (OPEB) Report, available at the District Office. Folsom Lake College (FLC) financial planning and budget development processes are described in the Budget and Facilities Planning Handbook (Ref. III. 69).

Board regulation R-8122 (Ref. III. 84) outlines the responsibilities and operations of the District Budget Committee, including committee responsibility, committee representatives responsibility, committee appointments, meeting schedule, and conduct of meetings. The committee holds a minimum of two meetings each semester during the academic year, and its membership includes representatives from all four colleges and the District Office. The committee makes recommendations on District wide processes related to budget development that may have a major impact on college operations or allocations.

The roles and responsibilities of FLC’s Budget and Facilities Planning Committee (BFPC) are defined in the College Governance Agreement (CGA) (Ref. III. 85) and in the Budget and Facilities Planning Handbook (Ref. III. 69). The committee’s responsibilities include developing and recommending budget allocation models for FLC and serving as a recommending authority on all budget allocation matters. 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 District Budget Committee.

**Self Evaluation**

Los Rios Community College District board policies and regulations are posted on the easily accessible District’s website. The District Budget Committee meets regularly and effectively oversees District budget processes, as evidenced by the committee minutes (Ref. III. 80), which are available on the District’s website. FLC’s College Governance Agreement (CGA) document and the Budget and Facilities Planning Handbook are easily accessed on the college’s Insider, as are BFPC agendas, minutes, and end-of-year reports. BFPC meets regularly and effectively oversees FLC budget processes and planning, as evidenced by its minutes.

**Actionable Improvement Plans**

None.

**Standard III.D.2: To assure the financial integrity of the institution and responsible use of financial resources, the internal control structure 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, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.**

### **Descriptive Summary**

The Los Rios Community College District uses PeopleSoft, an integrated software application, to manage its financial resources and to ensure that resources are expended in a manner consistent with the approved budget. This system allows for online budget inquiry and the creation of special reports. Funds cannot be encumbered until they are appropriated through the budget process. Regular positions and their related budgets are managed through a position control module within the District's fiscal services unit, which closely monitors position transactions. District and Folsom Lake College (FLC) staff review budgets on a monthly, quarterly, and annual basis. Financial reports can also be accessed on demand by management and other appropriate staff at FLC from their workstation computers. Upon request, business services staff can provide financial information by using the financial management system's query function. Management personnel, business services, and other appropriate staff are able to determine whether or not operating balances are sufficient to support student learning and services. The vice president of administration regularly reviews and monitors FLC's budget and expenditures, and in the fall of each year, an expenditure report for the previous fiscal year is prepared and presented to FLC's Budget and Facilities Planning Committee for review.

The District employs two internal auditors who conduct internal audits regularly, in accordance with state and federal guidelines, so as to improve and to ensure confidence in District financial management. The purpose of these audits is to test internal controls and to verify compliance with federal, state, and program regulations. For example, an audit of financial aid processes was conducted in spring/summer of 2014, and recommendations for improvement were made to ensure effective segregation of duties. Some other examples of internal audits include a review of associated student body and student representation fees, athletic and physical education supply expense, and physical inventory requirements compliance in OMB Circulars A-110 and A-133. The internal audits are reported to the vice chancellor of finance and administration, who distributes the report to the vice president of administration at each college. FLC and the District work closely together to correct any areas of concern. The findings of an internal audit are kept confidential to protect the assets of the College and the integrity of financial and technological procedures.

The District contracts annually with a certified public accounting firm to perform an independent financial audit and compliance review, as required by state law. The annual audit reports (Ref. III. 83) have been favorable with minimal or no findings in recent years. In the summary of auditor's results for the most recent audit (2013-14), the District was found to be

in compliance with financial requirements, and no material weaknesses were identified (pp. 65-66). The District has never been late in completing its audit and in meeting all deadlines for filing with the California Community Colleges Chancellor's Office or any other external agency.

All audit findings are reviewed by District administration, and following the exit conference with the auditors, the findings are communicated to all senior management at the next monthly vice presidents of administration meeting. The findings are reviewed further at the College level, after which FLC and District Office develop a joint response that addresses any recommendations made by the external auditors. Audit recommendations have always been addressed by the ensuing year as evidenced in subsequent audit reports.

### **Self Evaluation**

Historically, the District has had very few audit findings, and when issues arise, they are corrected prior to the next fiscal year audit. 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 with standards applicable to financial audits contained in government auditing standards. A review of internal controls by the external auditors revealed no material weaknesses. When deficiencies in FLC processes are detected, the District works closely with the FLC's vice president of administration, business services, and other appropriate personnel office to correct the deficiency, and the District conducts follow-up audits to ensure corrective actions have been implemented.

### **Actionable Improvement Plans**

None.

**Standard III.D.2.b: Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.**

### **Descriptive Summary**

The Los Rios Community College District contracts annually with a certified public accounting firm to perform an independent financial audit and compliance review, as required by state law. All audit findings are reviewed by District administration, and following the exit conference with the auditors, the findings are communicated to all senior management at the next monthly vice presidents of administration meeting. The findings are reviewed further at the College level, after which the College and District Office develop a joint response that addresses any recommendations made by the external auditors. Annual audit reports are posted on the District website, and a copy of the most recent report is available through the vice president of administration's office.

### **Self Evaluation**

Folsom Lake College and District take all audit findings seriously. The District has never been late in completing its audit and in meeting all deadlines for filing with the California

Community Colleges Chancellor's Office or any other external agency. Audit findings and corrective action plans are shared with the Board of Trustees. Audit recommendations have always been addressed by the ensuing year as evidenced in District audit reports (Ref. III. 83).

**Actionable Improvement Plans**

None.

**Standard III.D.2.c: Appropriate financial information is provided throughout the institution, in a timely manner.**

**Descriptive Summary**

The Los Rios Community College District provides financial information throughout the District in several ways. The annual Budget Book (Ref. III. 79) provides extensive, detailed information at both the District and College level. Current budget information, including appropriations, expenditures, and encumbrances, is viewable online using the PeopleSoft Financial Information website. Online budget information and financial data, including detailed transactions for all college budgets, remain current through the end of the previous business day and are available to all college employees. Real-time budget and financial data are available to college business office personnel and a limited number of administrative employees using the PeopleSoft Financials application. Budget reports and downloads are also available through the use of Crystal Reports online.

As indicated in the Budget Book, the District receives most of its cash from the state as apportionment or through the county treasury as property tax collections. Recent years have seen significant deferrals of apportionment and categorical obligations. To address the cash flow issues, the District borrowed internally from its capital project (non-bond) fund. Sufficient cash was available for the District to avoid the need to issue short term debt (tax and revenues anticipation notes or TRANS) to meet cash flow obligations. Cash from other funds including the District's bookstores can be used, should the need be necessary.

The District's general services/risk management unit is primarily responsible for maintaining adequate insurance for the District's assets and programs. Annually, risk management provides a risk management report identifying the various insurance programs, funding levels, and insurance claims/losses for the year. The District contracts with an actuary every year to conduct an external audit (Ref. III. 83), most recently in spring 2014. In between actuarial reviews, the District establishes its reserves for current obligations and incurred-but-not-reported (IBNR) claims following the actuary's processes and then funds its reserves as appropriate. In addition, periodic reviews are conducted of third party insurance administrators to ensure quality oversight of these funds. Actuaries typically use an expected confidence level for reserves of 55%, meaning that an agency should have reserves of at least 55% of its projected obligations. For 2013-14, the District's self-insurance fund reserves are maintained at or above an 86% confidence level.

The Budget Book (Ref. III. 79) provides detailed information regarding the District's reserves (p. 135). The unrestricted and restricted fund balances for each of the District's funds are also

disclosed in the external audit (Ref. III. 83) as supplementary information. Additionally, the CCFS 311 report to the state includes balance sheets for each fund with beginning and ending balances.

Folsom Lake College's 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, ergonomic accommodations) and to support the purchase of instructional equipment and library materials and other non-instructional needs (e.g., ADA door operator buttons, new compliance mandates). Sinking funds are available to support altering and remodeling facilities, replacing furniture and equipment, upgrading technology, and funding public arts projects on campus.

### **Self Evaluation**

The District provides appropriate financial information in a timely manner. Further, the District's conservative fiscal management practices have resulted in financial stability even when state funding to community colleges is decreased. The District and College maintain sufficient cash flows and adequate cash reserves to meet financial emergencies and unforeseen occurrences. Reserves exist to address ongoing operations, financial emergencies, unforeseen occurrences, and anticipated changes in state funding.

The District's risk management practices are appropriate and actuarially sound. The use of self insured funding programs has resulted in cost savings that benefit the District and its colleges. The most recent external audit report confirms that the District is managing its exposure to risk responsibly and is complying 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).

### **Actionable Improvement Plans**

None.

**Standard III.D.2.d: All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.**

### **Descriptive Summary**

Folsom Lake College (FLC) and the District have business services units that ensure financial resources are used with integrity in a manner consistent with the intended purpose of the funding source. District business services consists of the following departments: fiscal services, accounting services, accounts payable, payroll, employee benefits, grants and contracts, and internal audit. The unit is responsible for processing almost all financial transactions of the District and has oversight for any transactions that the unit does not process directly.

The District also employs two internal auditors who conduct internal audits regularly, in accordance with state and federal guidelines, so as to improve and to ensure confidence in District financial management. Periodically, the internal auditors review internal controls and make recommendations on how to improve operating procedures. As required by state law, the District contracts annually with a certified public accounting firm to perform an independent financial audit and compliance review.

The District's Citizen's Bond Oversight Committee, established to satisfy the accountability requirements for local bond Measure A and Measure M under Proposition 39, reviews expenditure reports to ensure that bond proceeds are expended only for the purposes set forth in the ballot measure. The committee prepares an annual audit report (Ref. III. 86) that is submitted to the Board of Trustees and made accessible to the public through the web or hard copy. 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 Chancellor. The bond fund programs are audited by a certified public accounting firm annually. No audit finding has ever been found in the more than ten years of the District's bond program, and the annual performance audits have always indicated compliance with the intent of the voter approved bond authorizations.

Authorization to contract is provided at the District level. Contracts are reviewed by the general services department and approved by appropriate District personnel and general counsel when appropriate. As required by law and by the 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 that applications are reviewed and executed by the appropriate signatories at FLC and District.

FLC's business services unit processes all local financial transactions and assists District business services departments with broader District fund transactions. Business services has the following major functional areas: purchasing, student financials, accounts receivable, travel, revenue collection and cashing, banking, temporary employment processing and time reporting, payroll distribution, full charge bookkeeping for the Harris Center for the Arts and all campus-based funds including the non-profit FLC Foundation, budget and expenditure maintenance and reporting, and other accounting services. Business services follows the practices put forth by the District auditor to comply with Generally Accepted Accounting Principles and sound financial processing.

Annual student loan default rates are primarily monitored at the campus with a submission of the default rates to the Commission in the annual fiscal report. In addition to monitoring the default rates, financial aid services follows strategies to reduce the default rates and to comply with federal regulations.

The FLC Foundation is an affiliate of the Los Rios Foundation, a California nonprofit, public benefit corporation. Financial statements (Ref. III. 87) for the FLC Foundation are prepared

by the District. FLC's vice president of administration (VPA) and the director of college advancement provide oversight of the FLC Foundation's operating budget and expenditures. The Los Rios Foundation and FLC's advancement office use Raiser's Edge database software to track Foundation donations and donor information. The District also issues financial statements for the Los Rios Foundation (Ref. III. 88) for review by the college foundation boards. The Los Rios Foundation undergoes an annual independent audit (Ref. III. 89).

Auxiliary organizations (e.g., College bookstore and Harris Center for the Arts) are monitored by FLC and the District. An auxiliary organization must maintain adequate records and prepare an annual report showing its operations and financial status. Each organization is included in the annual fiscal audit performed by a certified public accountant. The audited statement of financial condition is available to any person upon request.

The FLC bookstore provides an annual contribution to the instructional-related fund that supports programs and services of the institution such as commencement, student life, community relations, athletics, and visual and performing arts. The VPA oversees all financial activities of the bookstore, and the bookstore is audited annually under the scope of the District's independent audit.

The FLC food services program (cafeteria) is managed by an outside contractor hired by the District. The District and FLC monitor monthly financial statements provided by the contractor and conduct an annual audit of the vendor's records. FLC receives commissions and other funds through food and beverage vending activities (vending machines), which are deposited into FLC's instructional-related fund and are ultimately used to support programs and services of the institution that are consistent with its mission and goals. FLC's community services/facilities use program is overseen by the VPA. Local revenue generated from facility use fees are deposited into the District's general fund.

The District wide pay-for-print system in use at all campuses provides revenue for covering supplies and maintenance expenses and for building 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. FLC's VPA oversees the financial activities of the pay for print system.

### **Self Evaluation**

The District and FLC have established financial management systems that provide solid control mechanisms and dependable and timely information for sound financial decision-making. The District's use of the PeopleSoft system has allowed for enhanced monitoring of financial resources and expenditures. Because of the integrated nature of Peoplesoft, FLC 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 integrity and appropriate use of funds. The District has typically had minimal or no findings in the annual audit reports. All annual audits reflect that any prior findings were fully corrected and applied by the following budget year.

The minutes and reports (Ref. III. 90) of the Citizen's Bond Oversight Committee and the 2013-14 audit report (Ref. III. 86) confirm that Measure A and M bond funds have been managed and expended appropriately. The District has exercised sound financial management and is compliant with all laws and regulations.

The Los Rios Foundation Financial Statements with Independent Auditor's Report (Ref. III. 89) for fiscal year ended 30 June 2014 indicates that the obtained audit evidence was sufficient and appropriate to provide a basis for the audit opinion that the financial statements presented fairly; no audit findings were noted. All financial resources (including short- and long-term debt instruments, auxiliary activities, fund-raising efforts, and grants) are used with integrity in a manner consistent with the intended purpose of the funding source, as evidenced by the absence of audit findings for 2013-14.

### **Actionable Improvement Plans**

None.

**Standard III.D.2.e: The institution's internal control systems are evaluated and assessed for validity and effectiveness and the results of this assessment are used for improvement.**

### **Descriptive Summary**

Internal control systems are regularly evaluated and assessed through both internal and external audits. The Los Rios Community College District has two internal auditors who regularly review internal control systems and compliance with federal and State mandates. Additionally, the District contracts for an annual independent audit (Ref. III. 83), which includes an assessment of the financial report, internal control systems, and compliance with federal and state programs. Moreover, the District's proximity to the state capital has resulted in periodic selection for specific audits of various federal and state categorical programs.

As required by Proposition 39, the District's bond program is overseen by the Citizens Bond Oversight Committee, which is actively engaged and meets regularly, as outlined in the committee's by-laws (Ref. III. 91). An annual financial and performance audit of the bond funds is performed by an independent auditor.

### **Self Evaluation**

The District and College have a long history of compliance and of successful audits with the various review agencies, as indicated by the results of the audit reports. Audit findings are rare, and when they do occur, they are corrected completely and diligently. In the last audit report for the period ending 30 June 2014, no findings were noted, and the one finding from the previous year's audit had been corrected. Additionally, the most recent Citizen's Bond Oversight Committee audit report (Ref. III. 86) indicates that all expenditures have been made in compliance with program requirements and voter intent.

In addition to quickly responding to findings by independent auditors, the District actively evaluates its internal control systems and compliance with federal and state mandates with two

internal auditors. When audit findings occur at one of the District's locations, the results are used to evaluate and to improve internal controls and to ensure compliance at all locations.

**Actionable Improvement Plans**

None.

**Standard III.D.3: The institution has policies and procedures to ensure sound financial practices and financial stability.**

**Standard III.D.3.a: The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and develops contingency plans to meet financial emergencies and unforeseen occurrences.**

**Descriptive Summary**

As stated in board policy P-8122 (Ref. III. 82), the Los Rios Community College District maintains at least a 3% (minimum) uncommitted reserve in the general fund. The California Community Colleges Chancellor's Office has identified a desired reserve in the general fund of at least 5%. The District's 2013-14 general fund ending balance exceeds both state and policy requirements with a total unrestricted fund balance of 5.7% and an uncommitted fund balance of 3.6%. A summary of all the projected fund balances for the District's various fund activities is included in the Budget Book (Ref. III. 79) (p. 135).

Cash balances are sufficient to support District operations during periods when the state has not enacted a budget and when 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's financial administration office and reviewed by general 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. 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; this layer 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 uses 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.

The District uses an “XYZ” budgeting process in which budgets are developed for three different revenue scenarios. The X budget reflects base plus COLA funding levels only, and 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 understanding that spending will be limited to X budget levels until funding is received. This budgetary approach ensures prudent and responsible fiscal resources management.

At Folsom Lake College (FLC), 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 emergency or other unplanned, unexpected, unknown instructional and non-instructional needs. Sinking funds have been established to support facilities alteration and remodeling, furniture and equipment replacement, technology upgrades, and public art funding.

### **Self Evaluation**

The District’s commitment to maintaining fiscal stability (one of its core values) is clearly demonstrated through its conservative financial management approach of spending only funds that are secured. Furthermore, 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 FLC maintain sufficient cash flows and adequate cash reserves to meet financial emergencies and unforeseen occurrences. Reserves have been established to address ongoing operations, financial emergencies, unforeseen occurrences, and anticipated changes in state funding.

The district’s risk management practices are appropriate and actuarially sound. The District’s use of self insured funding programs has resulted in cost savings that benefit the District and its colleges. The external audit report (Ref. III. 83) confirms that the District manages its exposure to risk responsibly and complies 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).

The District’s reserves are fully disclosed and outlined in the Budget Book (Ref. III. 79) (p. 135). The reserves exceed both the state and District’s minimum requirements for reserve levels to fund future program commitments and to handle economic uncertainties.

### **Actionable Improvement Plans**

None.

**Standard III.D.3.b: 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.**

**Descriptive Summary**

The Los Rios Community College District and Folsom Lake College (FLC) use various internal control procedures to safeguard funds from loss or misuse and to promote efficient expenditure management. Internal audits are conducted periodically to validate and to evaluate internal control processes. An external audit report (Ref. III. 83) 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 FLC business services and administrative services staff work cooperatively to develop and/or to change business rules and practices.

Effective oversight of finances at FLC 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 FLC's budget and expenditures. On a quarterly basis, the District analyzes revenues and expenditures and submits a report to the state. On an annual basis, the District provides the California Community Colleges Chancellor's Office with a report of financial information, which is audited by external auditors.

The purchasing of goods and services for grant projects is centralized through the District purchasing department. The District's Purchasing Handbook (Ref. III. 92) is available online to guide and to inform users on purchasing policies and procedures. To ensure that categorical and grant funds are spent in compliance with the program requirements and objectives, the District requires that an additional signature block on the requisition form be completed to confirm that the expenditure is appropriate and that it has been reviewed.

The District established the Citizen's Bond Oversight Committee 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 audit report (Ref. III. 86) 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 chancellor.

The District provides a quarterly investment report to the Board of Trustees regarding the investment of funds held by the Los Rios Foundation. The Foundation has a Finance Committee that meets with its investment advisor. The District's vice chancellor, finance and administration, attends the Foundation Finance Committee meetings. Additionally, the Foundation Finance Committee reviews and approves the disbursement activity for the Foundation on a quarterly basis.

Annually, the District provides a report of all investments to the Board of Trustees per board policy. Except for the assets held in the district's irrevocable trust (OPEB), the amount of District-directed investments is minimal. For the trust, the District has a committee that meets regularly with the financial advisor and trustee. Investment returns are compared to various benchmark data as outlined in board policy and are also compared to the discount rate used for the actuary report of 5% to measure actual results.

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 must 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 FLC and the District.

### **Self Evaluation**

The District and FLC have established financial management systems that provide solid control mechanisms and dependable and timely information for sound financial decision-making. The District's use of the PeopleSoft system has allowed for enhanced monitoring of financial resources and expenditures. Because of the integrated nature of the software, FLC 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 (Ref. III. 90) of the Citizen's Bond Oversight Committee and the 2013-14 audit report (Ref. III. 86) confirm that Measure A and Measure M bond funds have been managed and expended appropriately. The District has exercised sound financial management and is compliant with all laws and regulations.

The Los Rios Foundation Financial Statements with Independent Auditor's Report (Ref. III. 89) for fiscal year ended 30 June 2014 indicates that the obtained audit evidence was sufficient and appropriate to provide a basis for the audit opinion that the financial statements presented fairly. No audit findings were noted.

### **Actionable Improvement Plans**

None.

**Standard III.D.3.c: The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations.**

### **Descriptive Summary**

In addition to semi-annual actuarial reporting and annual required contribution (ARC) funding, the Los Rios Community College District fully recognizes and funds other liabilities including compensated absences.

**Self Evaluation**

The District is currently over-funded for its Other Post Employee Benefits (OPEB); it does not have an ARC and is fully funded for compensated absences. Nonetheless, \$3.3M is allocated annually for OPEB costs. The District’s most recent external audit (Ref. III. 83) contains detailed information about the District’s liabilities and funding.

**Actionable Improvement Plans**

None.

**Standard III.D.3.d: The actual plan to determine Other Post-Employment Benefits (OPEB) is prepared, as required by appropriate accounting standards.**

**Descriptive Summary**

With annual revenues and expenditures exceeding \$300M, the District is required to conduct an actuarial report of its Other Post Employee Benefits (OPEB) on a two-year basis. The next actuarial report will be prepared in 2015. Actuarial reports are conducted in a timely manner, as indicated in actuarial reports dated 1 July 2013 and 1 July 2011.

**Self Evaluation**

As stated in Standard III.D.3.c, the District is currently over-funded for its OPEB and does not have an annual required contribution. However, \$3.3M is allocated annually for OPEB costs.

**Actionable Improvement Plans**

None.

**Standard III.D.3.e: On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.**

**Descriptive Summary**

All long-term debt for the District is fully recognized in the annual Budget Book (Ref. III. 79) and other financial statements. The District’s long term-debt for its general obligation bond programs, Measures A and M, is funded by local property tax assessments made by county auditors. Compensated absences such as vacation and banked leave are tracked and funded as required through the use of continuing budget appropriations. Redevelopment funds are designated for the principal and interest payments for the District’s certificates of participation. OPEB is fully funded.

**Self Evaluation**

The District regularly assesses and allocates resources to repay its debt instruments. The debt load for the District is well below its overall bonding capacity of \$2.8 billion as outlined by state statutes, and annual payments have virtually no impact on its financial condition. The overall percentage of the District’s general fund budget used for current or future obligations, including OPEB, is around one percent. Additionally, for its first three debt issuances, the

District received a AAA rating from Standard & Poor's and Aaa from Moody's, ratings indicating the overall financial stability of the organization, as indicated in the most recent Measures A and M Bonds audit report (Ref. III. 86).

**Actionable Improvement Plans**

None.

**Standard III.D.3.f: Institutions monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirements.**

**Descriptive Summary**

Cohort default rates are monitored by the US Department of Education and are released to schools. A draft cohort rate is released in February, and the official cohort default rate is released in September. The default rate is based on a formula, which includes a numerator and denominator. The numerator consists of borrowers who entered repayment in one year and defaulted in that year or the next. The denominator includes borrowers who entered repayment during the one-year cohort period. Folsom Lake College's (FLC's) default rate for the past three years is shown on the annual reports to the Commission. This default rate is monitored by FLC's financial aid office (FAO).

The FAO and District Office work together to complete required reports for all federal and state funds and to ensure appropriate management of all financial aid records. Additionally, the FAO works with the director of college advancement to advertise and to track student scholarships. PowerFAIDS application software and database are maintained at the District and are used to track and to reconcile student awards. Federal awards are monitored for Title IV compliance, and established procedures exist to ensure the timely return of Title IV funds.

**Self Evaluation**

FLC and District processes are adequate to ensure appropriate monitoring and management of the student loan default rate, revenue streams, and assets. FLC's three-year official default rates are 24.4% for 2012, 19.4% for 2011, and 24.2% for 2010. These rates are regularly monitored and fall within federal guidelines (below 30%).

**Actionable Improvement Plans**

None.

**Standard III.D.3.g: 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.**

**Descriptive Summary**

All Folsom Lake College (FLC) contracts executed by the District go through a formal review process. This process includes a review by the College, then by the District's general services/risk management departments, and then by the District's general counsel before the agreement

is signed by the appropriate vice chancellor or chancellor. Additionally, contractual agreements are approved or ratified by the Board of Trustees.

The District has a multitude of contracts. Contracts generally fall into one of two categories. The first category includes contracts for which the District engages an outside entity for goods or services. These contracts are coordinated by general services. The second category includes contracts associated with grants or other activities for which the District receives remuneration in exchange for performing specific activities. These contracts are coordinated by the District resource development department. When FLC receives a grant, the District grants and contracts department works with FLC personnel regarding financial reporting and all applicable compliance requirements. For grant awards involving federal funds, the District internal audit department conducts required inventory audits of federal assets.

FLC maintains 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 FLC's vice president of administration before they are 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 and one for agreements and contracts. Only designated District personnel are authorized to execute a contract or MOU on behalf of the District.

Due to the large volume of contracts issued through The Harris Center for the Arts, FLC and District developed a standard artist performance contract. These contracts must be signed by the executive director of the Harris Center and also by the vice president of administration or the College president; District level signature is not required.

All new construction and major remodel/modernization contracts are coordinated through the District's facilities management department and bid through the general services department.

### **Self Evaluation**

The District and FLC have policies and procedures to ensure that contractual agreements with external entities are consistent with FLC's mission and goals and contain provisions to maintain the integrity of the institution. A thorough review is performed of all contracts with approval required at the highest level of the organization (vice chancellor or chancellor); exception is made for Harris Center performance contracts, which require College level signature only. Contracts follow a standardized routing and communication process that ensures all necessary reviews occur.

Per board regulation R-8315 (Ref. III. 93), the District maintains an authorized signers list that is maintained and revised as needed by the District. The authorized signer list is distributed monthly. Prior to signing contracts, authorized signers are informed and presented with necessary information to ensure obligations align with the mission and goals of the College and the District. All contracts are reviewed before execution. Terms are negotiated and defined for changing, extending, or terminating each contract. State and board policy requirements are

followed to ensure that all contracts are proper and competitive and do not create conflict of interest.

### **Actionable Improvement Plans**

None.

### **Standard III.D.3.h: The institution regularly evaluates its financial management practices and the results of the evaluation are used to improve internal control structures.**

#### **Descriptive Summary**

Folsom Lake College (FLC) and the Los Rios Community College District assess financial management practices through the external and internal audit processes. As required by state law, the District contracts for an annual external audit of the District's funds. One focus of the external audit is to test processes and procedures to detect deficiencies in internal controls and compliance. Identified audit findings and the District's responses to those findings are included in the audit. The District also has two internal auditors who regularly conduct internal system audits, with the results 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 FLC, the vice president of administration (VPA) is responsible for ensuring that proper controls and processes are set and that these controls and processes as well as District financial management processes are consistently followed. The VPA is also responsible for coordinating corrective actions to internal and external audits. The VPA meets monthly with the District's vice chancellor of finance and administration as well as with personnel from human resources, business services, facilities management, and police services to discuss various issues that include financial management systems.

FLC's Budget and Facilities Planning Committee (BFPC) reviews its budget planning process regularly. The budget allocation model currently used to allocate financial resources was established in 2006 and is adjusted as needed in response to financial planning needs identified through the annual department/unit plan and program review processes. The model places more decision-making authority within divisions, areas, and operating units. The committee also reviews and updates the Budget and Facilities Planning Handbook (Ref. III. 69) at least every three years, or more often as needed.

Additional evaluation is provided through the California Community Colleges Chancellor's Office categorical program review for programs such as EOP&S and CalWORKs. The U.S. Department of Education and other federal agencies periodically send auditors to review and to audit the use of federally funded programs such as VTEA and Pell.

### **Self Evaluation**

FLC and the District have established processes to ensure the regular evaluation and improvement of financial management processes and systems. External and internal audits are conducted regularly, and concerns or deficiencies are expediently addressed, with follow-up occurring to ensure that changes or improvements are made.

### **Actionable Improvement Plans**

None.

**Standard III.D.4: Financial resource planning is integrated with institutional planning. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement of the institution.**

### **Descriptive Summary**

The Los Rios Community College District's annual expenditures, similar to those of almost every other higher education institution, are overwhelmingly dedicated to salaries and benefits for regular employees. Consequently, the annual amount available for new programs or services (program development funds, or PDF) is minimal. The District uses a funding method in accordance with collective bargaining agreements whereby 80% of defined new revenues are designated to fund compensation and other improvements (e.g., health care premiums), with the remaining 20% of new funds being directed to PDF. The overall guidelines for PDF allocations are: 1) to be responsive to the District's/colleges' planning process and related goals and objectives; 2) to address any current or future emphases directed by the Governing Board; 3) to fund mandates or new costs imposed upon the District; 4) to balance the distribution across District wide needs; and 5) to maintain the District's conservative fiscal practices.

District resource allocations follow a well-established formulaic process. However, funding streams are regularly reviewed to ensure that allocations are made in a manner that supports institutional improvement. PDF is allocated to meet the most critical institutional priorities based on an assessment of the needs of the colleges and District operational units and the strategic initiatives identified in the District and College planning processes. The PDF schedule is prepared after a thorough analysis of District wide needs by the District finance and administration department and reviewed and approved by the District Budget Committee, Chancellor's Cabinet, and ultimately the Board of Trustees.

District budgeting processes enable committed funds (salary and benefits) to be re-authorized in accordance with program review and/or institutional needs. For example, each fall, the District's colleges rank regular faculty position needs. These needs are then used in determining the allocation of new and replacement faculty positions to be filled for the following fall. Based on this process, all vacant positions and growth positions are pooled and authorized according to need. A department that had a retirement or resignation has no claim on the position and must participate in the prioritization process to receive a faculty hire authorization. The FTE authorized for classified positions stays with the college to which it is assigned. When a classified vacancy occurs, the executive management team (College

president and VPs) review the needs of the affected department, the needs of the College at large, and the classified staffing priorities list to determine whether the position should be refilled as is (status quo – no change) or converted to another position to meet the operational needs of the College more effectively. For example, the recently vacated instructional services assistant position assigned to the instructional services office was converted to a 50% instructional services assistant and 50% instructional assistant, computer lab, to meet more effectively the needs of the College and students.

Folsom Lake College (FLC) develops its operating budget annually to ensure that financial resource planning is integrated with institutional planning. Each year, FLC's share of District PDF funds is distributed by formula to the four College divisions. Each division then reviews the annual department/unit plan (ADP/AUP) (Ref. III. 10) for each department or unit within the division. ADP/AUPs constitute a major part of FLC'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, ADP/AUP planning focuses on a one-year timeframe directly linked to resource allocations. ADPs/AUPs are updated annually and address, among other things, student learning outcomes assessment (for instructional ADPs) and service area outcomes assessment (for AUPs). Through the ADP/AUP process, departments and units are able to document assessment results, significant findings, and requests for additional resources or assistance needed to improve outcomes.

The Budget and Facilities Planning Handbook (Ref. III. 69) outlines the entire budget planning process. The Budget and Facilities Planning Committee (BFPC) reviews and, as needed, recommends changes and adjustment to the annual operating budget allocations process to meet the needs of the College and to ensure effective use of resources. The committee also surveys faculty members, staff, and administrators periodically so as to improve FLC budgeting processes.

FLC uses various methods and tools to assess the effective use of its financial resources. These methods and tools include but are not limited to independent and internal audits, program review, annual department/unit plans (ADP/AUPs), productivity reports, staffing analysis, student learning outcomes data, utility tracking reports, and District and College budget planning/allocation processes review.

### **Self Evaluation**

FLC and District processes are designed so that financial resource planning is integrated with institutional planning. The District's annual Budget Book (Ref. III. 79) provides extensive information about the District's budget development process, and FLC processes are well-documented in the Budget and Facilities Planning Handbook. BFPC has been effective in ensuring that FLC's budget process is responsive and effective in meeting the needs of the College. FLC's budget development process is flexible by design so that the four divisions are able to respond to the needs identified in area/operating unit ADP/AUPs.

**Actionable Improvement Plans**

None.

### References - Standard III

- Ref. III. 01 LRCCD Board Policy P-5121
- Ref. III. 02 LRCCD Board Policy P-5122
- Ref. III. 03 LRCCD Board Policy P-6122
- Ref. III. 04 LRCCD Board Policy P-6123
- Ref. III. 05 LRCCD Board Policy P-9121
- Ref. III. 06 LRCCD Board Policy P-9122
- Ref. III. 07 LRCCD Equity Handbook
- Ref. III. 08 LRCCD Faculty Hiring Manual
- Ref. III. 09 FLC Faculty Hiring Prioritization Process
- Ref. III. 10 FLC Annual Department/Unit Plans Webpage
- Ref. III. 11 FLC Faculty Request Form
- Ref. III. 12 FLC Classified Request Form
- Ref. III. 13 CCCCCO Minimum Qualifications for Faculty and Administrators
- Ref. III. 14 LRCCD Human Resources Website
- Ref. III. 15 LRCCD Equivalency Verification Form
- Ref. III. 16 LRCCD 9000-Series Board Policies
- Ref. III. 17 LRCCD 9000-Series Board Regulations
- Ref. III. 18 LRCCD Equity Rep Talking Points
- Ref. III. 19 FLC Equity Trained List
- Ref. III. 20 LRCCD Board Policy P-5141
- Ref. III. 21 LRCCD Board Policy P-6141
- Ref. III. 22 LRCCD Board Policy P-9141
- Ref. III. 23 LRCCD Collective Bargaining Agreement with LRCFT
- Ref. III. 24 LRCCD Collective Bargaining Agreement with LRCEA
- Ref. III. 25 LRCCD Agreement with SEIU
- Ref. III. 26 LRCCD Agreement with LRSA
- Ref. III. 27 LRCCD Board Policy P-9142
- Ref. III. 28 LRCCD Board Regulation R-9141
- Ref. III. 29 FLC 2015-2016 Catalog
- Ref. III. 30 LRCCD Board Policy P-6900
- Ref. III. 31 LRCCD Board Regulation R-9413
- Ref. III. 32 LRCCD Board Policy P-3114
- Ref. III. 33 LRCCD Full Time Faculty Obligation Fall 2014
- Ref. III. 34 FLC Program Review Webpage
- Ref. III. 35 LRCCD Employee Perceptions Survey
- Ref. III. 36 LRCCD 5000-Series Board Policies
- Ref. III. 37 LRCCD 6000-Series Board Policies
- Ref. III. 38 LRCCD 9000-Series Board Policies
- Ref. III. 39 LRCCD Board Policy P-5111
- Ref. III. 40 LRCCD Board Regulation R-5121
- Ref. III. 41 LRCCD Board Regulation R-6122
- Ref. III. 42 LRCCD Board Regulation R-9121
- Ref. III. 43 LRCCD Board Regulation R-9122

- Ref. III. 44 LRCCD Board Policy P-5171
- Ref. III. 45 LRCCD Board Regulation R-5171
- Ref. III. 46 LRCCD Board Policy P-6151
- Ref. III. 47 LRCCD Board Regulation R-6151
- Ref. III. 48 LRCCD Board Policy P-9511
- Ref. III. 49 LRCCD Board Regulation R-9511
- Ref. III. 50 FLC Vision and Mission Statements
- Ref. III. 51 LRCCD Board Of Trustees Agenda, 11 June 2014
- Ref. III. 52 FLC Student Equity Plan
- Ref. III. 53 FLC Cultural Diversity Student Survey
- Ref. III. 54 LRCCD IBA Newsletter
- Ref. III. 55 LRCCD Faculty Diversity Internship Program
- Ref. III. 56 LRCCD Spring 2015 Reminder of Rights and Responsibilities
- Ref. III. 57 LRCCD Board Policy P-2423
- Ref. III. 58 LRCCD Board Regulation R-2423
- Ref. III. 59 LRCCD Board Policy P-5172
- Ref. III. 60 LRCCD Board Regulation R-5172
- Ref. III. 61 LRCCD Board Policy P-6163
- Ref. III. 62 LRCCD Board Regulation R-6163
- Ref. III. 63 LRCCD Board Policy P-9152
- Ref. III. 64 LRCCD Board Regulation R-9152
- Ref. III. 65 FLC Planning Timelines
- Ref. III. 66 FLC Flex Policies
- Ref. III. 67 LRCCD Board Regulation R-8417
- Ref. III. 68 LRCCD Facility Soft Facilities Planning Tools For Higher Education
- Ref. III. 69 FLC Budget and Facilities Planning Handbook
- Ref. III. 70 FLC Safety Committee Minutes
- Ref. III. 71 FLC AUP Dvision Summary Sample (Instruction)
- Ref. III. 72 LRCCD FM 2015-16 Unit Plan
- Ref. III. 73 LRCCD FM 2012-13 Program Review
- Ref. III. 74 LRCCD IT 2014-15 Unit Plan
- Ref. III. 75 LRCCD Information Technology Plan
- Ref. III. 76 FLC Technology and Distance Education Plan
- Ref. III. 77 LRCCD Distance Education Student Satisfaction Survey
- Ref. III. 78 FLC 2012-2015 Strategic Plan
- Ref. III. 79 LRCCD 2015-16 Tentative Budget
- Ref. III. 80 LRCCD District Budget Committee Minutes
- Ref. III. 81 LRCCD 8000-series Board Policies
- Ref. III. 82 LRCCD Board Policy P-8122
- Ref. III. 83 LRCCD Independent Auditor's Report, 30 June 2014
- Ref. III. 84 LRCCD Board Regulation R-8122
- Ref. III. 85 FLC College Governance Agreement
- Ref. III. 86 LRCCD Measures A and M Bonds Independent Auditor's Report
- Ref. III. 87 FLC Foundation Statement of Financial Position

- Ref. III. 88 LRCCD Los Rios Foundation Statement of Financial Position
- Ref. III. 89 LRCCD Los Rios Foundation Independent Auditor's Report
- Ref. III. 90 LRCCD Measures A and M Oversight Committee Minutes and Reports
- Ref. III. 91 LRCCD Citizen's Bond Oversight Committee Bylaws
- Ref. III. 92 LRCCD Purchasing Handbook
- Ref. III. 93 LRCCD Board Regulation R-8315

# STANDARD IV

## Leadership and Governance

### Standard IV Chairs

#### Standard IV.A

Wayne Jensen,  
Faculty  
David Williams,  
Dean of Planning & Research

#### Standard IV.B

John Alexander,  
Faculty, Self Evaluation Chair  
Dale van Dam,  
Dean of Instruction



FOLSOM LAKE COLLEGE  
EL DORADO CENTER | RANCHO CORDOVA CENTER

## **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 Process**

**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.**

### **Descriptive Summary**

Folsom Lake College's (FLC's) commitment to an environment of empowerment, innovation, and institutional excellence is reflected in its mission statement (Ref. IV. 01), which communicates FLC's intention to foster a "collaborative and innovative environment that promotes personal interaction as the foundation of learning; honors diversity; cultivates sustainability; and encourages civic engagement." FLC's commitment to empowering employees to take initiative in improving practices is expressed in its strategic plan (Ref. IV. 02), which includes seven overarching goals, one of them being "Leadership."

Additionally, FLC's College Governance Agreement (CGA) (Ref. IV. 03) empowers all constituencies (staff, faculty members, administrators, and students), by guaranteeing them the right to engage in participatory governance. The CGA 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 (i.e., the Academic Senate president, the Classified Senate president, the Associated Students president, and the College president). Constituency leaders encourage and honor everyone's participation on PG committees and on the Academic Senate, Classified Senate, Associated Students, and the Los Rios Management Association (LRMA, a non-union association for administrative employees). Employees are encouraged to seek leadership roles within committees and departments and within their own constituency groups.

Opportunities exist allowing individuals to initiate improvement to the practices, programs, and services in which they are involved. In addition to participatory governance and

constituency leadership meetings, these opportunities include vision/mission review, strategic planning, department and area meetings, program review, annual department/unit planning, the department chair collaborative, management meetings, student clubs, collective bargaining, hiring committees, performance review, facilities planning, and class scheduling. Additional opportunities exist at the District, including District Academic Senate, District governance committees, District work groups (e.g., District research council, vice presidents of instruction and vice presidents of student services meetings), collective bargaining, LRMA meetings, and Chancellor's Cabinet. College representatives from all four constituencies also participate in the District's strategic planning, which occurs every six years and typically involves a day-long retreat and follow-up meetings. Most of these activities are guided by documented, systematic participative processes that are used to assure effective discussion, planning, and implementation.

FLC's environment for empowerment, innovation, and institutional excellence is enhanced by the professional development program. Individuals can initiate improvement to the practices, programs, and services in which they are involved through professional development activities. FLC supports professional development through the Professional Development Committee and through 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. For example, the District has hosted annual interest-based approach (IBA) training for faculty members, staff, and administrators every year since 1993. This three-day training originated as an innovative approach to collective bargaining between the Los Rios College Federation of Teachers and the District and has since become the preferred method of conducting business in the District. A District wide IBA Steering Committee, supported by considerable financial resources, has developed curriculum used to train all Los Rios employees in the interest-based approach. As stated in the Fall 14 IBA Newsletter (Ref. IV. 04), the mission of IBA training is to use the "interest-based communication and decision making process to create an environment in which individuals participate fully, feel respected, and receive recognition for the contributions they make." For classified staff, the District offers a Classified Leadership Academy. Deans can take advantage of the New Deans' Academy.

FLC posts on the Insider various documents and reports relating to institutional and program performance so that individuals throughout the institution are aware of areas needing improvement. These documents include the FLC strategic plan (Ref. IV. 02), the annual Key Performance Indicators report (Ref. IV. 05), various College goals and achievements documents (Ref. IV. 06), the Accreditation planning agenda (Ref. IV. 07), all program review documents (Ref. IV. 08), and all annual department/unit plan (ADP/AUP) documents (Ref. IV. 09).

### **Self Evaluation**

FLC's commitment to an environment of empowerment, innovation, and institutional excellence is well documented in FLC's mission and vision statements and the strategic plan. That commitment is also demonstrated in the CGA document (Ref. IV. 03) and the College

governance processes that it addresses. This document was formerly known as the College Participatory Governance and Collegial Consultation (CPGCC) document (Ref. IV. 10). The CPGCC document was reviewed and revised several times since the previous Accreditation team visit. In spring 2015, the CPGCC document was replaced with two separate documents, one that describes FLC's participatory governance processes (CGA) and one that describes the Collegial Consultation Agreement (Ref. IV. 11) between the College president and the Academic Senate. Since PG committees are independently able to create subcommittees, the CGA document must be reviewed annually to ensure currency.

The District provides significant resources in support of professional development, with funding provided to faculty members, classified staff, supervisors, and administrators. All individuals are able to apply for funding through Professional Development Committee processes. Funding for Associated Student's travel to legislative events is provided through a student representative fee collected from all students.

Results from the LRCCD Employee Perceptions Survey (Ref. IV. 12) conducted by the District in spring 2014 indicate that employees understand their roles in assisting the institution to achieve its goals. Two of the highest positive responses were related to topics concerning individual contribution to the institution's mission. Item #6 ("I understand what I am expected to do.") received a 90.5% positive response and a mean of 4.27 (out of 5.00), and item #14 ("I understand how my job contributes to the general mission of the district.") received 85.5% agreement with a mean of 4.21.

### **Actionable Improvement Plans**

Starting in 2015-16, the Institutional Planning Committee will review annually the College Governance Agreement and revise it as needed to ensure currency.

**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.**

### **Descriptive Summary**

At Folsom Lake College (FLC), the roles of faculty members and administrators in institutional governance and the mechanisms and organizations for student and staff participation are defined in College and District documents. The College Governance Agreement (Ref. IV. 03) guarantees each constituency the right to participate in FLC governance processes, in

which most policy, planning, and budget proposals are addressed and recommended. The CGA lists the participatory governance committees and subcommittees and their objectives, purpose, responsibilities, and membership. The membership section specifies the number and distribution of faculty, classified, student, and administrative members, ensuring that those committees overseeing academic and professional matters are faculty weighted. The CGA document also specifies the various leadership structures of the participatory governance committees, including a faculty chair with an administrative liaison, faculty and administrative co-chairs, faculty and classified co-chairs, or faculty/classified/ administrative tri-chairs. This document was supported and signed by the College president, the Academic Senate president, the Classified Senate president, and the Associated Students president. The document also describes the Coordinating Council, a group that must be convened for changes to be made to any aspect of the CGA document, including any changes to existing committees or the creation of a new committee or standing subcommittee. The Coordinating Council has eight members, two from each constituency, a distribution providing each constituency an equal opportunity to participate in decision making regarding changes to FLC's participatory governance structure.

For matters primarily academic or professional, the Collegial Consultation Agreement (Ref. IV. 11) describes the collegial consultation process between the Academic Senate and the College president. When making decisions on academic and professional matters, the College president will normally accept the recommendations of the Academic Senate. To ensure appropriate communication and ongoing dialogue, the College president and Academic Senate president meet monthly to discuss FLC issues and timelines in which to address those issues. Additional documentation concerning the roles of faculty members and administrators in institutional governance and the mechanisms and organizations for student and staff participation can be found in the board policies. Some of the more significant policies and regulations include:

- P-2311 (Ref. IV. 13) Student Body Associations (2.1.1.1), in which the Board of Trustees recognizes the Student Senate of the student body association at each College as the representative body of the students to participate in the College's and/or District's participatory governance processes in accordance with Title 5, § 51023.7.
- P-3122 (Ref. IV. 14) 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.
- P-3411 (Ref. IV. 15) Participatory Governance (2.2): In its role as the final decision-making body in the District, the Los Rios Community College District Board of Trustees shall give reasonable and due consideration to the recommendations and positions developed by faculty, staff and students through the participatory governance process. The recommendations developed through the participatory governance process will normally be accepted, and if a recommendation is not accepted, the Board of Trustees or its designee shall promptly communicate its reasons in writing to the affected participatory governance body.

- R-8122 (Ref. IV. 16) Budget Planning (1.0): District Budget Committee: This regulation ensures the formation of a District Budget Committee that has broad representation from each constituency across the district.

Some participatory governance committees have handbooks that document the processes for bringing forward ideas and proposals to committees. These handbooks include the Budget and Facilities Planning Handbook (Ref. IV. 17) and the Curriculum Handbook (Ref. IV. 18).

### **Self Evaluation**

The roles of faculty members and administrators in institutional governance and the mechanisms and organizations for student and staff participation are well defined. The committees and processes described in the CGA and the Collegial Consultation Agreement documents, board policies and regulations, and committee handbooks are active and functional. Through these committees and processes, all constituencies, not just those of faculty members and administrators, are able to exercise a voice in the development and implementation of policies, planning, and budget processes. Results from the LRCCD Employee Perceptions Survey (Ref. IV. 12) conducted by the District in spring 2014 indicate that FLC employees generally agree (3.79 of 5) that they have opportunities to participate in the decision-making process.

### **Actionable Improvement Plans**

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.**

### **Descriptive Summary**

The responsibilities and authority of faculty members and academic administrators regarding student learning programs and services are defined in College and District documents. The Collegial Consultation Agreement (Ref. IV. 11) outlines the collegial consultation process involving the Academic Senate and the College president as pertains to academic and professional matters, as they are defined in Section 53200 of Title 5. Specifically, the 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 College president will normally accept the recommendations of the Academic Senate on academic and professional matters. In accordance with Title 5 (§53203), only in exceptional circumstances and for compelling reasons will the recommendations not be accepted. If the Academic Senate's recommendation on academic and professional matters is not accepted, the College president shall promptly communicate (within seven working days) the reasons in writing to the Academic Senate president.

### **Self Evaluation**

The Academic Senate and the College president, as well as the college-at-large, abide by the Collegial Consultation Agreement. Proposals regarding student learning programs and services are relayed to appropriate committees and personnel; committee chairs and/or the Academic Senate officers offer relevant recommendations regularly. Appropriate administrators are actively engaged in committee processes.

Folsom Lake College (FLC) faculty members and administrators are able to serve on all District committees so that FLC is properly represented and is able to contribute significantly to District processes, especially those processes related to student learning programs and services. Based on a rotation schedule with other District colleges, FLC faculty members also chair District committees. Over the past Accreditation cycle, FLC faculty members have served as chairs of both senate-led District committees (District Matriculation Committee and District Curriculum Committee). For the next academic year, FLC is scheduled to provide a faculty member to serve as the District Academic Senate president. FLC's Academic Senate executive committee regularly attends District Academic Senate meetings, and the College and District Academic Senate presidents regularly attend Board of Trustees meetings. The College and District Academic Senates are also represented on the Chancellor's Cabinet, which makes formal recommendations to the chancellor regarding proposed changes to board policies and regulations.

### **Actionable Improvement Plans**

None.

**Standard IV.A.3: Through established governance structures, processes, and practices, the governing board, administrators, faculty members, staff, and students work together for the good of the institution. These processes generate discussion of ideas and promote effective communication among the institution's constituencies.**

### **Descriptive Summary**

Folsom Lake College (FLC) and the District have established governance structures, processes, and practices through which the governing board, administrators, faculty members, staff, and students are able to work together for the good of the institution. The following board policies provide assurance that all the constituencies in the District are able to work together for the good of the District:

- P-2311 "Student Body Associations" (Ref. IV. 13)
- P-3122 "Student Trustee" (Ref. IV. 14)
- P-3123 "Student Trustee Rights and Responsibilities (Ref. IV. 19)
- P-3213 "Meeting Procedures" (Ref. IV. 20)
- P-3411 "Participatory Governance" (Ref. IV. 15)
- P-3412 "Academic Senate" (Ref. IV. 21)
- P-7141 "Curriculum Development" (Ref. IV. 22)
- P-8122 "Budget Planning" (Ref. IV. 23)

The District strategic plan (Ref. IV. 24) contains values statements (p. 41) that provide further assurance:

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.  
Financial Stability: Our continuing success is based on careful management of our resources.

As can be seen in these values, the District is committed to ensuring strong, effective participatory governance structures, promoting a blame-free environment, and nurturing positive relationships among the stakeholders in District decision-making. This focus is strongly evidenced by the commitment of the District to the principles of interest-based approach (IBA) as principles of conflict resolution (truthfulness, cooperation, effective communication, and consensus) that can be applied to more than just the collective bargaining processes. To ensure that all constituencies cooperate for the good of the institution, the District encourages all new employees to be trained in interest-based principles and supports advanced training for facilitators, refresher training, and other IBA-related forms of professional development. The District has also demonstrated a commitment to strong participatory decision making by including a focus on this topic in the organizational effectiveness section (p. 59) of the District strategic plan (Ref. IV. 24).

FLC’s commitment to this matter is reflected in the College Governance Agreement (CGA) (Ref. IV. 03): “The 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. Each individual’s perceptions, expertise, and contributions are valued.”

In addition to participatory governance, other structures and processes exist that constituencies use for working together for the good of the institution. These structures and processes include (but are not limited to) vision/mission review, College and District strategic planning, facilities planning, hiring committees, class scheduling, collective bargaining, department and area meetings, program review, annual department/unit plans, SLO analysis, and performance review.

FLC leadership continues to promote, to encourage, and to support College wide communication. The President's Forums (Ref. IV. 25), held every semester at each of the three College campuses (FLC-main, El Dorado Center [EDC], Rancho Cordova Center [RCC]), provide opportunities for all constituencies to gather informally to share ideas and perspectives, to address matters of importance, and to hear the latest news and developments about FLC. The College president also holds an open forum during the week that precedes the start of each semester. Additional communication is provided through campus publications. These include In Touch (Ref. IV. 26), a monthly electronic newsletter prepared by the campus public information officer; RCC Outlook (Ref. IV. 27) and EDC Foothill Flyer (Ref. IV. 28), electronic newsletters featuring news and events at each center; The Falcon Report (Ref. IV. 29), a once a semester publication providing FLC updates and messages from all constituent leaders; and Bird's Eye View (Ref. IV. 30), a monthly letter from the College president covering issues facing FLC and higher education in general. Each participatory governance committee has a page on the Insider (Ref. IV. 31) with information about the committee's objectives, purpose, responsibilities, and membership, as well as links to meeting agendas and minutes.

### **Self Evaluation**

College and District governance structures, processes, and practices are robust and well-documented, and they generate discussion of ideas and promote effective communication among District and College constituencies. All constituencies are well-informed of their roles through the CGA document (Ref. IV. 03) and board policies and regulations, and all are able to participate through membership on College and District participatory governance committees.

The Insider provides a near-comprehensive repository of information to inform decision making and to offer access to FLC planning documents. However, the organizational structure of the site had until recently become increasingly difficult to navigate, which prompted FLC to revise the site during the 2014-15 academic year.

Both FLC and the District must continue to work on improving communication, as evidenced by the District's spring 2014 LRCCD Employee Perceptions Survey results (Ref. IV. 12) . The responses to item #17 ("Information is communicated quickly up, down and across the organization") were difficult to interpret. The overall mean was 2.89 with 36% of respondents answering "strongly agree" or "agree" and 35% answering "disagree" or "strongly disagree." This even split is somewhat difficult to interpret since the item is unclear as to whether perceptions relate to campus-level communications or to District level communications. Likewise, item #20 ("There is adequate coordination across divisions, department and the

district”) received 24.4% responding favorably and 42.2% responding negatively. Clearly, some disconnect exists. Further surveys may need to be conducted to determine if employees perceive the communication disconnect stemming from campus practices or from District practices.

Responses to item #6 on the District’s Employee Perceptions Survey (“I understand what I am expected to do”) were overwhelmingly favorable. 90.5% of respondents feel that they know what is expected of them. Additionally, 85.5% of respondents indicated for item #14 that they “understand how my job contributes to the general mission of the college.”

### **Actionable Improvement Plans**

Starting in 2015-16, the College research office will administer an annual survey to College personnel to improve communication practices across district, college, department, and work unit boundaries.

**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.**

### **Descriptive Summary**

Folsom Lake College (FLC) strives to promote and to demonstrate honesty and integrity in its relationships with external agencies, including the Commission. Since the previous Accreditation team visit, FLC has submitted to the Commission timely Annual Reports, Substantive Change Reports (Ref. IV. 32), a Follow-Up Report (Ref. IV. 33), a Midterm Report (Ref. IV. 34), and institution-set standards. FLC communicates with appropriate local, state, and federal agencies and complies with US Department of Education regulations as well as with external agency policies and guidelines. FLC ensures that it meets all Accreditation and certification requirements for applicable career technical programs. At the District level, the chancellor and his staff communicate regularly with the external agencies that fund or regulate the District. The chancellor and his staff communicate regularly with the Commission about important changes in the District (such as changes in the College presidency) and the status of the District’s educational centers.

FLC has a designated Accreditation liaison officer in charge of communicating with the Commission to ensure that FLC complies with Accreditation Standards, Policies, and guidelines. FLC provides reassign time for a faculty Accreditation chair, faculty Accreditation writer, and faculty document coordinator. The Accreditation Steering Subcommittee (of the Institutional Planning Committee) meets monthly to review and to address visiting team recommendations and FLC’s strategic and operational planning items. The 2009 visiting team Recommendations were successfully addressed as evidenced by acceptance letters for the Follow-Up Report (Ref. IV. 33) and Midterm Report (Ref. IV. 34). All Accreditation reports and Commission acceptance letters are posted on the College website with one-click access.

### **Self Evaluation**

The College, the District, and the Board of Trustees respect and appreciate the Commission's Recommendations and address them promptly. FLC has effective processes and responsible individuals in place to ensure compliance with Standards established by the Commission and by local, state, and national agencies. FLC's Accreditation Steering Subcommittee meets monthly throughout the six-year Accreditation cycle to monitor progress made on Commission Recommendations and to ensure that they are addressed promptly.

### **Actionable Improvement Plans**

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.**

### **Descriptive Summary**

Folsom Lake College's (FLC's) College Governance Agreement (CGA) (Ref. IV. 03) describes FLC's participatory governance structure, and the Collegial Consultation Agreement (Ref. IV. 11) describes decision making processes involving the College president and the Academic Senate in regards to academic and professional matters. The process for reviewing the CGA is described in the document's "Coordinating Council" section (p. 5). Changes to the participatory governance portion of the document can be made only by the Coordinating Council, which consists of eight members, two from each constituency, an arrangement providing each constituency with an equal opportunity to participate in decision making regarding changes to the document.

Informal evaluation of College decision-making structures occurs during routine meetings between FLC constituency leaders and various administrators throughout the year. When institutional governance and decision-making processes and outcomes need updating, the matter is referred to the Institutional Planning Committee (IPC) to formalize the evaluation process. If a matter is academic and professional, IPC directs it to the Academic Senate. Otherwise, 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. Such proposals are directed to IPC for consideration, and then IPC's recommendation is forwarded to the College president for final approval and subsequent adoption. Examples of College decision-making structures that have been evaluated and improved through this College wide evaluation process over this past Accreditation cycle include:

- Development of the Technology and Distance Education Plan;
- Development and oversight of strategic plan gap closing measures;
- Substantial revision of the educational master plan (EMP) process and its subsequent replacement with the annual department/unit plan (ADP/AUP) process;
- Realignment of due dates of planning items to ensure integrated planning;

- Review and determination of the institution set standards;
- Revision of the College mission and vision statements to incorporate FLC’s institution student learning outcomes (ISLOs);
- Planning of Accreditation structure;
- Revision of the Enrollment Management Plan;
- Development of College Master Plan Review process.

When proposed changes to decision-making structures and processes are addressed, the process involves affected departments, committees, and constituency groups; results are reported at IPC meetings and recorded in minutes. Since IPC’s membership includes leadership from all constituencies and participatory governance chairs, evaluation activities and results are easily communicated within the campus community. 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 and Associated Students have, in accordance with their bylaws, recently reviewed their constitutions and/or bylaws, documents describing internal decision-making structures and processes. The constitutions and bylaws for all three groups are posted on the Insider.

Review processes are set for administrators and other personnel with decision-making authority. The review of District administrators, including the chancellor, is outlined in board policies P-9141 (Ref. IV. 35) and P-9142 (Ref. IV. 36) and is structured so that members of all constituency groups have opportunities to offer feedback.

### **Self Evaluation**

The College Participatory Governance and Collegial Consultation (CPGCC) document (Ref. IV. 10) that preceded the current CGA (Ref. IV. 03) and Collegial Consultation Agreement (Ref. IV. 11) documents was reviewed and revised on three occasions since the 2009 Accreditation team visit. Revisions included the addition of the Multicultural and Diversity Committee, the Student Learning Outcomes Committee, the Basic Skills Initiative Steering Subcommittee as a standing subcommittee of IPC, and a CPGCC structure chart illustrating how all of the PG committees coordinate to initiate and to handle change. In accordance with FLC’s 2009 self-identified planning items, the CPGCC document was updated to include the objective, purpose, responsibility, and membership of all of the PG committees and standing subcommittees. In spring 2015, the document was replaced with two separate documents, one that describes FLC’s participatory governance processes (CGA) and one that describes the Collegial Consultation Agreement between the College president and the Academic Senate.

### **Actionable Improvement Plans**

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.**

**Standard 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.**

### **Descriptive Summary**

The Los Rios Community College District (LRCCD) board policies and regulations outline the role and responsibilities of the governing board in section P-3000 “Board of Trustees” (Ref. IV. 37). Per board policy P-3132 “Representation and Terms of Office” (Ref. IV. 38), the board includes seven elected members, each representing one of the District’s seven service areas. Each trustee is elected to a four-year term by registered voters residing within the service area. The terms of office are staggered with elections for trustees in areas one, two, and six held one year and elections for trustees in areas three, four, five, and seven held two years later. The boundaries for trustee areas are adjusted as needed to maintain an approximately equal population following each decennial federal census in accordance with California Education Code, Section 5019.5 (Ref. IV. 39). The Board of Trustees includes a non-voting student trustee who holds a one year term.

Board policy P-3112 “Supervision and Control” (Ref. IV. 40) describes what the trustee responsibilities are and how the board exercises its role of leadership for the District:

The Los Rios Community College [District] 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].

Trustees are expected to represent the interests of their individual service areas. However, board policy P-3113 “Attributes and Conduct” (Ref. IV. 41) 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 also states that trustees 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 of Trustees member.

Trustees must abide by the District’s conflict of interest code, as described in board policy P-8611 “Conflict of Interest Code” (Ref. IV. 42).

### **Self Evaluation**

The District is divided into seven service areas, with voters residing in each area electing a trustee to represent that service area. At their 17 August 2011 meeting (Ref. IV. 43), the Board of Trustees approved revised trustee area boundaries following the 2010 decennial federal census so that each of the seven areas comprises one seventh of the District’s total population. The service area approach to board representation helps to ensure board diversity and appropriate representation of public interest. The District has policies and processes that address and manage conflicts of interest involving trustees and other designated employees. Each trustee signs a Conflict of Interest Form 700 annually; forms are on file at the District Office. As needed, trustees will recuse themselves from board meeting discussions to avoid conflict of interest, with recusals documented in board minutes. While representing constituents in their respective service areas, trustees are generally cognizant of their responsibility to represent the interests of all colleges and all students in the District.

**Actionable Improvement Plans**

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.**

**Descriptive Summary**

Los Rios Community College District board policies and regulations describe governing board expectations for quality, integrity and improvement of student learning programs and services. Board policy P-3112 “Supervision and Control” (Ref. IV. 40) describes what the trustee responsibilities are and how the board exercises its leadership. Board policy P-3112 also lists trustee responsibilities: Leadership, Adoption of Policies, Evaluation, and Maintaining Relationships. The following responsibilities are included under the headings “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.

**Self Evaluation**

The Board of Trustees oversees the formulation of policies, institutional goals and strategies, 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. 44) and the District’s strategic plan (Ref. IV. 24), 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 periodically receives reports regarding student success and by way of these reports is informed of the institution-set standards and analysis of results for improvement of student achievement and learning. The board also receives annual trendline

data (Ref. IV. 45) on student enrollments and student success as well as state Scorecard presentations (Ref. IV. 46) at its October retreat.

**Actionable Improvement Plans**

None.

**Standard IV.B.1.c: The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.**

**Descriptive Summary**

As indicated in the Los Rios Community College District board policies and regulations and in compliance with California Education Code Section 70902 (Ref. IV. 47), the governing board has ultimate responsibility for educational quality, legal matters, and financial integrity. Board policy P-3112 “Supervision and Control” (Ref. IV. 40) states that the 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 Los Rios Community College District.” The board’s responsibility is implied in board policy P-8315 “Authorization of Signatures” section 1.3 (Ref. IV. 48), 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.” Board policy P-8315 also lists 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.

The board’s ultimate responsibility is also implied in board policy P-8321 “Contracts and Contract Procedures” (Ref. IV. 49), which states in section 1.1 that the “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.”

**Self Evaluation**

The Board of Trustees' ultimate responsibility is clearly stated in the board policies. The board actively exercises oversight and control of the District and its operations. The board's decisions are final and subject only to local, state, and federal law.

**Actionable Improvement Plans**

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.**

**Descriptive Summary**

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 series policies (Ref. IV. 37), 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 Participatory Governance).

**Self Evaluation**

Board policies regarding the board's size, duties, responsibilities, structure, and operating procedures are published and publicly accessible. As indicated on the District's general counsel webpage (Ref. IV. 50), policies and regulations are periodically updated to clarify or to change procedures and to stay in compliance with new or revised California and federal law. The District reviews its policies and regulations regularly to ensure they are appropriately updated.

**Actionable Improvement Plans**

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.**

**Descriptive Summary**

The Board of Trustees acts in a manner consistent with its policies and regulations, which are updated regularly on an as needed basis to address changes in law and policy and are reviewed regularly as a whole. The process is addressed in board policy P-3112, section 2.2 (Ref. IV. 40) and is described further on the general counsel webpage:

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 its Policies and Regulations regularly 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 participatory governance process. Quarterly, the Board of Trustees and other constituents are advised as to what Policies and Regulations are under review, are in the process of revision, or have recently been revised. Typically, the General Counsel brings the proposed changes to the monthly meetings of the VPAs, VPIs and VPSSs for review, approval and/or revision. Where Policies or Regulations affect matters within the purview of the Academic Senate and/or students, they are vetted with the Academic Senate and/or the Student Advisory Council. 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 webpage also includes a list of recently amended policies and regulations dating back to winter 2007.

### **Self Evaluation**

Board meeting minutes (Ref. IV. 51) indicate that the Board of Trustees' actions and practices are consistent with board policies. The District follows a process that involves reviewing all board policies on a regular basis. Evidence on the District's general counsel webpage indicates that additional reviews and updates take place as required by board policy.

### **Actionable Improvement Plans**

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.**

### **Descriptive Summary**

As evidenced by board policy and regulations, the Board of Trustees has a program for board development and new trustee orientation. Board policy P-3113 "Attributes and Conduct" (Ref. IV. 41) addresses the District's program for board development and new trustee orientation as follows:

- 1.7 The Board of Trustees shall maintain an effective program for new member orientation and ongoing Board of Trustees member development.
- 1.7.1 The Board of Trustees President and the Chancellor shall conduct an orientation session for all new Board of Trustees members.

- 1.7.2 New Board of Trustees members shall be encouraged to attend the new Board of Trustees member orientation programs of the California Community College Trustees Association and the Association of Community College Trustees.
- 1.7.3 Board of Trustees members shall be encouraged to participate in professional activities designed for community college trustees.

Board policy P-3113 also states that trustees must possess a “willingness to devote the necessary time to become an effective Board of Trustees member.”

As part of their orientation, newly elected trustees meet with District officials, including the chancellor, vice chancellors, general counsel, and college presidents; at this orientation, new trustees are introduced to the policies and procedures of the District. New trustees also tour the four college campuses (and other District facilities, such as educational centers and outreach centers, facilities offices) and are encouraged to attend the California Community College Trustees Association and the American Association of Community Colleges orientation programs for new trustees. 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, general counsel, and college presidents. An orientation manual for new trustees was created in spring 2015. The District maintains a separate orientation manual for student trustees (Ref. IV. 52).

Board policy P-3112 “Supervision and Control” (Ref. IV. 40) states in section 2.1.5 that trustees will “be informed about and involved in the Accreditation process.” The Board of Trustees holds two annual retreats in October (Ref. IV. 53) and March (Ref. IV. 54) during which the chancellor, District executive staff, and the college presidents discuss Accreditation requirements, mandates, and protocols and also provide Accreditation updates. Several trustees have completed the ACCJC Accreditation 101 workshop. On 10 September 2014, the board met with Standard IV workgroup members from all four colleges to discuss board involvement in District and Accreditation processes (Ref. IV. 55). At a special meeting (Ref. IV. 56) on 19 November 2014, the District held an Accreditation study session for the board. Several trustees have participated on Accreditation campus visitation teams.

Board policy P-3132 “Representation and Terms of Office” (Ref. IV. 38) addresses the matter of staggered elections. The board includes seven trustees elected by the voters within their service areas and one student trustee elected by students District wide. Trustees serve four-year terms, which are staggered so that three trustees are required to run for re-election one year followed by the other four trustees two years later. The student trustee serves a one-year term.

### **Self Evaluation**

The District’s program for board development and new trustee orientation is documented in board policy. Accreditation requirements and processes are included in new trustee orientations and are regularly discussed at board meetings and retreats. The District has a written policy mandating staggered trustee elections to provide for ongoing board membership.

**Actionable Improvement Plans**

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.**

**Descriptive Summary**

Board policy P-3112 (Ref. IV. 40) describes the Board of Trustee’s self-evaluation process for assessing board performance:

- 2.3.4.1 The Board of Trustees shall 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 shall review achievements related to goals annually and progress towards those goals at midyear.
- 2.3.4.3 The Board of Trustees shall informally discuss their performance as a Board annually.

Each year the board, working with the chancellor, develops its goals for the coming year based on the District strategic plan and any new state or federal mandates and prepares a report on its accomplishments of the previous year. The board also completes a self-evaluation instrument (Ref. IV. 57) at its October retreat, after which the results are tabulated and later reviewed and discussed by the board at its March retreat. This process is repeated annually.

**Self Evaluation**

The District’s policies and regulations call for regular self-evaluation of the board. The board evaluates its performance regularly, as evidenced by board minutes (Ref. IV. 51).

**Actionable Improvement Plans**

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.**

**Descriptive Summary**

As evidenced by board policies and regulations, the Board of Trustees has a code of ethics as well as a clearly defined policy for dealing with behavior that violates its code. Board policy P-3114 (Ref. IV. 58) describes the Board of Trustee statement of ethics:

- 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 of Trustees and all District employees.

- 1.2 Each member of the Board of Trustees shall:
  - 1.2.1 Keep access and quality education for all students as primary concern;
  - 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 of Trustees represents;
  - 1.2.4 Take action only as a full Board of Trustees, 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 of Trustees responsibilities;
  - 1.2.8 Work through the Chancellor or the Board of Trustees 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.

In accordance with the 2010 Evaluation Report Recommendation 6 (Ref. IV. 59), Board policy P-3114 (Ref. IV. 58) was updated to address how violations of the Board of Trustees' statement of ethics and/or conflict of interest code will be addressed. The new section, approved at the 15 December 2010 board meeting (Ref. IV. 60), states:

#### 2.0 Violations

Violations of the Board of Trustees' Statement of Ethics and/or the Board of Trustees' Conflict of Interest Code shall be addressed by the Board of Trustees President, who shall first informally discuss the violation with the Trustee to seek to reach a resolution. If resolution is not achieved and further action is deemed necessary, the Board of Trustees President may appoint an ad hoc committee of the Board to examine the matter and recommend further course of action to the Board of Trustees. Sanctions may be proposed by the committee and may include a recommendation to the Board of Trustees to publicly or privately Reprimand or Censure the Trustee, and to require the repayment of District funds improperly expended. If the President of the Board is reported to have committed a violation, the Vice President of the Board of Trustees is authorized to pursue resolution under this section.

Additional ethics-related policy can be found in board policy P-8611 "Conflict of Interest Code" (Ref. IV. 42), which states that trustees must file a "Statement of Economic Interest" form with the District's general counsel office for any of the five disclosure categories listed in the policy.

The Board of Trustees is also 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) (Ref. IV. 61) the sanctions available when standards of conduct are violated.

### **Self Evaluation**

Board policy P-3114 (Ref. IV. 58) provides an overall statement of ethics and describes 12 elements to which trustees will adhere in performing the duties of his or her office. The policy includes a stated process for addressing trustee behavior that violates the board's ethics policy. No code of ethics violations have occurred in recent years. 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.

### **Actionable Improvement Plans**

None.

### **Standard IV.B.1.i: The governing board is informed about and involved in the accreditation process.**

#### **Descriptive Summary**

Los Rios Community College District board policies and regulations address how the Board of Trustees stays informed about and involved in the Accreditation process. Board policy P-3112 "Supervision and Control" (Ref. IV. 40) states in section 2.1.5 that trustees will "be informed about and involved in the accreditation process." The board receives regular updates about the Accreditation process, including agenda items on Accreditation at its two annual retreats in March and October. Immediately before the 10 September 2014 board meeting (Ref. IV. 55), trustees met with representatives of the four colleges' Standard IV workgroups to assist the colleges in preparing their responses relative to this Standard. A board workshop was held at a 19 November 2014 special meeting (Ref. IV. 56) to discuss Accreditation and the board's role in supporting College and District Accreditation activities. At the 13 May 2015 board meeting (Ref. IV. 62), prior to issuing its approval, the board heard reports from the Accreditation chairs from all four colleges regarding the process by which the Self Evaluation Reports were developed. In addition, the board reviews and acts on all Accreditation Substantive Change Requests, Midterm Reports, and Self Evaluation drafts.

#### **Self Evaluation**

As indicated above, the board actively participates in institutional self evaluation and planning efforts. The board reviews and approves college reports due to the Commission and is informed and made aware of Commission Recommendations to each of the four colleges. The board receives periodic training on 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.

#### **Actionable Improvement Plans**

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.**

**Descriptive Summary**

The chancellor serves as the chief administrator of the District. Board policy addresses issues regarding the chancellor related to recruitment, the hiring process, evaluation, and authority. Board policy P-4111 (Ref. IV. 63) addresses the recruitment and hiring process for the chancellor:

- 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.

Board policy P-9142 (Ref. IV. 36) addresses the evaluation of the chancellor:

- 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.

Board Policy P-4111 (Ref. IV. 63) also addresses the chancellor's authority:

- 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 [...].

The board policies and regulations also address the selection and evaluation of college presidents. Per board policy P-4111 (Ref. IV. 63), college presidents are described as “District officers.” Board policy P-9121 (Ref. IV. 64) and P-9122 (Ref. IV. 65) and board regulation R-9121 (Ref. IV. 66) and R-9122 (Ref. IV. 67) describe the process for the recruitment and the initial selection of District officers.

The evaluation of college presidents is addressed in board policy P-9142 “Performance Evaluation Chancellor and Presidents” (Ref. IV. 36):

- 2.1 The Chancellor shall review the College President’s performance annually in conjunction with the review identified in Board Policy 3112. Additional evaluations during the year may occur as the Chancellor desires and pursuant to the College President’s contract.
- 2.2 Performance shall be based on achievement of the College President’s established goals for the year with reference to the evaluation policy contained in District Policy 9141.
- 2.3 The Chancellor shall accept input on the College President’s performance from any College or District constituency.

### **Self Evaluation**

The current chancellor was hired in 2013 in accordance with board policy and the Timeline for Process to Select Los Rios Chancellor document (Ref. IV. 68). The ongoing Board evaluation of the chancellor is conducted at three points each year. At their October and March retreats, the board discusses the chancellor’s performance in respect to the Annual Desired Outcomes of the Board of Trustees and Chancellor document (Ref. IV. 69). The board also conducts a formal evaluation of the chancellor in closed session at its regular business meeting in late October. The formal evaluation is based on three parts including: an evaluation instrument (Ref. IV. 70) completed by members of the board, constituent group leaders, and community leaders; the chancellor’s self evaluation; and a review of the annual desired outcomes. While the contents of the evaluation are confidential, copies of the desired outcomes document and evaluation instruments are available at the District’s human resource office.

The current president of Folsom Lake College was hired in 2012 in accordance with board policy and the College President Folsom Lake College Search Timeline document (Ref. IV. 71). The chancellor has reviewed the College president’s performance annually at two intervals, with reviews conducted in February and September. During these sessions, the chancellor and College president review FLC’s progress toward previously agreed-upon desired outcomes (Ref. IV. 72). The chancellor discusses his evaluations of the College presidents with the Board of Trustees at their October retreat, and then in December the chancellor issues a memorandum that confirms completion of the evaluation process. While

contents of the evaluation are confidential, a copy of the Desired Outcomes document is available in the chancellor's office for review.

### **Actionable Improvement Plans**

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.**

### **Descriptive Summary**

The Folsom Lake College (FLC) president plans, oversees, and evaluates an administrative structure in accordance with board policy P-2411 (section 1.2) (Ref. IV. 73), which states that the "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 chancellor and consistent with the policies of the Board of Trustees."

The College president oversees an administrative structure (Ref. IV. 74) that includes four major divisions (president's services, administrative services, student services, and instructional services), each of which is supervised by a College vice-president. The College president meets weekly with the vice presidents, twice each month with instruction and student services deans, and three times each semester with all College administrators and supervisors to promote communication, coordination, and accountability. The College president regularly evaluates those individuals who report directly to her as required by District policy. Vice presidents conduct similar evaluations of administrators who report directly to them. Administrators are hired in accordance with a rigorous hiring process described in board policy P-9122 (Ref. IV. 65) and are regularly evaluated by the College president or a designee (reporting supervisor) as described in board regulation R-9141 (Ref. IV. 75).

### **Self Evaluation**

The current College president was hired in July 2012. Both she and the former College president have acted to execute FLC's mission and vision and to ensure that FLC is adequately staffed with highly qualified administrators, directors, and supervisors to reflect the institution's purposes, size, and complexity. Since the 2009 Accreditation team visit, FLC has hired nine new administrators: dean of planning and research/visual and performing arts (2011), vice president of instruction (2011 and 2014), College president (2012), vice president of student services (2013), dean of student success (2014), dean of career technical education/kinesiology/health and athletics (2014), dean of student services (new position in 2015), and dean of planning and research (new positions in 2015).

### **Actionable Improvement Plans**

None.

**Standard IV.B.2.b: The president guides institutional improvement of the teaching and learning environment by the following:**

- 1. establishing a collegial process that sets values, goals, and priorities;**
- 2. ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;**
- 3. ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and**
- 4. establishing procedures to evaluate overall institutional planning and implementation efforts.**

### **Descriptive Summary**

The Folsom Lake College (FLC) president guides the institutional improvement of the teaching and learning environment through several College processes that set values, goals, and priorities. The College president plays a significant role in the strategic planning process. The most recent version of FLC's strategic plan (Ref. IV. 02) was developed in 2010-11. The strategic plan exists on a three year cycle with a yearly review of planning items by the Institutional Planning Committee (IPC). Each year, planning items are delegated to appropriate committees and gap-closing actions are monitored. In addition, IPC reviews progress on gap-closing actions each spring as part of a routine review of the plan.

The College research office is organizationally situated (Ref. IV. 74) within the president's services division, which enables the College president to ensure that evaluation and planning rely on and are informed by high quality research and analysis. At the College president's direction (and under the direct supervision of the planning and research dean), the research office provides research and analysis in support of the assessment and evaluation of student learning outcomes and all other FLC planning functions related to teaching and learning effectiveness. The research office produces an annual Key Performance Indicators (KPIs) report (Ref. IV. 05) which provides data and analysis pertaining to total enrollment and demographics, feeder high school enrollment, basic skills assessment results and course demographics, course success and retention rates, student persistence data, degrees and certificates awarded, transfer rates, and information about course completion and progression. The College research office also works with the District research office (District IR) to provide internal and external scans reports. District IR provides data for FLC's Desired Outcomes document (Ref. IV. 72), which the chancellor uses in his evaluation of the College president's performance.

To ensure that educational planning is integrated with resource planning and distribution, the College research office and IPC, at the College president's direction, have over the past two years evaluated and significantly revised FLC's planning cycle so that SLO assessment results more effectively inform the annual allocation of College resources and the creation of annual College goals and objectives. Input from a wide variety of campus participatory governance

committees and ad hoc groups were solicited as part of the revision process. Additionally, templates for both the ADP/AUP and the program review documents have been streamlined and automated to make the planning process easier to complete by departments and units and the outcomes easier to access by the FLC community. The planning process and the associated calendar are now identified for instruction (Ref. IV. 76), student services (Ref. IV. 77), and president's and administrative services (Ref. IV. 78). The planning, evaluation, and resource allocation cycle and associated processes are continually under review by all users; feedback about the efficacy of the process is sought each time a planning document is completed.

The College president conveys the importance of using data to inform decisions and of focusing on student learning at various forums and events, including convocation, commencement, campus dialogues held each semester at each of the three College sites, and in other meetings open to the FLC community. The College president also uses digital publications – In Touch (Ref. IV. 26), the Falcon Report (Ref. IV. 29), and Bird's Eye View (Ref. IV. 30) – to update the FLC community on a wide range of topics, including planning and resource allocation. All planning documents and reports are posted for easy access on the Insider. Resources (principally staff time) continue to be allocated to revamp, to revise, and to update the Insider so that it serves as the repository of the latest versions of the relevant documents.

### **Self Evaluation**

The College president has guided institutional improvement of the teaching and learning environment through the application of FLC's strategic plan and through the evaluation and subsequent revision of the annual planning processes now used in instructional services, student services, administrative services, and president's services. The strategic plan and the current planning and resource allocation process were developed through College wide, collegial, and consultative processes. IPC oversees planning processes to ensure plans are successfully applied. Recent revisions of the annual planning cycle were made specifically to coordinate planning outcomes, resource allocation, and goal setting for each subsequent year. The net effect is an integrated approach to planning and resource allocation that helps FLC to attain and to revise its annual and longer-term goals and objectives. The College president has demonstrated a commitment to high quality research for the purpose of informed College planning and resource allocation, by inaugurating the position of dean of planning and research at FLC and by continuing to provide resources and support for the College research office. Communication of FLC and District progress toward reaching strategic goals occurs through the Insider and through direct communication with FLC stakeholders (in person, through email, and through digital newsletters and publications). The College president also holds regular meetings with the academic and Classified Senate leadership.

### **Actionable Improvement Plans**

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.**

**Descriptive Summary**

Los Rios Community College District board policy P-2411 (Ref. IV. 73), section 1.2, mandates that college presidents supervise the operation of colleges in accordance with the directives from the chancellor and the policies of the Board of Trustees. Recommended policy revisions are approved by the board while regulation revisions are recommended by the Chancellor's Cabinet to the chancellor for approval. The College president's role in upholding and implementing board policy is stated directly in several board policies, including:

- P-1313 (Ref. IV. 79) "Solicitation, Advertising, and Business Activities"
- P-2411 (Ref. IV. 73) "Student Rights and Responsibilities"
- P-2424 (Ref. IV. 80) and P-6161 (Ref. IV. 81) "Sexual Harassment"
- P-2442 (Ref. IV. 82) "Due Process"
- P-2441 (Ref. IV. 83) "Standards of Conduct"
- P-5111 (Ref. IV. 84) "Intent and Accountability for Equal Opportunity"

To stay abreast of statutes, regulations, and governing board policies, the College president attends the chancellor's executive staff meetings every week, the Chancellor's Cabinet meetings every month, and the District's general counsel meetings every semester, all of which provide critical information on pending or evolving policies and regulations. Through publications, conferences, and digital publications, the College president maintains regular contact with the California Community Colleges Chancellor's Office and is actively involved with statewide college CEO organizations, providing access to and updates on emerging policy issues that could potentially impact the College.

The College president expects that all administrators on campus conduct their operations in a manner consistent with statutes, regulations, and board policies. The vice presidents and area deans are delegated responsibility for ensuring that institutional practices in their assigned areas are consistent with current statutes, regulations, and board policies. Vice presidents are responsible for reviewing and approving annual department/unit plans, which must be aligned with District policies and regulations and with FLC's mission and strategic plans.

**Self Evaluation**

The College president holds weekly administration meetings with executive staff to allow College practices and policies to be discussed. At these meetings, the College president frequently provides updates from the Board of Trustees and the Chancellor's Cabinet, informing managers of any issues related to board policies and regulations and/or of directives of the chancellor. The managers also use these meetings as opportunities to discuss issues with the College president, to make recommendations, and to determine implementation strategies. In turn, College deans hold meetings in which policies and regulations are relayed to and discussed further with department chairs, department faculty members, and participatory

governance committee members. This system of oversight ensures that institutional practices are consistent with statutes, regulations, and policies.

### **Actionable Improvement Plans**

None.

### **Standard IV.B.2.d: The president effectively controls budget and expenditures.**

#### **Descriptive Summary**

The Folsom Lake College (FLC) president is responsible for ensuring that FLC is financially secure and that FLC's mission and strategic goals are supported. The College president supervises the vice president of administration (VPA), who serves as the chief business officer of FLC. In collaboration with the other members of the executive team (the vice presidents of instruction and student services), the College president and VPA continually assess FLC's budget priorities, with various College planning documents (e.g., annual goals, strategic plan, annual department/unit plans, and program reviews) guiding that assessment. Communication at the executive level is continuous concerning ongoing and emerging fiscal issues associated with administrators' respective areas of oversight.

FLC's budget process is developed and modified through the College's participatory governance process and is ultimately approved by the College president. At the direction of the College president, the VPA serves as the administrative co-chair of the Budget and Facilities Planning Committee (BFPC) and as the College president's designee to the District Budget Committee. As indicated in the Budget and Facilities Planning Handbook (Ref. IV. 17), BFPC serves as a recommending authority on budget allocation matters to the College president, with final authority resting with the College president.

#### **Self Evaluation**

The College president assumes ultimate accountability for the budget decisions made on behalf of FLC, while delegating direct oversight of certain fiscal matters to the VPA. The College president endorses the roles and responsibilities of the District and College budget committees through FLC's approved budget process. The College president works in collaboration with executive personnel, especially the VPA, to ensure the effective monitoring of FLC's budget. The approved budget process developed (and modified over time) through FLC's governance process is embraced by all FLC constituent groups and work units. While the budgeting process may not be well understood by all of the FLC community, the budget process is transparent and accessible to its frequent users, to BFPC members, to representatives of the various campus constituent groups, and to any other member of the FLC community with an interest in budget matters. Reports can be generated easily by FLC personnel documenting revenues, expenses, and budget projections. The College, like the District, is consistently managed in a fiscally responsible manner, maintaining sufficient cash flow to support teaching and learning, to promote stability, and to enhance operational processes strategically. FLC also maintains emergency reserves that can be deployed as unforeseen needs arise.

**Actionable Improvement Plans**

None.

**Standard IV.B.2.e: The president works and communicates effectively with the communities served by the institution.**

**Descriptive Summary**

Folsom Lake College's (FLC's) president works and communicates with a wide variety of community organizations throughout FLC's service area, including (but not limited to) three area Rotary organizations, the Rancho Cordova and Folsom Chambers of Commerce, the Rancho Cordova Community Council, and TedCorp, a local tourism and economic development organization. The College president attends many other local community meetings and events as the representative of the College and the District and often makes presentations on behalf of FLC. In 2013-14, the College president embarked on an annual speaking tour of community service clubs throughout FLC's service area to acquaint members with the current status of community colleges in general and with FLC in particular, to describe the programs offered FLC, to discuss community college funding in California, and to solicit questions and feedback from attendees. The College president has recently become active in efforts to decrease recidivism in California penal institutions and is assessing the development of a pilot program that would provide community college instruction on site at Mule Creek State Prison in Ione.

On campus, the College president hosts administrators of feeder high schools each semester at the Coffee Exchange to discuss emerging issues impacting K-14 education, to learn from fellow educators, and to describe and to discuss feeder high school student performance at FLC. The College president also hosts an annual state of the college breakfast for community leaders. The College president is an ex-officio member of the Folsom Lake College Foundation Board, which is comprised of community leaders and executives of local for-profit and non-profit entities. As part of her Foundation activities, the College president hosts an annual College and Harris Center reception for Foundation donors. The College president serves as an ex-officio member of the FLC Patrons Club, an organization that has been providing scholarships for FLC students for more than 40 years.

**Self Evaluation**

The College president is active within the communities served by FLC and spends a significant portion of her time off campus interacting with individuals and groups in FLC's service area. The College president continues to prioritize community service and interaction as a strategic objective; consequently, strong partnerships have increased over the years between FLC and local businesses, city and county agencies, and K-12 schools. FLC and its three locations have become ideal sites for hosting various events that contribute to community development and that showcase the attributes of the Highway 50 corridor (Folsom Leadership Academy, Leadership El Dorado, various sports events, community showcases). The Harris Center for the Arts has been an especially strong economic driver in Folsom and is recognized for the excellence of its programs.

The College president's involvement in local events and activities has maintained FLC's high profile in its service area. Rancho Cordova residents and officials are eagerly awaiting the opening of FLC's dedicated center building (projected for late 2015), which promises to enhance even more FLC's reputation as an important contributor to higher education in the area. The College president and other FLC representatives (administrators, faculty members, staff, and students) are continuously approached as resources for various community needs. The College president's leadership and her connections with local businesses, community leaders, and community organizations enable FLC to serve its community better.

### **Actionable Improvement Plans**

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.**

### **Descriptive Summary**

The Los Rios Community College District 2014 Function Map (Ref. IV. 85) delineates the operational responsibilities and functions of the District and its four colleges. The function map uses the Accreditation Standards and indicates whether primary responsibility for each Standard lies with the District or the colleges or is shared. The function map is reviewed and evaluated on a six-year cycle.

The District Accreditation Coordination Committee (comprised of the Accreditation faculty chairs and administrative liaisons from all four colleges and the District) reviewed, evaluated, and edited the draft function map in spring 2014 for submission to the Chancellor's Cabinet. The cabinet approved the function map at its 24 April 2014 meeting.

### **Self Evaluation**

The delineation of responsibilities as described in the function map is broadly accepted and contributes to effective and efficient College and District operations. The function map is posted on the District website and is referenced frequently during Accreditation planning; consequently, many District and College personnel are aware of the document and its delineations of responsibility. The delineation of District and College responsibilities is discussed and/or evaluated throughout the year at numerous District level participatory governance, senate, and workgroup meetings. These meetings, which usually involve participants from all four colleges and the District, ensure that the delineation of responsibilities is effective and followed.

**Actionable Improvement Plans**

None.

**Standard IV.B.3.b: The district/system provides effective services that support the colleges in their missions and functions.**

**Descriptive Summary**

As indicated in the Los Rios Community College District Function Map (Ref. IV. 85), the District is responsible or shares responsibility for various operations and functions that enable the colleges to fulfill their missions and functions. The District Office is organized into several support service units:

- Accounting Operations (Ref. IV. 86)
- Business Services (Ref. IV. 87)
- Chancellor’s Office and Education and Technology (Ref. IV. 88)
- Communications and Media Relations (Ref. IV. 89)
- Facilities Management (Ref. IV. 90)
- General Counsel (Ref. IV. 91)
- Human Resources (Ref. IV. 92)
- Information Technology (Ref. IV. 93)
- Institutional Research (Ref. IV. 94)
- Los Rios Foundation (Ref. IV. 95)
- Purchasing (Ref. IV. 96)
- Police Services (Ref. IV. 97)
- Student Support Services (Ref. IV. 98)
- Workforce and Economic Development (Ref. IV. 99)

Each unit completes an annual plan and undergoes program review every six years. The program review process is extensive; it includes analysis of program-relevant data and various relevant reports, as indicated in each of the program review documents.

District support services personnel also support the College by serving on the following District level committees:

- District Academic Calendar Committee
- District Budget Committee
- District Curriculum Coordinating Committee
- District Matriculation and Student Success Committee
- Education Technology Committee
- International Education Committee
- District Accreditation Coordinating Committee
- District Research Council
- District Safety Committee

### **Self Evaluation**

The District effectively supports the College in its mission and functions. The annual unit plans and program review documents completed by each District work unit assist in the development and maintenance of high quality services to support student learning and District and College operations. District and College personnel interact frequently, collaboratively, and effectively through District wide committees and work groups that involve discussions on implementing and improving District wide services.

### **Actionable Improvement Plans**

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.**

### **Descriptive Summary**

The Los Rios Community College District's process of distributing financial resources to the College is described in board policy and regulations P-8122 (Ref. IV. 23) and R-8122 (Ref. IV. 18), "Budget Planning." The process involves the District Budget Committee, the membership of which includes balanced representation from all four colleges and the District, a balance ensuring broad-based constituency input into District fiscal policies. As indicated in board regulation R-8122, the District Budget Committee's 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 2.1). Per board policy P-8122, committee recommendations serve as advisory to the chancellor. The District's annual budget and budget planning processes are documented extensively in the 2015-16 Tentative Budget (Ref. IV. 100).

As indicated in the Tentative Budget, the District uses a bucket compensation allocation model wherein 80% of new sources of revenue received annually are allocated to the various collective bargaining units based upon proportionate share. The remaining 20% is allocated to program development funds, a majority of which is allocated to the four colleges based upon four components: base funding, weekly student contact hours, facility square footage, and FTE. Thus, funding to the four colleges is data and formula driven. One of the routine functions of the District Budget Committee is to determine whether consideration of these components results involves an equitable distribution of funds among the colleges and to propose and to evaluate other models for distribution.

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. 101). To achieve equal ratios at the four colleges, the distribution process also involves consideration of the full-time to adjunct faculty FTEF ratio at each of the four colleges as documented in the Full Time Faculty Obligation report (Ref. IV. 102), which the District submits annually to the state.

The process of distributing new staff positions begins with prioritization at the colleges and District, after which the four colleges' vice presidents of administration and District managers meet to advocate for new positions. Several factors are 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 but is flexible, enabling the District to place new positions where they are most needed.

### **Self Evaluation**

The District has a long history of conservative financial management. The District has remained financially stable throughout the recent state budget crisis, maintaining a reserve that enabled it to avoid layoffs and to minimize reductions in course offerings. The District, in consultation with the District Budget Committee, works to ensure that distribution of financial resources is fair and sufficient to enable effective College operations. Allocation of funds to individual colleges entails consideration of enrollment, weekly student contact hours, and assignable square footage at the colleges, with the result being that funds are directed where they are most needed.

The District allocates new FTEF in accordance with its strategic plan (Ref. IV. 24), which includes as one of its goals the development of educational centers. In 2013-14 and 2014-15, the District allocated additional FTEF to Cosumnes River College for development of the Elk Grove Center. More recently, the District allocated an additional 5.000 FTE per semester in 2014-15 and an additional 14.000 FTE per semester in 2015-16 toward the development of FLC's Rancho Cordova Center (RCC).

The spring 2014 LRCCD Employee Perceptions Survey (Ref. IV. 12) includes the item "My department is adequately staffed to achieve our goals." This item received the second lowest score (2.48 of 5.0) from College respondents and the third lowest score (2.86) from respondents District wide. The District is emerging from a prolonged period of fiscal constraint imposed by the state's budget challenges, so unsurprising is the response as to whether existing staff resources are adequate to support the effective operation of the colleges. Though current funding is less than desired, the College is operationally effective. Additional funding is occasionally forthcoming, as evidenced by the College's increased FTE allotment to develop RCC. Additionally, in 2013-14, the District reallocated its program development fund (PDF) distribution among the four colleges to the benefit of FLC. In particular, supplemental funding was provided to the College for an additional custodian.

### **Actionable Improvement Plans**

None.

**Standard IV.B.3.d: The district/system effectively controls its expenditures.**

**Descriptive Summary**

The Los Rios Community College District's financial control mechanisms are described in board policy P-8122 "Budget Planning" (Ref. IV. 23) and in the District's 2015-16 Tentative Budget (Ref. IV. 100), which details the District's budget and its budgeting processes. Further information can be found in the College's Budget and Facilities Planning Handbook (Ref. IV. 17). Board policy P-8122 indicates that the "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." The District has two internal auditors and undergoes an external, independent audit annually.

The District's control of expenditures is overseen by the District Budget Committee. As described in board regulation R-8122 (Ref. IV. 16), the District Budget Committee meets regularly to review District wide budget processes and to make advisory recommendations to the chancellor. The committee's responsibilities include review of current, projected, or proposed state financing proposals, District budgetary practices and operational guidelines, budget allocation formulas, and state capital outlay funding criteria.

The District establishes annually a budget calendar in compliance with the California Code of Regulations, with the tentative budget being reviewed on or before July 1 and a final budget being adopted on or before September 15.

**Self Evaluation**

The District's annual independent audits since the previous Accreditation team visits indicate that the District follows standard good practice in fiscal management and that the District complies with applicable requirements. On the rare occasion that the District finds itself not to be in compliance, it acts expediently to correct the situation. The District always ends the fiscal year with a positive ending balance, a balance that helps the District to maintain an appropriate reserve as indicated on page 135 of the 2015-16 Tentative Budget (Ref. IV. 100).

**Actionable Improvement Plans**

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.**

**Descriptive Summary**

As indicated in board policy P-4111 (Ref. IV. 63), the chancellor serves as the chief executive officer for the Board of Trustees. The chancellor delegates responsibility for administering the colleges to the four college presidents and holds them accountable through the annual performance evaluation process, as described in board policy P-9142 "Performance Evaluation, Chancellor and Presidents" (Ref. IV. 36). The evaluation is at least partially based on the

College president's progress toward previously agreed upon desired outcomes (Ref. IV. 72) that are developed by the College president in consultation with College personnel and are consistent with priorities expressed in both the District (Ref. IV. 24) and College (Ref. IV. 02) strategic plans. The chancellor evaluates the college presidents annually in the fall.

### **Self Evaluation**

The chancellor's delegation of responsibility to the college presidents is shown in the District's Organizational Chart and is indicated in the College president's job description, as reflected in the job description used to recruit the current College president.

The chancellor provides leadership, support, and guidance to the college presidents yet allows them to implement and to administer District/system policies without interference. The chancellor meets with FLC's president regularly at the weekly chancellor's executive staff meeting, at biannual review meetings, at periodic executive staff retreats, and at several other times in the course of the year.

### **Actionable Improvement Plans**

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.**

### **Descriptive Summary**

District personnel act as liaisons to the colleges through their membership and participation on District level participatory governance committees, including the District Academic Calendar Committee, the Chancellor's Cabinet, the District Budget Committee, the District Curriculum Coordinating Committee, the District Matriculation Committee, the District Educational Technology Committee, and the District International Education Committee.

District personnel also participate on District wide workgroups such as the District Accreditation Coordinating Committee, the vice presidents of instruction and student services group, the vice presidents of administration group, the 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 to assist with the communication between District and College personnel.

District and College communication occurs through other methods including District emails sent to employees regarding important issues or changes relating to information technology, human resources, financial aid, and other relevant issues. Personnel from the District and the colleges regularly attend and present at monthly Board of Trustees meetings. The District also arranges well attended, day-long planning events every six years in which personnel from across the District assemble to review the District vision, mission, and values statements and to

update the District's strategic plan. Additionally, each semester at convocation, the chancellor speaks directly to College staff on issues important to the District.

### **Self Evaluation**

District personnel report regularly to the Board of Trustees, and their participation on District participatory governance committees and District level work groups assists with the 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 being that both the Board of Trustees and the College stay informed about District issues.

The spring 2014 LRCCD Employee Perception Survey (Ref. IV. 12) results suggest that information might be exchanged in a timelier manner. The survey includes the item "Information is communicated quickly up, down and across the organization." College employees were split in their responses, with 36% agreeing or strongly agreeing and 35% disagreeing or strongly disagreeing. District responses were less divided, with 43% agreeing or strongly agreeing and 30% disagreeing or strongly disagreeing. Given the way the survey item is written, whether the problem lies with the College, the District, or both is not clear. This matter is addressed in the Standard IV.A.3 actionable improvement plan.

In an organization of this size and complexity, adequate and timely communication across district, college, department, and work unit boundaries will continue to be challenging. The District and College leadership will continue to evaluate best practices (with regard to both content and method) for consistent and appropriate communication to keep personnel informed without inundating them with information unrelated to their job functions.

### **Actionable Improvement Plans**

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.**

### **Descriptive Summary**

District decision-making committees and processes are described in board policies and regulations. The Academic Senate's relationship to the Board of Trustees is described in board policy P-3412 (Ref. IV. 21). Senate-led committees include the District Curriculum Coordinating Committee, described in board regulation R-3412 (Ref. IV. 103). Non-senate-led committees include the Academic Calendar Committee (R-7123) (Ref. IV. 104), the District Budget Committee (R-8122) (Ref. IV. 18), the Educational Technology Committee (R-3412) (Ref. IV. 103), and the Chancellor's Cabinet (R-3411) (Ref. IV. 105).

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 and from all four colleges, who act as liaisons to their colleges and constituency groups.

**Self Evaluation**

The District’s governance and decision-making structures are generally considered to be functional and effective. Historically, the Academic Senate has reviewed all District participatory governance committees roughly every ten years, with the most recent review occurring eight years ago in spring 2007. A major rewrite to policy and regulation P/R-3412 was made in 2013 to clarify committee responsibilities and constituent membership.

The spring 2014 LRCCD Employee Perceptions Survey (Ref. IV. 12) results indicate that College employees are generally satisfied with District governance and decision-making structures. Over 45% of respondents agreed or strongly agreed with the statement “There is a collaborative work environment between the District and the colleges.” Only 18.2% disagreed or strongly disagreed. Also, 55.6% of employees agreed or strongly agreed with the statement “The District is headed in the right direction.” Only 8.6% disagreed or strongly disagreed.

**Actionable Improvement Plans**

None.

### References - Standard IV

Ref. IV. 01	FLC Mission and Vision Statements
Ref. IV. 02	FLC Strategic Plan
Ref. IV. 03	FLC College Governance Agreement
Ref. IV. 04	LRCCD IBA Newsletter
Ref. IV. 05	FLC Key Performance Indicators Report
Ref. IV. 06	FLC Annual College Goals and Achievements Webpage
Ref. IV. 07	FLC Accreditation Planning Agenda
Ref. IV. 08	FLC Program Review Webpage
Ref. IV. 09	FLC Annual Department/Unit Plans Webpage
Ref. IV. 10	FLC College Participatory Governance and Collegial Consultation (CPGCC)
Ref. IV. 11	FLC Collegial Consultation Agreement
Ref. IV. 12	LRCCD Employee Perceptions Survey
Ref. IV. 13	LRCCD Board Policy P-2311
Ref. IV. 14	LRCCD Board Policy P-3122
Ref. IV. 15	LRCCD Board Policy P-3411
Ref. IV. 16	LRCCD Board Regulation R-8122
Ref. IV. 17	FLC Budget and Facilities Planning Handbook
Ref. IV. 18	FLC Curriculum Handbook
Ref. IV. 19	LRCCD Board Policy P-3123
Ref. IV. 20	LRCCD Board Policy P-3213
Ref. IV. 15	LRCCD Board Policy P-3411
Ref. IV. 21	LRCCD Board Policy P-3412
Ref. IV. 22	LRCCD Board Policy P-7141
Ref. IV. 23	LRCCD Board Policy P-8122
Ref. IV. 24	LRCCD Strategic Plan
Ref. IV. 25	FLC President's Forum Invitation
Ref. IV. 26	FLC In Touch
Ref. IV. 27	FLC RCC Outlook
Ref. IV. 28	FLC EDC Foothill Flyer
Ref. IV. 29	FLC The Falcon Report
Ref. IV. 30	FLC Bird's Eye View
Ref. IV. 31	FLC Governance Committees, Groups & Councils Webpage
Ref. IV. 32	FLC Accreditation Webpage
Ref. IV. 33	FLC Follow-Up Report
Ref. IV. 34	FLC Midterm Report
Ref. IV. 35	LRCCD Board Policy P-9141
Ref. IV. 36	LRCCD Board Policy P-9142
Ref. IV. 37	LRCCD 3000-Series Board Policies
Ref. IV. 38	LRCCD Board Policy P-3132
Ref. IV. 39	California Education Code, Section 5019.5
Ref. IV. 40	LRCCD Board Policy P-3112
Ref. IV. 41	LRCCD Board Policy P-3113

- Ref. IV. 42 LRCCD Board Policy P-8611
- Ref. IV. 43 LRCCD Board Of Trustees Agenda, 17 August 2011
- Ref. IV. 44 LRCCD Vision, Mission, and Values Statements
- Ref. IV. 45 LRCCD Trendlines
- Ref. IV. 46 CCCCCO Scorecard, Folsom Lake College
- Ref. IV. 47 California Education Code Section 70902
- Ref. IV. 48 LRCCD Board Policy P-8315
- Ref. IV. 49 LRCCD Board Policy P-8321
- Ref. IV. 50 LRCCD General Counsel Webpage
- Ref. IV. 51 LRCCD Board Of Trustees Agendas and Minutes
- Ref. IV. 52 LRCCD Student Trustee Handbook
- Ref. IV. 53 LRCCD Board Of Trustees October Retreat Agenda
- Ref. IV. 54 LRCCD Board Of Trustees March Retreat Agenda
- Ref. IV. 55 LRCCD Board Of Trustees Q&A Meeting
- Ref. IV. 56 LRCCD Board Of Trustees Special Workshop Agenda
- Ref. IV. 57 LRCCD Board Of Trustees Self-Evaluation Instrument
- Ref. IV. 58 LRCCD Board Policy P-3114
- Ref. IV. 59 ACCJC Evaluation Report, Folsom Lake College, 2009
- Ref. IV. 60 LRCCD Board Of Trustees Agenda, 15 December 2010
- Ref. IV. 61 California Government Code Section 83116
- Ref. IV. 62 LRCCD Board Of Trustees Minutes, 13 May 2015
- Ref. IV. 63 LRCCD Board Policy P-4111
- Ref. IV. 64 LRCCD Board Policy P-9121
- Ref. IV. 65 LRCCD Board Policy P-9122
- Ref. IV. 66 LRCCD Board Regulation R-9121
- Ref. IV. 67 LRCCD Board Regulation R-9122
- Ref. IV. 68 LRCCD Timeline for Process to Select Los Rios Chancellor
- Ref. IV. 69 LRCCD Board Of Trustees And The Chancellor 2013-14 Desired Outcomes
- Ref. IV. 70 LRCCD Evaluaton of the Chancellor Memo
- Ref. IV. 71 FLC College President Search Timeline
- Ref. IV. 72 FLC 2014-15 Desired Outcomes
- Ref. IV. 73 LRCCD Board Policy P-2411
- Ref. IV. 74 FLC Organizational Charts
- Ref. IV. 75 LRCCD Board Regulation R-9141
- Ref. IV. 76 FLC ADP Cycle, Instructional Services
- Ref. IV. 77 FLC ADP Cycle, Student Services
- Ref. IV. 78 FLC ADP Cycle, President's and Administrative Services
- Ref. IV. 79 LRCCD Board Policy P-1313
- Ref. IV. 73 LRCCD Board Policy P-2411
- Ref. IV. 80 LRCCD Board Policy P-2424
- Ref. IV. 81 LRCCD Board Policy P-6161
- Ref. IV. 82 LRCCD Board Policy P-2442
- Ref. IV. 83 LRCCD Board Policy P-2441
- Ref. IV. 84 LRCCD Board Policy P-5111

- Ref. IV. 85 LRCCD 2014 Function Map
- Ref. IV. 86 LRCCD Accounting Operations Program Review
- Ref. IV. 87 LRCCD Business Services Program Review
- Ref. IV. 88 LRCCD Chancellor's Office and Education & Technology Program Review
- Ref. IV. 89 LRCCD Communications and Media Relations Program Review
- Ref. IV. 90 LRCCD Facilities Management Program Review
- Ref. IV. 91 LRCCD General Counsel Program Review
- Ref. IV. 92 LRCCD Human Resources Program Review
- Ref. IV. 93 LRCCD Information Technology Unit Plan
- Ref. IV. 94 LRCCD Institutional Research Program Review
- Ref. IV. 95 LRCCD Los Rios Foundation Program Review
- Ref. IV. 96 LRCCD Purchasing Program Review
- Ref. IV. 97 LRCCD Police Services Program Review
- Ref. IV. 98 LRCCD Student Support Services Program Review
- Ref. IV. 99 LRCCD Workforce and Economic Development Program Review
- Ref. IV. 100 LRCCD 2015-16 Tentative Budget
- Ref. IV. 101 LRCCD Guidelines for Authorizing New and Replacement Faculty Positions
- Ref. IV. 102 LRCCD Full Time Faculty Obligation Report
- Ref. IV. 103 LRCCD Board Regulation R-3412
- Ref. IV. 104 LRCCD Board Regulation R-7123
- Ref. IV. 105 LRCCD Board Regulation R-3411

# APPENDIX



FOLSOM LAKE COLLEGE  
EL DORADO CENTER | RANCHO CORDOVA CENTER

## Appendix A - Acronyms

A&R – Admissions and Records  
AA – Associate of Arts  
AAUP – American Association of University Professors  
ACCCA – Association for California Community College Administrators  
ACCJC – Accrediting Commission for Community and Junior Colleges  
ADA – Americans with Disabilities Act  
ADP – Annual Department Plan  
ADT – Associate Degree for Transfer  
ALO – Accreditation Liaison Officer  
AOB – Annual Operating Budget  
APS – Academic Planning Session  
ARC – American River College  
ARC – Annual Required Contribution  
AS – Associate of Science  
ASACC – American Student Association of Community Colleges  
ASCCC – Academic Senate for California Community Colleges  
ASCIP – Alliance of Schools for Cooperative Insurance Programs  
ASFCLC – Associated Students of Folsom Lake College  
ASSIST – Articulation System Stimulating Interinstitutional Student Transfer  
AUP – Annual Unit Plan  
A/V – Audio Visual  
BFPC – Budget and Facilities Planning Committee  
BOG – Board of Governors  
BSI – Basic Skills Initiative  
CAERC – Capital Adult Education Regional Consortium  
CARE – Cooperative Agencies Resources for Education  
CalPASS – California Program for Achieving Student Success  
CalWORKs – California Work Opportunities and Responsibility to Kids  
CCA – Collegial Consultation Agreement  
CCCAA – California Community College Athletics Association  
CCCSE – Community College Survey of Student Engagement  
CDF – College Discretionary Fund  
CDPH – California Department of Public Health  
CEO – Chief Executive Officer  
CIS – Computer Information Science  
CFB – Capital Equipment Budget  
CGA – College Governance Agreement  
CHPC – Classified Hiring Prioritization Committee  
COB – College Operating Budget  
COLA – Cost Of Living Allowance  
CPGCC – College Participatory Governance and Collegial Consultation  
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 Coordinating Council  
DE – Distance Education  
DO – District Office  
DSPS – Disabled Student Programs and Services  
EDC – El Dorado Center  
EDUSD – El Dorado Unified School District  
EMP – Educational Master Plan  
EOP&S- Extended Opportunity Programs and Services  
ESL – English as a Second Language  
F-F – Fall to Fall  
F-S – Fall to Spring  
FAFSA – Free Application for Federal Student Aid  
FAO – Financial Aid Office  
FCUSD – Folsom-Cordova Unified School District  
FERPA – Family Educational Rights and Privacy Act  
FHPC – Faculty Hiring Prioritization Committee  
FISAP – Fiscal Operations Report and Application to Participate  
FLEX – Flexible Calendar Program  
FM – Facilities Management  
FPP – Final Project Proposal  
FT – Full Time  
FTE – Full Time Equivalent  
FTEF – Full Time Equivalent Faculty  
FLC – Folsom Lake College  
FLC-main – Main Folsom Campus  
GAAP – Generally Accepted Accounting Principles  
GASB – Government Accounting Standards Board  
GE – General Education  
HCD – Human/Career Development  
HEA – Higher Education Act  
IA – Instructional Assistant  
IBA – Interest Based Approach  
IBNR – Incurred But Not Reported  
IGETC – Intersegmental General Education Transfer Curriculum  
ILL – Interlibrary Loan  
IPC – Institutional Planning Committee  
IPP – Initial Project Proposal  
IPS – Intrusion Prevention System  
IR – Institutional Research

iSEP – Individual Student Education Plan  
ISLO – Institutional Student Learning Outcome  
ISO – Information Security Officer  
IT – Information Technology  
ITFS – Instructional Television Fixed Signal  
iTV – Interactive Television  
JPA – Joint Power Authority  
KPI – Key Performance Indicators  
LAN – Local Area Networks  
LFS – Laboratory Field Services  
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  
LRCP – Long Range Capital Projects  
LRMA – Los Rios Management Association  
LRPD – Los Rios Police Department  
LRSA – Los Rios Supervisors Association  
MAN – Metropolitan Area Network  
MDTP – Mathematics Diagnostic Testing Project  
MIS – Management Information Systems  
MLT – Medical Laboratory Technician  
MOU – Memorandum of Understanding  
NAACLS – National Accrediting Agency for Clinical Laboratory Sciences  
OCLC – Online Computer Library Center  
OGS – Online Grading System  
OIR – Office of Institutional Research  
OPEB – Other Post-Employment Benefit  
PDC – Professional Development Committee  
PDF – Program Development Funds  
PDP – Program Development and Planning  
PG – Participatory Governance  
PISO – Public Information Services Office  
PLE – Personal Learning Environment  
POST – Police Officer Standards and Training  
PPC – Program Placement Council  
PR – Program Review  
PSLO – Program Student Learning Outcome  
RAD – Rape Aggression Defense  
RCC – Rancho Cordova Center  
RDS – Relational Database Management  
RWC – Reading and Writing Center  
SAO – Service Area Outcomes

SAP – Satisfactory Academic Progress  
SCC – Sacramento City College  
SEIU – Service Employees International Union  
SELF – Schools Excess Liability Fund  
SEP – Student Equity Plan  
SIR – Self-Insured Retention  
SLaDE – Student Leadership and Development Educators  
SLO – Student Learning Outcome  
SMSR – State Scheduled Maintenance/Special Repairs  
SOCRATES – Los Rios District online curriculum database  
SSCCC – Student Senate for California Community Colleges  
SSSC – Student Services Steering Committee  
SSSP – Student Success and Support Program  
TLC – Teaching and Learning Community  
TOP – Taxonomy of Program  
TRANS – Tax and Revenue Anticipation Notes  
UBR – University Behind Raley’s  
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  
VPI – Vice President of Instruction  
VPN – Virtual Private Network  
VPSS – Vice President of Student Services  
VTEA – Vocational and Technical Education Act  
WLAN – Wireless Local Area Networks

## Appendix B - Los Rios Community College District Function Map

Approved by Chancellor's Cabinet on April 28, 2014

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### Definitions of the Indicators Used in the 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.

**N/A = Not Applicable:** Not applicable indicates that a specific standard does not apply to either the College or District and therefore neither has responsibility (e.g. No Los Rios college offers curricula in a foreign location, so neither the College nor District is responsible for offering the curricula.)

**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.”

### Function Map Approval Process

In preparation for the 2014-15 accreditation self evaluation year, the District Accreditation Coordinating Committee (DACC) updated the District's 2009 Function Map document to reflect Commission changes to the Accreditation Standards through November 2012. Each college then reviewed and recommended responsibility assignments through their respective governance groups, while the district did the same with its participatory governance committees and administrative councils. DACC compiled the assignments for recommendation to the Chancellor's Cabinet, which approved the 2014 Function Map on April 28, 2014.

**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.		
	<b>College</b>	<b>District</b>
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.		
	<b>College</b>	<b>District</b>
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 P	SH S
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, N =Not Applicable

**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-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.	P	S

Legend: P=Primary Responsibility, S=Secondary Responsibility, SH=Shared Responsibility, N =Not Applicable

Folsom Lake College - Self Evaluation Report

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 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.	P	S

Legend: P=Primary Responsibility, S=Secondary Responsibility, SH=Shared Responsibility, N =Not Applicable

Folsom Lake College - Self Evaluation Report

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 distinguish 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>B. STUDENT SUPPORT SERVICES</b>		
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.		
	<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

Legend: P=Primary Responsibility, S=Secondary Responsibility, SH=Shared Responsibility, N =Not Applicable

Folsom Lake College - Self Evaluation Report

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
<b>C. LIBRARY AND LEARNING SUPPORT SERVICES</b>		
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.		
	<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

Legend: P=Primary Responsibility, S=Secondary Responsibility, SH=Shared Responsibility, N =Not Applicable

Folsom Lake College - Self Evaluation Report

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

**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. 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.	P	S
a. 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

Legend: P=Primary Responsibility, S=Secondary Responsibility, SH=Shared Responsibility, N =Not Applicable

Folsom Lake College - Self Evaluation Report

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 personnel records. Each employee has access to his/her personnel records in accordance with law.	S	P
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>B. PHYSICAL RESOURCES</b> 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.		

Legend: P=Primary Responsibility, S=Secondary Responsibility, SH=Shared Responsibility, N =Not Applicable

Folsom Lake College - Self Evaluation Report

	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.	SH	SH
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.	SH	SH
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.	SH	SH
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.	S	P
a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.	SH	SH
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.	SH	SH
<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.		
	College	District
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 at both college and district/system levels in multi-college systems.		

Legend: P=Primary Responsibility, S=Secondary Responsibility, SH=Shared Responsibility, N =Not Applicable

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	College	District
1. The institution's mission and goals are 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, plans, and allocates resources 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 development of institutional plans and budgets.	SH	SH
2. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure 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, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.	SH	SH
b. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.	SH	SH
c. Appropriate financial information is provided throughout the institution in a timely manner.	SH	SH
d. All financial resources, including short and long term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.	SH	SH
e. The institution's internal control systems are evaluated and assessed for validity and effectiveness and the results of this assessment are used for improvement.	S	P
3. The institution has policies and procedures to ensure sound financial practices and financial stability.	SH	SH
a. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and develops contingency plans to meet financial emergencies and unforeseen occurrences.	S	P
b. 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
c. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations.	S	P

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d. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is prepared, as required by appropriate accounting standards.	N	P
e. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.	N	P
f. Institutions monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirements.	SH	SH
g. 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
h. The institution regularly evaluates its financial management practices and the results of the evaluation are used to improve internal control structures.	SH	SH
4. Financial resource planning is integrated with institutional planning. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement of the institution.	SH	SH

**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.		
	<b>College</b>	<b>District</b>
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

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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.		
	<b>College</b>	<b>District</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.	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

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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 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.	P	S
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 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
d. The district/system effectively controls its expenditures.	S	P

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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

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## **Appendix C - Actionable Improvement Plans**

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

**Standard I.B.1:** To improve the integration of student learning outcomes into College wide planning processes across all divisions, the Institutional Planning Committee will develop and implement a revised annual planning process by the end of spring 2016.

**Standard I.B.2:** The College research office will develop and implement (by the end of spring 2016) strategies that lead to broader and improved understanding of institutional goals and how they inform the ADP/AUP, program review, and strategic planning processes.

**Standard I.B.5:** The College research office will review all available assessment results and implement (by the end of spring 2016) new strategies to improve integration of assessment results into the program review and ADP/AUP processes, so as to communicate matters of quality assurance more effectively.

**Standard I.B.7:** Starting 2015-16, the College research office and the Institutional Planning Committee will annually review FLC's evaluation mechanisms and recommend enhancements.

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

**Standard II.A:** Working with the Curriculum Committee, the vice president of instruction will update the catalog (by the end of spring 2016) so that the course listing includes only regularly offered courses that are regularly assessed for student learning outcomes.

**Standard II.A.1.b:** Starting in 2015-16, the Technology Committee will develop and recommend programmatic goals for distance education and annually report progress toward those goals to the Institutional Planning Committee in a written report. The Technology Committee will also establish a three year schedule for updating the Technology and Distance Education Plan.

**Standard II.A.2.c:** Starting in 2015-16, the Matriculation and Student Success Committee will review and update the Enrollment Management Plan at least every three years and report its findings to the Institutional Planning Committee in a written report.

**Standard II.A.2.e:** Starting in 2015-16, the instruction office will update the program review cycle annually to include new degree/certificate programs.

**Standard II.A.2.f:** Starting 2015-16, the research office will develop annual professional development activities designed to improve understanding of how data informs all levels of the ongoing and systematic cycle of integrated planning, resource allocation, implementation, and evaluation.

**Standard II.B.4:** FLC will develop and implement strategies to encourage students to access more frequently the services that they indicate are important to them, while maintaining or increasing student satisfaction with these services.

**Standard II.C.1.d:** FLC will explore options for additional security of the FLC-main computer lab and library.

**Standard III: Resources**

**Standard III.C.1.b:** FLC will develop and implement a plan to assess regularly and formally technology training for College personnel and students.

**Standard IV: Leadership and Governance**

**Standard IV.A.1:** Starting in 2015-16, the Institutional Planning Committee will review annually the College Governance Agreement and revise it as needed to ensure currency.

**Standard IV.A.3:** Starting in 2015-16, the College research office will administer an annual survey to College personnel to improve communication practices across district, college, department, and work unit boundaries.

## **Appendix D - Addendum**

### **Addendum Overview**

This addendum to the Folsom Lake College Self Evaluation Report documents any relevant institutional changes that have occurred since the Los Rios Community College District Board of Trustees approval on May 13, 2015.

### **College Planning Retreat**

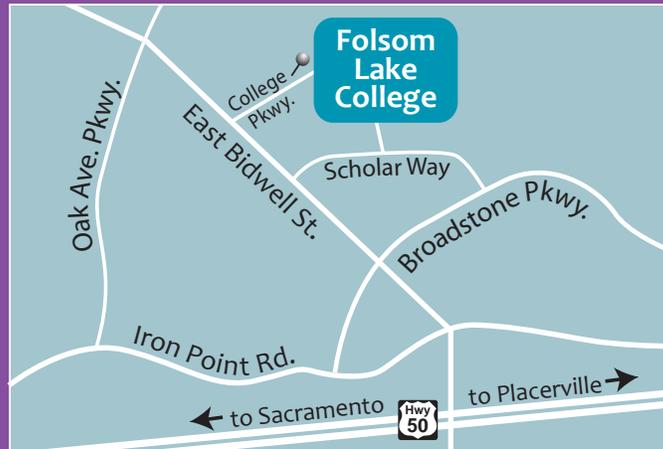
On Thursday, May 28, 2015 a college planning retreat was held. College constituency groups were represented including: the Institutional Planning Committee (IPC), Academic Senate, Classified Senate, Program Development and Planning subcommittee of the Curriculum Committee, Instruction, Student Services, Administrative Services, and the President's Office. The retreat was co-led by David Williams, Dean of Research & Planning and Visual & Performing Arts; and Paula Haug, Professor of Communication Studies and chair of the Program Development and Planning subcommittee.

The purpose of the retreat was to evaluate the college's 2014-15 planning processes and address any needed changes, including revising program review forms and timelines as necessary. Members present at the retreat agreed that the current February due date of the Annual Department/Unit Planning documents did not allow for timely consideration of program priorities by the College's participatory governance committees. Additionally, there were discrepancies noted among the program review forms used by different units (instruction, student services and administration) that made it difficult to view the college priorities as a whole. As a result, the following recommendations were made and will be brought to the Academic Senate during their first meeting in fall 2015, and subsequently shared with IPC:

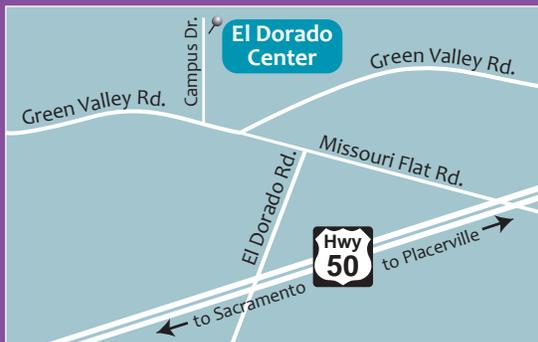
- The Office of Institutional Research will serve as the facilitator of all of the college planning processes.
- Revise the due date for program reviews and annual plans from February to November, effective 2016-2017, in order to allow for thorough dialogue and prioritization during the budget development period.
- Since 2015-2016 year will be a transition year, it is recommended that planning will only require SLO assessments and resource allocation requests due in February. All subsequent planning cycles will be aligned with the November deadline
- Revise the program review form such that all units (instruction, student services, and administration) will use the same standardized template. Development of this standardized template will begin fall 2015, and will be charged to an ad hoc committee composed of appointments made by each of the college's constituency groups.



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