

Substantive Change Proposal

Addition of New Programs:

Associate of Science Degree and Certificate of Achievement in Fire Technology

**Folsom Lake College
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Folsom, CA 95630**

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May 1, 2010

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A. PROPOSED CHANGE DESCRIPTION AND JUSTIFICATION

Brief Description of the Change

Folsom Lake College (FLC) is the fourth college of the Los Rios Community College District (LRCCD). The college has a main campus in Folsom, California, an educational center in Placerville (El Dorado Center), and an outreach center in Rancho Cordova (Rancho Cordova Center). The college's service area extends along the Highway 50 corridor as far as Rancho Cordova to the west and well beyond Placerville to the east. It also extends to the service boundary with American River College to the northwest and to the service boundary with Sierra College and Lake Tahoe College to the northeast, as well as to the service boundary with Sacramento City College to the southwest. In fall 2009, the college had 9,546 students enrolled.

Folsom Lake College is relatively new, having received its initial accreditation in January 2004. At that time the college did not yet have any locally developed vocational programs, nor did it have a dean for career and technical education. In 2005, following a successful application, the college was awarded a congressionally-directed federal Earmark grant to assess labor market data and develop new career and technical education (CTE) programs. Shortly thereafter, the college hired its first Dean of Instruction, Career and Technical Education. During 2005-2007, the college held a series of meetings involving college faculty, administrators, and local business and industry leaders to identify various community, business, and industry training needs within the college's service areas as well as appropriate programs for development (Attachment 1). Meeting participants considered various regional studies, including the seminal *Highway 50 Corridor Economic Study*, published by the Sacramento Regional Research Institute, a California State University, Sacramento research group (Attachment 2).

As individual programs were identified, meetings became more focused and led to the development of advisory boards for each proposed program. Through an agreement with the FLC Academic Senate, faculty in related fields teamed up with industry professionals to develop program student learning outcomes and curriculum for each of the new programs. Additionally, as part of a district-wide program placement process, college faculty and administrators engaged in lively dialogue with colleagues at the sister colleges to recommend placement of resource intensive programs at specific district colleges. In particular, it was decided that any new FLC public safety programs (e.g. Fire Technology) should not involve academies as the district was already heavily invested in the Sacramento Regional Public Safety Training Center at American River College. FLC students seeking an academy experience will be directed to the regional training center.

The activities described above led to development in 2008 of the Associate of Science degree and Certificate of Achievement in Fire Technology programs. These programs, which examine all aspects of the fire service industry, were developed through a collaborative effort involving college faculty and personnel from 11 local fire agencies. Subject matter introduces students to the fundamental components of prevention and fire protection programs as they pertain to life and property within the fire service. Program

descriptions as well as program student learning outcomes are published in the college catalog, which is available online (www.flc.losrios.edu/Academics/Catalog.htm) and in print (Attachment 3).

Relationship to College Mission

The Associate of Science (A.S.) degree and Certificate of Achievement in Fire Technology programs are designed for students interested in careers in state, county, or municipal fire service organizations. The program curriculum focuses on various competency areas for those wishing either to enter the fire service industry or enhance their existing abilities. The A.S. program also includes general education requirements plus sufficient electives to meet a 60-unit total. Thus these two programs are aligned with the college's stated mission (Attachment 4) in that they will:

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

Rationale for Change

There is a need for workforce training programs to educate the next era of fire service leaders, particularly in the areas surrounding the college's El Dorado Center (EDC) where the proposed programs will be primarily sited. The college's service area includes the eastern portion of Sacramento County and western portion of El Dorado County, which are home to dozens of professional fire service agencies. Locating the program in the middle of this area will cause students to become more familiar with local fire agencies and increase the likelihood that program completers will stay in the area and join the local workforce, where they are needed. The programs will be available at both the FLC main campus and at EDC.

The college's Fire Technology Advisory Board (Attachments 5, 6) has surveyed fire service providers to determine the type and mix of technical assistance needs, training programs, number of employees, retirement impact, and related demographic data (Attachment 7). One El Dorado County agency has indicated that 25 new staff positions will be needed over the next three to five years to offset pending retirements. Another agency (El Dorado Hills Fire) has plans to expand their operation. The U.S. Forest Service in El Dorado County is seeking to hire 35 new personnel with emphasis on new requirements in emergency medical technician (EMT) and hazardous materials (Hazmat). The degree and certificate programs will meet the needs of these local fire service agencies and provide workforce training opportunities to students and existing fire service professionals who are interested in career advancement.

B. PLANNING PROCESS DESCRIPTION

Relationship to College Planning Process and Mission

The quality and appropriateness of new instructional programs are maintained through the program approval processes for new programs. The Fire Technology program proposals were reviewed by the curriculum committee's program development and planning (PDP) subcommittee as well as approved by the district's program placement council (PPC) (Attachment 8). Once the program proposals were approved for further development, college administrators and faculty engaged in extensive dialogue with colleagues at transfer institutions and industry advisory boards to ensure the quality of course and program content. Programs and related courses were developed using SOCRATES, the district's online curriculum management system, which enabled faculty from throughout the district to comment on the proposals. Developed proposals were then routed through college and district review and recommendation processes and, after gaining Board of Trustee approval, were sent to the state's North/Far North Regional Consortium and subsequently the State Chancellor's Office for approval (Attachments 9, 10, 11, 12).

The programs are part of the Public Safety Education department, which is housed in the college's Career and Technical Education (CTE) instructional area (Attachment 13). Individual program planning processes take place at the department level and in the case of CTE programs such as Fire Technology are assessed and evaluated by business and industry advisory committees. Departments are required to submit annual educational master plans (EMPs) each spring (Attachment 14). As part of the plans, departments identify any upcoming changes in curriculum and the resources needed to support those changes. Resources may include additional staffing, facilities, equipment, operating budgets, and/or training. Actual requests for new resources must be documented in the plan before the appropriate college committee will consider the request for approval.

Program Needs and Resources Assessment

In preparing to offer the Fire Technology programs, the college assessed the needed resources for administrative support, expert faculty to teach the programs, classroom space and infrastructure, equipment, library materials, supplies, faculty professional development, and Fire Technology Advisory Board support. The college concluded it

has sufficient resources to implement the Fire Technology programs. The resources are detailed in Section C of this proposal.

Anticipated Effect on the College

The college has already been offering the courses needed to complete the Fire Technology programs. Therefore, it is anticipated that the approval of the degree and certificate options for students will have minimal additional effect on college resources. Should the college desire to grow the programs in the future, it will need additional resources to do so.

Intended Benefits

The addition of the Fire Technology degree and certificate programs is intended to benefit local fire service agencies and the communities they serve. The programs will also benefit students who are interested in careers in Fire Technology as well as existing fire service professionals who are interested in career advancement through the attainment of a degree.

Description of Preparation and Planning Process

The Fire Technology programs were developed in accordance with the college's program approval process. As noted previously, the college was awarded a federal Earmark grant that facilitated the research and development of new CTE programs. Grant activities included the formation of a Fire Technology Advisory Board (Attachments 5, 6), which articulated the following program student learning outcomes:

1. Evaluate employment opportunities and successfully place students as fire fighters with local fire agencies.
2. Evaluate proactive prevention and fire protection programs as they pertain to life and property within the fire service.
3. Apply personal safety practices which demonstrate an understanding of personal safety practices in the fire fighting industry.
4. Identify and describe the physical processes of fire and combustion.
5. Practice wildland firefighting skills and techniques as they pertain to wildland and urban interface in California.

Once program outcomes were established, curriculum was developed and processed via the college and district curriculum and program approval processes as previously described (Attachments 9, 10). The programs have been approved by the North/Far North Regional Consortium, which serves as a primary link between its 15 northern California member community colleges, Economic and Workforce Development Program Centers and Initiatives, and the California Community College Chancellor's Office. One of the consortium's goals is to reduce unnecessary duplication of programs in the area. The Fire Technology programs have also been approved by the state Chancellor's Office (Attachment 12).

C. EVIDENCE OF ADEQUATE RESOURCES

Faculty, Management, and Support Staffing

The Fire Technology programs are part of the Public Safety Education department, which is housed in the college's Career and Technical Education instructional area (Attachment 13). The department has a faculty chair, and the area is managed by the Dean of Instruction, Career and Technical Education. The dean and department chair positions are already in place to provide administrative support to other programs and will not require additional college resources due to the approval of the new Fire Technology programs.

The college currently has a pool of eight eligible adjunct Fire Technology instructors. All faculty are hired and evaluated in accordance with the district hiring policies and procedures, which comply with relevant local, state, and federal laws and regulations, as well as with the current collective bargaining agreements. The Fire Technology Advisory Board members are asked to assist the college in identifying incumbent professionals who meet teaching qualifications for adjunct faculty. Board members are resource and referral ambassadors for the college's program and provide outreach to various fire agencies articulating the college's needs in adding additional adjunct faculty.

Funding for the Fire Technology adjunct positions is made available through regular district funding processes. The district provides its four colleges with faculty salaries and benefits funding through full-time equivalent faculty (FTEF) allocations based upon an agreed formula that includes consideration of past FTEF allocations, course productivity, and availability of general funds. Each college then determines how to allocate its assigned FTEF to its instructional programs. The FLC Office of Instruction has established allocation processes that ensure all approved degree and certificate programs are given sufficient FTEF to staff the necessary number of courses for students to complete the required program course sequence within a two-year time period (Attachment 15). When new district growth funds make increased FTEF available to the college, the Office of Instruction can decide where it wishes to allocate the FTEF, including providing increased sections for CTE programs where demand indicates new sections would be productive. During times of reduced funding that result in decreased FTEF allocations, the Office of Instruction prioritizes FTEF allocations to ensure that cuts are made to courses with multiple sections and/or to "stand alone" courses that are not required for any degree or certificate. The Fire Technology courses needed to complete the proposed degree and certificate programs within a two-year time period are already in place and the college is committed to ensuring the courses needed to complete the required sequence will continue to be funded.

Professional development opportunities are available to all Fire Technology faculty through regular college processes, as well as through CTE designated federal Perkins Vocational and Technical Education Act (VTEA) funding. Further, FLC Fire Technology faculty are also employed by local fire agencies, through which they receive ongoing fire training.

Fire technology students may access all the same academic and student support services as other FLC students. The services are described in the college catalog (Attachment 3, pages 33-38). Funding for these services is already in place. The Fire Technology programs do not have or need any specialized support staffing.

Equipment and Facilities

The Fire Technology programs do not require special equipment, software, or facilities. The programs' courses will be offered at both the college's main campus in Folsom and at the El Dorado Center, which have adequate classroom equipment and facility infrastructure to implement the programs. Should any future specialized needs be identified in the department's educational master plan, the college will look to VTEA and general fund resources to address those needs.

Initial and Long Term Fiscal Resources

As previously described, Folsom Lake College has allocated sufficient fiscal resources to support current Fire Technology course offerings. The college has in place a process to allocate FTEF for additional class sections based on analysis of prior section fill rates, wait-listed students and available growth monies. Other financial needs are supported by the operating budgets established within the Office of Instruction. VTEA funds are also available to fund CTE programs, including Fire Technology (Attachment 16).

Achievement Monitoring Plan

The college provides annual reports on degrees awarded, course enrollments, and student success rates (Attachment 17). In addition, the college has a two-year program review cycle for CTE programs (Attachment 18), and the review includes analysis of program outcomes. Course outcomes are documented annually through the educational master plan process. The college has also implemented an online, on-demand reporting system that provides data on Fire Technology program enrollments and course activity, demographics, and student achievement (Attachment 19).

D. EVIDENCE OF NECESSARY INTERNAL AND EXTERNAL APPROVALS

Statement of Required Approvals

The Folsom Lake College curriculum committee is responsible for approving all courses and programs. The committee has approved both Fire Technology programs and their associated courses (Attachments 9, 10). The programs and courses have also been approved by the LRCCD curriculum coordinating committee, the LRCCD Board of Trustees, the North/Far North Regional Consortium, and the California Community Colleges Chancellor's Office (Attachments 11, 12). Both of the proposed programs appear on the California Community Colleges Chancellor's Office Approved Credit Inventory List for Folsom Lake College (Attachment 20).

Legal Requirements

There are no special legal requirements for the Fire Technology programs.

Evidence of Governing Board Action

The LRCCD Board of Trustees approved the Fire Technology programs at its April 16, 2008 meeting (Attachment 11).

E. ACCREDITATION ELIGIBILITY REQUIREMENTS

1. Authority

Folsom Lake College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges and is approved under regulations of the California State Department of Education and the California Community Colleges Chancellor's Office. The college received its initial accreditation in January 2004 and had its accreditation reaffirmed in January 2010.

The Associate of Science degree and Certificate of Achievement programs in Fire Technology will be offered under the same authority requirements as the college's other programs. They have been approved by the California Community College Chancellor's Office as well as the North/Far North Regional Consortium (Attachment 12).

2. Mission

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

The Associate of Science degree and Certificate of Achievement programs in Fire Technology fall within the college's mission of offering transfer and vocational programs to students (Attachment 4).

3. Governing Board

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

The Associate of Science degree and Certificate of Achievement programs in Fire Technology have been approved by the Los Rios Community College District Board of Trustees (Attachment 11).

4. Chief Executive Officer

Folsom Lake College has a chief executive officer whose full-time responsibility is to the institution. The Folsom Lake College president is appointed by the Los Rios Community

College District Board of Trustees and reports to the district chancellor. The chancellor is appointed by and reports to the Board of Trustees.

The college president and district chancellor approved the Fire Technology programs, as they do all college programs for recommendation to the Board of Trustees. They also provide regular reports to the Board regarding degrees and certificates awarded and overall student success.

5. Administrative Capacity

Folsom Lake College has sufficient academic and support services administrative staff members with appropriate preparation and experience to provide the administrative services necessary to support the college mission.

The college has nine instructional, student services, and administrative services administrators whose responsibilities include oversight of programs and services (Attachment 13). The district organization chart is provided in Attachment 21.

6. Operational Status

Folsom Lake College is operational with over 9,546 students enrolled in fall 2009. Most are actively pursuing vocational certificates, associate degrees, and/or transfer to four year institutions.

The addition of the Associate of Science degree and Certificate of Achievement programs in Fire Technology will provide students with additional degree and certificate choices. In fall 2009, two fire technology courses had a combined total of 55 student enrollments.

7. Degrees

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

Program course requirements and student learning outcomes for the Associate of Science degree and Certificate of Achievement programs in Fire Technology are described in the college catalog (Attachment 3). Most of the programs' courses are transferable to the California State University system, where they can be counted as part of the units required for a Bachelor's degree.

8. Educational Programs

Folsom Lake College's degree programs are congruent with its mission and are based on recognized higher education fields of study. The curriculum committee, a committee of the Folsom Lake College academic senate, ensures the programs are of appropriate content and length, and are conducted at levels of quality and rigor appropriate to the degrees offered, regardless of course modality. 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 Associate of Science degree and Certificate of Achievement programs in Fire Technology have been approved by the Folsom Lake College Curriculum Committee, the Los Rios Board of Trustees, the North/Far North Regional Consortium, and the state Chancellor's Office (Attachments 9, 10, 11, 12).

9. Academic Credit

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

All courses in the Associate of Science degree and Certificate of Achievement programs in Fire Technology have unit (credit) values based upon these same accepted practices. All courses, including their unit values, are described in the college catalog (Attachment 3).

10. Student Learning and Achievement

Folsom Lake College has developed a framework by which student learning and achievement outcomes for all courses, programs, and degrees are regularly and systematically assessed. Authentic assessment is underway for programs, and results are being used for improvement. Outcomes for all degree programs are published in the college catalog. Outcomes for courses are described in the course outlines, which are maintained on the district-wide curriculum management system.

Fire Technology program learning outcomes are listed in the college catalog (Attachment 3, pages 158, 159) and course outcomes are listed in course outlines as well as in all course syllabi. A *Program Student Learning Outcomes* document has been developed for Fire Technology programs to illustrate the courses in which program learning outcomes are achieved (Attachment 22). Course and program learning outcomes are and will be assessed regularly.

11. General Education

Students must complete a minimum of 21 semester units of general education courses and demonstrate competency in writing, reading, and mathematical skills to receive an associate degree. The general education units include an introduction to major areas of knowledge. The general education program has comprehensive learning outcomes that will be assessed regularly.

Students enrolled in the Associate of Science degree program in Fire Technology must complete the Associate Degree Graduation Requirements listed in the college catalog, which include requirements in general education (Attachment 3, page 27). The Certificate of Achievement in Fire Technology does not have any general education requirements.

12. Academic Freedom

Faculty and students at Folsom Lake College are free to examine and test all knowledge appropriate to their discipline or area of major study. The college catalog contains the

American Association of University Professors Statement of Principles on Academic Freedom, and also the Los Rios Colleges Federation of Teachers Statement on Academic Freedom.

Administration of the Associate of Science degree and Certificate of Achievement programs in Fire Technology is consistent with practices described in the statements provided above.

13. Faculty

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

The Fire Technology programs are chaired by a full-time faculty member of the Public Safety Education department, who works with the area dean to ensure that all program faculty meet the minimum requirements for the discipline. A position description has been developed for Fire Technology faculty (Attachment 23).

14. Student Services

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

Students enrolled in the Associate of Science degree and Certificate of Achievement programs in Fire Technology have access to comprehensive student services, including admissions, enrollment, counseling, financial aid, follow up (Early Alert), college orientation, and transfer assistance (Attachment 3, pages 33-38).

15. Admissions

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

Students in the Associate of Science degree and Certificate of Achievement programs in Fire Technology are admitted in accordance with the policies listed in the college catalog (Attachment 3, pages 9-11).

16. Information & Learning Resources

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

The college provides access to the library and learning resources required to implement the Associate of Science degree and Certificate of Achievement programs in Fire Technology. These resources include the online catalog (LOIS), online databases, and research assistance. The college has two fully staffed libraries to assist students and faculty. One library is on the FLC main campus and one is located at the El Dorado Center.

17. Financial Resources

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

The college has the financial resources and allocation processes in place to support the Associate of Science degree and Certificate of Achievement programs in Fire Technology. In preparation for offering the degree and certificate programs, the college began offering Fire Technology courses in fall 2007.

18. Financial Accountability

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

Information regarding all college programs is included in the appropriate financial documents and audits.

19. Institutional Planning & Evaluation

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

Planning for and evaluation of the Associate of Science degree and Certificate of Achievement programs in Fire Technology occurs through the educational master plan (Attachment 14) process and will occur through program review process, both of which are integrated into the college wide planning cycle (Attachment 24).

20. Public Information

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

individuals; student rights and responsibilities; and academic credentials of faculty and administrators.

Information about the Associate of Science degree and Certificate of Achievement programs in Fire Technology is available in the college catalog (Attachment 3, pages 158-160).

21. Relations with the Accrediting Commission

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

The Associate of Science degree and Certificate of Achievement programs in Fire Technology are integrated into the overall college mission and operations and are subject to all Accrediting Commission eligibility requirements, accreditation standards, and policies.

F. ACCREDITATION STANDARDS AND RELEVANT COMMISSION POLICIES

Standard 1: Institutional Mission and Effectiveness

- **Mission:** The college has a mission statement that demonstrates strong commitment to providing transfer and career technical opportunities for students that lead to student learning and achievement (Attachment 4). The proposed Fire Technology programs are vocational (career technical) and courses also prepare students for a transfer major in Fire Technology. A process is in place to review and update the mission statement as necessary every three years. The next review is scheduled for and currently underway in spring 2010. All college constituents are encouraged to participate in the review process.

- **Improving Institutional Effectiveness:** The college has an institutional planning and evaluation cycle in place that includes a program review process for all instructional programs as well as an annual educational master plan process that includes assessment of course student learning outcomes (Attachments 24, 18, 14). The program review process is currently being updated to ensure inclusion of student learning outcomes assessment results in the next cycle of reviews. The effectiveness of the Fire Technology programs and courses will be assessed through these processes. Academic and student support services also have an established program review cycle that includes review of services within their regular review processes.

Standard 2: Student Learning Programs and Services

- **Instructional Programs:** The college has been working since its initial accreditation in 2004 to create CTE programs to add to its robust transfer

offerings. The proposed programs are in the recognized field of Fire Technology. The need for these programs was indicated through the extensive assessment that preceded their development. Both programs were developed through a collaborative process involving college faculty and professionals from local fire agencies to ensure high quality. Program and course learning outcomes have been established and subsequently approved through the curriculum approval process, and assessment will occur regularly through the program review and educational master plan processes. Program student learning outcomes are listed in the college catalog (Attachment 3, pages 158, 159).

- **Student Support Services:** The college recruits and admits diverse students who can benefit from all its programs, including the Fire Technology programs. All FLC students have access to a broad variety of student support services that enhance student success. The services are described in the college catalog (Attachment 3, pages 33-38) and include admissions, assessment, orientation, enrollment, counseling, wellness, financial aid, follow up (early Alert), disabled students programs and services, extended opportunity programs and services, veterans educational benefits, work experience, and transfer assistance. All services are available at the main campus and college centers, including the El Dorado Center. Most services may be accessed online as well as on-ground. Student services programs have identified student learning outcomes. Outcome assessments are included in their regular program review processes and assessment results are used to further improve services.
- **Library and Learning Support Services:** FLC's main campus and the El Dorado Center have the necessary library and learning support services to support their programs, including the proposed Fire Technology programs. Classes are available to teach students how to effectively and efficiently use library resources. Student learning outcomes are identified and assessed as part of the library's regular planning and program review processes. In addition, the college has tutoring as well as reading, writing and math center support services. Student learning outcomes are identified and assessed as part of the services' regular planning and program review processes.

Standard 3: Resources

- **Human Resources:** All full-time and adjunct faculty, including Fire Technology adjunct faculty, meet state and district minimum qualifications for eligibility to teach their respective discipline courses. All hiring committees include a trained equity representative whose responsibilities include: ensuring nondiscrimination and equal treatment of applicants as well as fair and equal screening and interview processes; and assisting the hiring committee chair in developing a climate in which interviewed candidates can do their best. Academic, student services, technology, and facilities support staff are qualified to provide support services to the programs. All personnel are treated equitably, evaluated regularly and systematically, and provided with opportunities for professional development.

- **Physical and Technology Resources:** Most of the college's facilities have been constructed or updated within the past five years, with the result that physical and technology resources adequately support student learning programs and services as well as improvements to institutional effectiveness. Physical and technology resource planning is integrated with other institutional planning through the college's planning and evaluation cycle (Attachment 24).
- **Financial Resources:** The college has a Budget and Facilities Planning Committee that oversees local budgetary planning processes, while district processes are overseen by the District Budget Committee, which includes college representatives. College and district financial planning and budget processes provide sufficient and stable support for all college programs, including Fire Technology. The annual Fire Technology program budget includes all necessary budget items (Attachment 16).

Standard 4: Leadership and Governance

- **Decision-Making Roles and Processes:** Faculty, administrators, classified staff, and students are encouraged to actively participate in the appropriate college and district governance and operational committees and processes. In regards to the Fire Technology programs, the college recognizes the expertise and leadership of its adjunct faculty, all of whom work for local fire agencies. Fire Technology faculty actively participate in department and advisory board meetings.
- **Board and Administrative Organization:** The college recognizes the responsibilities and leadership of its Board of Trustees and operates in accordance with Board policies and regulations, which are published on the district website. The Board approved the Fire Technology programs at its April 16, 2008 meeting (Attachment 11).

Relevant Policies

The college acts in accordance with all policies established by the Accrediting Commission for Community and Junior Colleges.