FOLSOM LAKE COLLEGE

El Dorado Center | Rancho Cordova Center

Institutional Self-Evaluation Report

in Support of an Application for Reaffirmation of Accreditation

December 2021

FOLSOM LAKE COLLEGE
EL DORADO CENTER | RANCHO CORDOVA CENTER

Institutional Self-Evaluation Report
in Support of an Application for 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

December 2021

Certification

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

From: Dr. Whitney Yamamura, 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. Whitney Yamamura, President, Folsom Lake College

Dr. Brian King, Chancellor, Los Rios Community College District

Deborah Ortiz, President, Los Rios Community College District Board of Trustees

Eric Wada, President, Academic Senate

Andrea Fuertes, President, Classified Senate

Trajan Robinson, Acting Student Senate President, Associated Students

Francis Fletcher, Dean of Instruction, Self-Evaluation Writer

Dr. Monica Pactol, Vice President of Instruction, Accreditation Liaison Officer

Dr. Bernadette Anayah, Faculty, Self-Evaluation Chair

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INTRODUCTION

Accreditation Steering Subcommittee

Bernadette Anayah, faculty tri-chair
Lindsey Campbell, classified tri-chair
Monica Pactol, administrative tri-chair/
accreditation liaison officer

Julie Batchelder, classified
Jennifer Black, faculty
Paula Cardwell, faculty
Augustine Chavez, administration
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Francis Fletcher, administration
Caleb Fowler, faculty
Andrea Fuertes, classified
Kristy Hart, classified
Sonia Ortiz-Mercado, administration
Brian Robinson, administration
Eric Wada, faculty
Whitney Yamamura, administration

Introduction

History and Major Developments

Established in 2004 as the fourth college in the Los Rios Community College District (LRCCD), Folsom Lake College (FLC) is a vibrant teaching and learning institution serving over 9,700 diverse students each semester. The College and its two educational centers, the El Dorado Center in Placerville and the Rancho Cordova Center in Rancho Cordova, serve the rapidly growing areas of both eastern Sacramento and western El Dorado counties, forming a dynamic learning community committed to academic excellence, innovation, and educational equity.

FLC's mission is focused on a rigorous educational program with a strong focus on student success. FLC provides a broad range of academic programs, student support services, learning modalities, and opportunities for student engagement and leadership. FLC also incorporates the newest technologies for innovative classroom instruction, including collaboration with the Innovation Center makerspace at FLC's main campus.

FLC provides educational environments designed to empower, to inspire, and to enrich its diverse student population, including students from historically underrepresented and underserved populations. The College awards Associate of Arts or Science degrees and Associate Degrees for Transfer, which guarantees transfer into California State Universities, and numerous private and non-profit four-year colleges and universities. FLC also offers career education certificates and degrees and transfer credit for students who seek to continue their education at a four-year college or university.

FLC believes that education should belong to everyone. The College works with its communities toward just and fair inclusion into society in which all people can participate, prosper, and reach their full potential. FLC commits to equity driven decision-making, planning, and reflective processes that are responsive to the diverse identities and experiences in its community.

FLC's main campus also includes the Harris Center for the Arts, a regional visual and performing arts venue. The Harris Center is home to FLC's visual and performing arts education programs and to local arts organizations and community partners.

The passage of two bond measures in 2002 and 2008 has helped fund new facilities construction at FLC over the past 15 years, with the following buildings being completed:

- 2005: Cypress Hall/FL2, Buckeye Hall/FL3, Aspen Hall/FL1 expansion
- 2006: Falcon's Roost bookstore/cafeteria, Campus Services, College Administration, El Dorado Center Building C
- 2007: Dogwood Hall/FL4, Lilac Hall/FL5
- 2009: Physical Education
- 2010: Falcon's Roost expansion
- 2011: Harris Center for the Arts
- 2013: Athletics Complex Phase I

- 2014: Athletics Complex Phase II
- 2015: Gymnasium, El Dorado Center student services expansion, Rancho Cordova Center Phase I

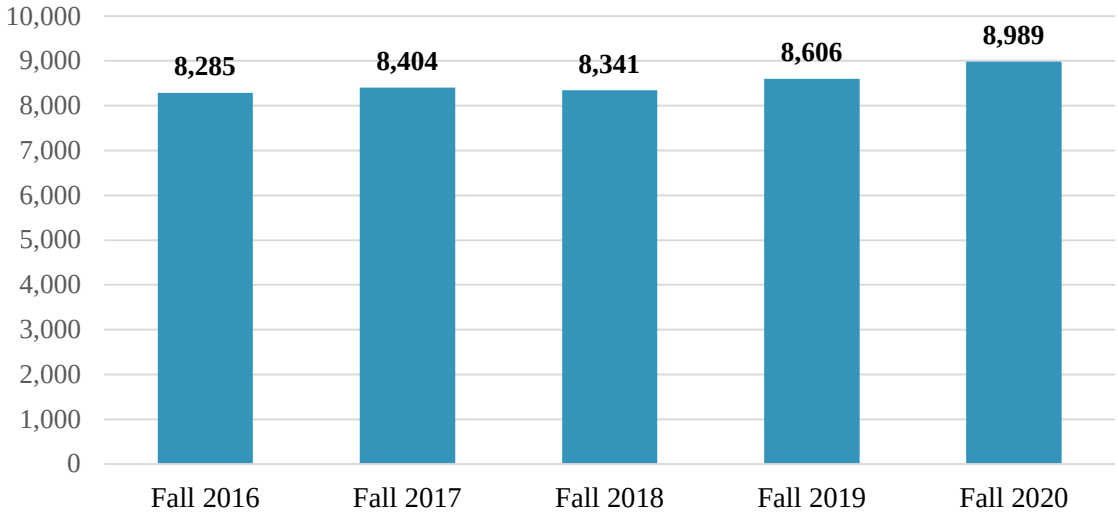
The College is in the planning stages of a science building on the main campus and Rancho Cordova Center Phase II to open in 2024.

Student Enrollment Data

Fall Term Headcount

The total fall term student headcount has increased by 8.5% between Fall 2016 and Fall 2020. The expansion of the Rancho Cordova Center in 2015 and the development of the prison education program in 2016 have both helped to increase student headcount.

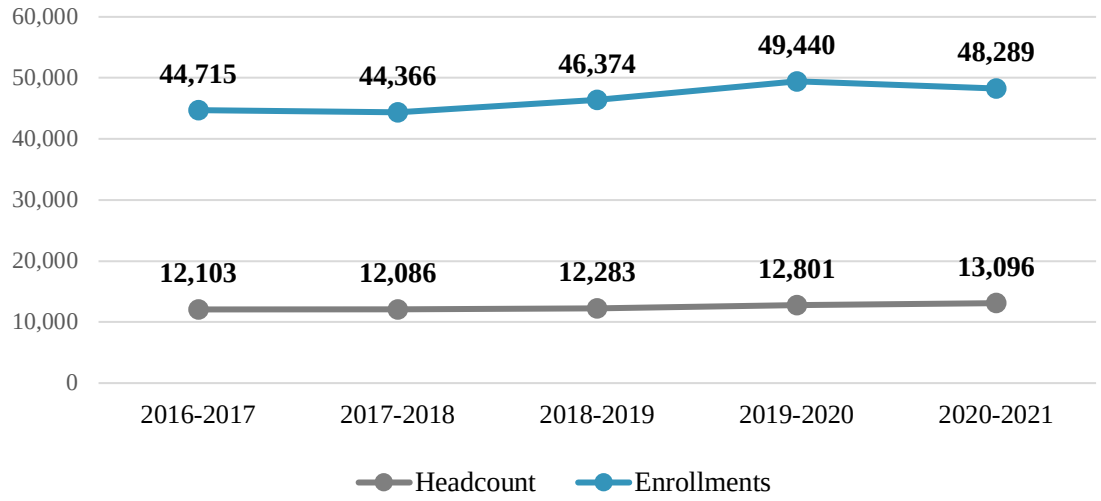
Fall Term Headcount



Annual Headcount and Enrollment

The annual headcount (total unduplicated number of students across the academic year) increased 8.2% between the academic years of 2016-2017 to 2020-2021. The annual number of course enrollments increased 8.0% during that same reporting period.

Annual Headcount and Enrollments



Demographic Data

FLC Students: Ethnicity

The ethnic background of FLC students has shifted somewhat over the five-year reporting period. The most significant changes between 2016-2017 and 2020-2021 are an increase in the percentage of the population of students who identify as Asian (+2.6%) and Hispanic/Latino (+2.1%) and a decrease in the population of students who identify as White Non-Hispanic (-9.1%). When compared to the communities served by FLC, the student body very closely mirrors the demographic features of the larger community.

Student Ethnicity Profile

Ethnicity	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
African-American	4.0%	4.1%	4.2%	4.5%	4.3%
American Indian/Alaskan Native	0.7%	0.7%	0.7%	0.7%	0.6%
Asian	9.6%	9.9%	10.1%	10.6%	12.2%
Filipino	1.8%	2.0%	2.0%	2.1%	2.7%
Hispanic	18.4%	18.9%	20.4%	20.5%	20.5%
Multi-Ethnic	6.2%	6.4%	6.6%	6.2%	6.3%
Pacific Islander	0.6%	0.5%	0.6%	0.5%	0.6%
Unknown	1.7%	1.4%	1.7%	4.5%	5.1%
White Non-Hispanic	56.9%	56.2%	53.8%	50.4%	47.8%

FLC Students: Gender

The gender of FLC students has remained relatively stable over the five-year reporting period. The gender category of “non-binary” was added as an option in the gender demographic question in 2020.

Student Gender Profile

Gender	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Female	55.3%	55.5%	54.8%	54.4%	56.4%
Male	42.3%	42.2%	43.2%	43.4%	41.5%
Non-Binary	N/A	N/A	N/A	N/A	0.2%
Unknown	2.4%	2.3%	2.1%	2.2%	1.8%

FLC Students: Age

The age of students attending FLC across this five-year reporting period has shifted moderately, trending toward a younger student population. The most significant changes between 2016-2017 and 2020-2021 are an increase the percentage of the population of students ages 19 or less (+3.6%) and a decrease in students ages 20 to 24 (-2.2%) and 25 to 29 (-1.6%).

Student Age Profile

Age	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
19 or Less	29.1%	30.0%	31.6%	32.1%	32.7%
20 to 24	33.0%	32.6%	30.8%	29.4%	30.8%
25 to 29	13.6%	13.0%	12.9%	12.4%	12.0%
30 to 34	7.2%	7.3%	7.5%	8.1%	8.0%
35 to 39	5.0%	5.2%	5.2%	5.5%	5.5%
40 to 49	6.6%	6.2%	6.2%	6.6%	6.4%
50 +	5.5%	5.7%	5.8%	5.9%	4.5%

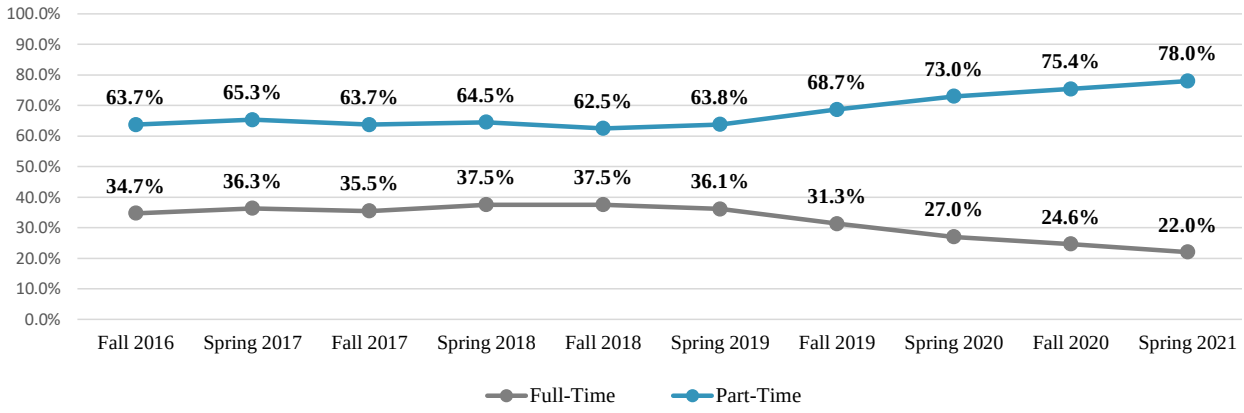
FLC Students: Unit Load

The FLC student unit load and full-time vs. part-time student status ratios remained relatively stable between Fall 2016 and Spring 2019. In Fall 2019 the percentage of part-time students started to trend higher. This trend correlated with an increase in the number of fully online courses scheduled and increased enrollments from students from other colleges within the District and from across the state who were taking just one or two online classes at FLC. This trend continued to increase in 2020-2021. As COVID-19 quarantine requirements are lifted and course scheduling returns to typical patterns, the college's full-time versus part-time student status ratios will probably also return to more typical patterns.

Fall Term Unit Load

Unit Load	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
0.1-2.9	3.0%	2.6%	3.1%	3.0%	3.0%
3.0-5.9	31.9%	33.1%	32.9%	34.4%	39.3%
6.0-8.9	20.4%	20.3%	19.3%	18.8%	19.7%
9.0-11.9	17.6%	16.8%	15.9%	14.5%	14.5%
12.0-14.9	20.0%	20.2%	20.2%	20.2%	15.3%
15+	7.0%	7.0%	8.6%	9.1%	8.1%

Full-Time and Part-Time Student Percentage



Socioeconomic Data

Service Area: Socioeconomic Status Indicators

Socioeconomic indicators vary greatly between Folsom Lake College's communities of service. The Folsom and El Dorado Hills areas are affluent communities where home values, median rent costs, and median incomes are significantly higher than statewide averages. Placerville is a small, rural community with the lowest median income in our service area and the highest percentage of persons living in poverty. Rancho Cordova is adjacent to Sacramento and reflects a more urban population with a high unemployment rate and a large percentage of persons without health insurance.

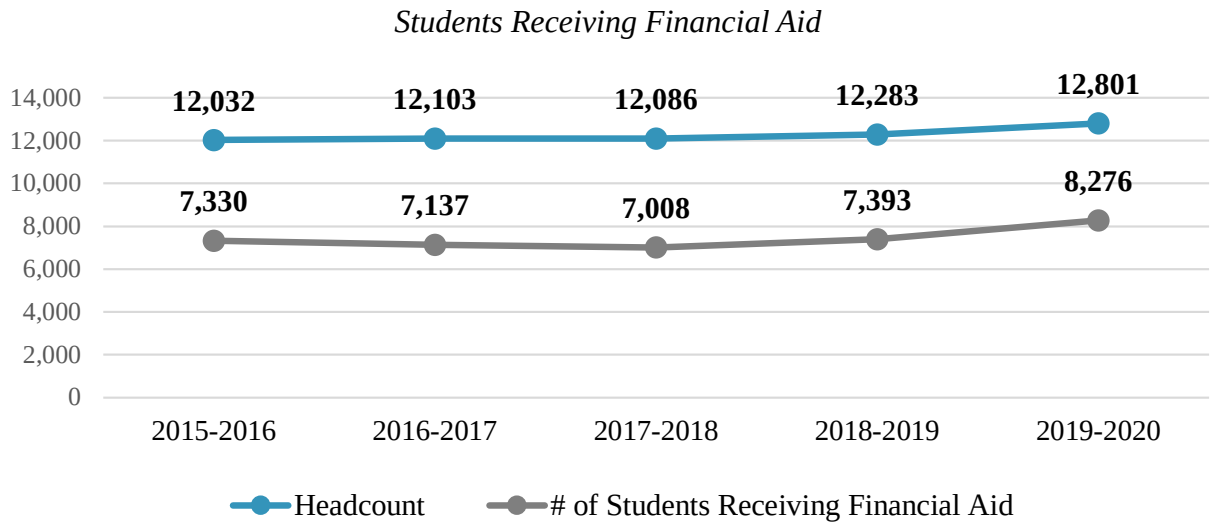
Socioeconomic Status Indicators for Service Area

		Median Household Income	Median Home Value	Median Gross Rent
FLC-Main	Folsom	$114,405	$524,100	$1,710
	El Dorado Hills	$137,726	$630,000	$1,964
EDC	Placerville	$59,247	$355,500	$1,099
RCC	Rancho Cordova	$65,307	$299,800	$1,212
State of California		$75,235	$505,000	$1,503

		Education Level: Less than High School	Persons in Poverty	Households Without Broadband Internet	Persons Without Health Insurance	Unemployment Rate
FLC-Main	Folsom	6.2%	5.6%	5.6%	2.7%	4.9%
	El Dorado Hills	3.5%	3.4%	4.0%	1.9%	4.6%
EDC	Placerville	11.0%	18.6%	19.8%	6.4%	5.6%
RCC	Rancho Cordova	11.1%	13.3%	12.0%	7.2%	7.5%
State of California		16.7%	11.8%	13.3%	8.9%	7.6%

FLC Students: Socioeconomic Status Indicators

The socioeconomic status of FLC students is best captured through a consideration of financial aid status. The number of students receiving financial has increased 3.7% from 2015-2016 to 2019-2020.



Additional Data Links

- Detailed enrollment and demographic data by site: Student Demographic Profile (Intro Ref. 1).
- Detailed labor market data: FLC Labor Market Data Reports (Intro Ref. 2).
- Key Performance Indicator Report: KPI Summary Report (Intro Ref. 3)
- Equity data dashboard/disaggregated enrollment data: Student Success and Equity Dashboard (Intro Ref. 4)

Student Achievement Data and Institutional-Set Standards

Key Performance Indicators

ACCJC / Internal Goals		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2018 to Fall 2019 Change	Fall 2018 to Fall 2019 Change	ACCJC Institutional Set Standards: Standard / "Floor"	ACCJC Institutional Set Standards: Stretch Goal
Success Rate	Collegewide	72.0%	73.1%	73.6%	73.7%	74.7%	1.0%	↑	72%	77%
Retention Rate	Collegewide	83.5%	85.3%	85.3%	85.4%	85.6%	0.2%	↔	86%	88%
Persistence Rate	Fall to Spring	59.6%	61.4%	59.9%	60.5%	60.9%	0.4%	↔	61%	63%
	Fall to Fall	42.1%	43.0%	43.5%	43.0%	42.0%	-1.0%	↓	46%	46%
		2015-2016	**2016-2017**	**2017-2018**	**2018-2019**	**2019-2020**	**2018-2019 to 2019-2020 Change**	**2018-2019 to 2019-2020 Change**	**Standard / "Floor"**	**Stretch Goal**
Enrollment	Headcount	12,032	12,107	12,089	12,286	12,803	4.2%	↑	12,250	14,000
Awards	# of Degrees Awarded	899	862	1,050	1,093	1,307	19.6%	↑	850	1,400
	# of Certificates Awarded	285	306	620	705	701	-0.6%	↔	400	800
	# of Students Awarded: Degree	686	676	808	722	814	12.7%	↑	810	1000
	# of Students Awarded: Certificate	252	268	567	645	626	-2.9%	↓	600	800
		2014-2015	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**	**2017-2018 to 2018-2019 Change**	**2017-2018 to 2018-2019 Change**	**Standard / "Floor"**	**Stretch Goal**
Transfer	Transfer to 4-Year	483	423	547	570	566	-0.7%	↓	425	625
Student Equity Plan Goals		**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**	**2017-2018 to 2018-2019 Change**	**2017-2018 to 2018-2019 Change**	**Expected # in 2021-2022**	**Expected % Increase**
	Successful Enrollment	4,254	4,730	4,854	4,657	4,342	-6.8%	↓	9638	10%
	Retained Fall to Spring	5,408	5,818	5,847	5,657	5,691	0.6%	↑	5,567	5%
	Transfer Level English & Math 1st Year	184	218	217	239	427	78.7%	↑	200	18%
	Vision Goal Completion	463	592	606	711	723	1.7%	↑	751	13%
	Transferred to 4-Year	710	937	978	1,091	n/a	11.6%	↑	1,083	3%
Vision for Success Goals		**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**	**2017-2018 to 2018-2019 Change**	**2017-2018 to 2018-2019 Change**	**Expected # in 2021-2022**	**Expected % Increase**
Goal 1A.	Increase Associate Degrees	473	602	647	755	761	0.8%	↑	855	21%
Goal 1B.	Increase Certificates	66	73	89	353	413	17.0%	↑	380	109%
Goal 1C.	Vision Goal Completion	463	592	606	711	723	1.7%	↑	760	10%
Goal 2A.	Increase AD-Ts	103	170	245	279	328	17.6%	↑	345	36%
Goal 2B.	Increase Transfer CSU/UC	495	651	711	777	N/A	9.3%	↑	900	34%
Goal 3A.	Decrease Unit Accumulation	88	84	89	88	88	0.0%	↔	79	8%
Goal 4A.	Increase Median Earnings	$28,010	$27,597	$27,311	$28,742	N/A	5.2%	↑	$31,000	12%
Goal 4B.	Increase Living Wage	59%	59%	59%	61%	N/A	2.0%	↑	68%	19%
Goal 4C.	Increase Related Jobs	72%	74%	69%	N/A	N/A	-5.0%	↓	N/A	N/A

Organization of the Self-Evaluation Process

Accreditation Steering Subcommittee

Folsom Lake College's (FLC's) governance structure includes the Accreditation Steering Subcommittee (Steering Committee) of the Institutional Effectiveness Committee, FLC's primary participatory governance planning committee. The Steering Committee, which meets regularly, operated initially with a faculty accreditation chair and an administrative accreditation liaison officer (ALO) and transitioned to a tri-chair structure with the addition of a classified chair. Committee membership includes a research analyst and one or more representatives from each constituent group. Members of the committee include:

Tri-Chairs

- Bernadette Anayah (faculty), professor of English as a Second Language
- Lindsey Campbell (classified), confidential administrative assistant to the president, former Classified Senate president
- Monica Pactol (administration), vice president of instruction, accreditation liaison officer

Additional Members

- Julie Batchelder (classified), administrative assistant for the Office of Institutional Research
- Jennifer Black (faculty), professor of accounting
- Paula Cardwell (faculty), professor of communication studies, former Academic Senate president
- Augustine Chavez (administration), vice president of administration
- Jane Crandell (classified), public relations technian
- Francis Fletcher (administration), dean of instruction, visual and performing arts and language and literature; Self-Evaluation writer
- Caleb Fowler (faculty), professor of computer information science
- Andrea Fuertes (classified), Equity Center specialist, Classifed Senate president
- Kristy Hart (classified), communications and public information officer
- Brian Robinson (administration), dean of instruction, Rancho Cordova Center
- Sonia Ortiz-Mercado (administration), vice president of student services
- Eric Wada (faculty), professor of biology, Academic Senate president
- Whitney Yamamura (administration), president

Timelines, Workgroup, and Review Structure

In 2016-2017, the Accreditation Steering Subcommittee focused on learning the new ACCJC Standards, establishing timelines for preparation of the Institutional Self-Evaluation Report and inviting participation in the Standard teams. In Spring 2017, the Steering Committee approved the FLC accreditation timeline (Intro Ref. 5). In Spring 2019, the faculty co-chair and former faculty writer submitted a plan of work to the ALO. After consulting with the Steering Committee, the Academic Senate president appointed the faculty writer. In Spring 2020, the faculty writer took an interim-dean position but continued to serve as writer for the Institutional Self-Evaluation Report without re-assigned time. Standard tri-chairs (Intro Ref. 6) and Self-Evaluation Standards workgroup structure (Intro Ref. 7) were developed in Fall 2017. The structure incorporates existing participatory governance committees to review and to approve completed sections. Each section

has an appropriate primary review committee. However, since other committees possess relevant expertise, secondary review committees were assigned to ensure a complete review of the facts.

Workgroups completed their sections in Google Docs during Spring and Fall 2019 and Spring 2020. The faculty tri-chair and the writer met with each of the Standard teams during Fall 2020 for a discussion of the work that still needed to be done. Standard teams continued to work on their sections in Fall 2020. A completed draft was reviewed by the Steering Committee in December 2020. A draft of the report was shared with College committees for primary and secondary review in February 2021. Feedback was incorporated into a complete draft compiled in April 2021. Final drafts were then reviewed and recommended for approval by the Academic Senate, Classified Senate, Associated Students, and management team in Fall 2021. The Board of Trustees approved the Institutional Self-Evaluation Report at the 10 November 2021 Meeting.

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 Los Rios Colleges. DACC created the LRCCD accreditation timeline (Intro Ref. 8) and links to documents and worked with the Los Rios Colleges on the accreditation function map (Intro Ref. 9).

Organizational Information

Below are several sources of information to understand better the College and the Institutional Self-Evaluation Report:

- Organizational charts (Intro Ref. 10)
- College sites and centers:
  - FLC Main Campus map (Intro Ref. 11)
  - El Dorado Center map (Intro Ref. 12)
  - Rancho Cordova Center map (Intro Ref. 13)
- Acronym identifier and glossary of terms webpage (Intro Ref. 14)
- FLC main website (Intro Ref. 16)
- FLC Inside employee website (Intro Ref. 17)
- FLC accreditation webpage (Intro Ref. 15)

Certification of Continued Compliance with Eligibility Requirements

1. **Authority:** Folsom Lake College (FLC) 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. FLC 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 Trustees of the Los Rios Community College District (LRCCD).
2. **Mission:** Folsom Lake Colleges's educational mission is clearly defined and published in the catalog and website. The educational mission is aligned with the 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 LRCCD Board of Trustees approved the College's most recent revision to its mission statement in December 2016.
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 Los Rios 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. Whitney Yamamura serves as the president and chief executive officer of Folsom Lake College. Dr. Yamamura was hired for this position in July 2017 and reports directly to the District's chancellor, Dr. Brian King, who was hired in 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. A link to organizational charts for the College is 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 9,700 students across its main campus in Folsom, El Dorado Center in Placerville, and Rancho Cordova Center in Rancho Cordova. Most students are actively pursuing career education certificates, associate degrees, and/or transfer opportunities to four-year institutions.
7. **Degrees:** Folsom Lake College offers 58 Associate of Arts, Associate of Science, and Associate Degrees for Transfer degree programs. 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 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 programs provide appropriate content, 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 43 career education certificates.

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 16 weeks long. The 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 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 LRCCD Board of Trustees expresses its support for the principles of Academic Freedom in Board Policy 7142, 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 catalog contains the American Association of University Professors Statement of Principles on Academic Freedom and the Los Rios College Federation of Teachers' Statement on Academic Freedom.
13. **Faculty:** Folsom Lake College has a substantial core of 123 full-time faculty members and 180 adjunct or part-time 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. The catalog and website provide detailed information on student services.
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 catalog and the website.

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 LRCCD processes.
20. **Integrity in Communication with the Public:** Folsom Lake College publishes a catalog on the 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.

Certification of Continued Institutional Compliance with Commission Policies

We certify that Folsom Lake College (FLC) meets the Eligibility Requirements for Accreditation as follows:

Public Notification of an Evaluation Team Visit and Third-Party Comment
Regulation citation: 6-2.23(b)
FLC has made appropriate and timely efforts to solicit third-party comments through a variety of communication methods including but not limited to the website and College, District, and community meetings. These open public meetings and minutes are posted and are visible on the website.

Standards and Performance with Respect to Student Achievement
Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19(a-e
FLC has defined student achievement institutionally and academically. The College's institutional-set standards, key performance indicators, career education markers, including job preparedness and placement, undergo regular evaluation and reporting through the program review process, strategic plan, and Institutional Effective Committee annual review. The evidence documented in Standards I.B and II.A describe in greater detail student performance and achievement.

Credits, Program Length, and Tuition
Regulation citations: 600.2; 602.16(a)(1)(viii); 602.24 (e)(f); 668/2; 668.9
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. The evidence documented in Standards I.C.6 and II.A.9 describe in greater detail student performance and achievement

Transfer Policies
Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii)
As outlined in Standard II.A.10, FLC publishes transfer for credit policies and procedures in the catalog and on the website.

Distance Education and Correspondence Education
Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38
FLC validates distance education coursework for consistency with the California Online Educational Initiative and the U.S. Department of Education definitions, as detailed with evidence in Standard II.A.3. FLC's Curriculum Committee controls development of all courses and programs, with special attention given to distance education courses and programs through the Distance Education Subcommittee. Students registering at FLC are given unique student numbers functioning as their user ID for all technology services.

Student Complaints
Regulation citations: 602.16(a)(1)(IX); 668.43
FLC publishes clear policies and procedures for handling student complaints. Student complaint records are maintained by the College and demonstrate accurate implementation of the policies and procedures. FLC is compliant with the Commission Policy on Representation of Accredited Status and the Policy on Student Complaints as evidenced in Standard I.C.2.

Institutional Disclosure and Advertising and Recruitment Materials
Regulation citations: 602.16(a)1(vii); 668.6
FLC provides accurate and up-to-date information to current students, prospective students, and the public at-large through its website and the catalog, as indicated in Standard II.C.1.

Title IV Compliance
Regulation citations: 602.16(a)(1)(v); 602.16 (a)(1)(x); 602.19(b); 668.15; 668.16; 668.7 et seq
Per Los Rios Community College District Administrative Regulation 2621 as stated in Standards III.D.15 and III.D.16., FLC maintains a Financial Aid Institutional Policy and Procedures Manual that addresses all federal and state-mandated financial assistant requirements. FLC complies with federal regulations listed in the U.S. Department of Education Federal Student Aid Handbook and annually files a Fiscal Operations Report and Application to Participate (FISAP).

Introduction References/Evidence
Intro Ref. 1 FLC Student Demographic Profile Fall 2019
Intro Ref. 2 FLC Labor Market Data Reports
Intro Ref. 3 FLC KPI Summary Report Fall 2020
Intro Ref. 4 FLC Student Success and Equity Dashboard
Intro Ref. 5 FLC Accreditation Timeline Spring 2020
Intro Ref. 6 FLC Standard Tri-Chairs
Intro Ref. 7 FLC Self-Evaluation Standards Workgroup Structure
Intro Ref. 8 LRCCD Accreditation Timeline Fall 2019
Intro Ref. 9 LRCCD Function Map for 2020 ACCJC Standards
Intro Ref. 10 FLC Organizational Charts Spring 2021
Intro Ref. 11 FLC Main Campus Map
Intro Ref. 12 FLC El Dorado Center Map
Intro Ref. 13 FLC Rancho Cordova Center Map
Intro Ref. 14 FLC Acronym Identifier and Glossary of Terms webpage
Intro Ref. 15 FLC Accreditation webpage
Intro Ref. 16 FLC Main Website homepage
Intro Ref. 17 FLC Inside Employee Website homepage

STANDARD I

Mission, Academic Quality and Institutional Effectiveness, and Integrity

Standard I chairs

I.A: Mission
Lindsey Campbell, classified co-chair
Paula Cardwell, faculty co-chair
Brian Robinson, administrative co-chair

I.B: Assuring Academic Quality and Institutional Effectiveness
Christina Aldrich, faculty co-chair
Ronda Callaway, classified co-chair
Brian Robinson, administrative co-chair
Matt Wright, administrative co-chair

I.C: Institutional Integrity
Lindsey Campbell, classified co-chair
Paula Cardwell, faculty co-chair
Brian Robinson, administrative co-chair

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

I.A: Mission

I.A.1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

Evidence of Meeting the Standard
Folsom Lake College's (FLC) mission statement can be found in its college see (i.e., Mission, Vision, and Values [I.A Ref. 1]) and on the college website (i.e., Our Values webpage [I.A Ref. 2]):

> Folsom Lake College enriches and empowers all students to strengthen our community by bridging knowledge, experience, and innovation.
>
> Folsom Lake College, serving the diverse communities of eastern Sacramento and western El Dorado counties, offers educational opportunities and support for students to transfer to four-year institutions, to improve foundational skills, to achieve career goals, and to earn associate degrees or certificates.

The College mission statement's broad educational purpose – that the College "enriches and empowers all students to strengthen our community by bridging knowledge, experience, and innovation," addressing "the diverse communities of eastern Sacramento and western El Dorado counties" – emphasizes the College's commitment to offering "educational opportunities and support for students to transfer to four-year institutions, to improve foundational skills, to achieve career goals, and to earn associate degrees or certificates."

The College's broad educational purposes are further bolstered by its equity statement, which states (in part):

> Education should belong to everyone. To nourish this inclusion, FLC champions equity, diversity, social justice, and environmental sustainability as foundational to academic, campus, and community life. We work with the communities we serve toward just and fair inclusion into society in which all people can participate, prosper, and reach their full potential. We commit to equity driven decision-making, planning, and reflective processes that are responsive to the diverse identities and experiences in our community.

Analysis and Evaluation
FLC's mission, vision, and equity statements describe the College's broad educational purposes, its intended student population, the types of degrees and certificates it offers, and its commitment to student learning and student achievement. The mission statement, with the College's vision statement, was created and approved in Fall 2016 and was approved by the Los Rios Community

College District (LRCCD) Board of Trustees at the December 2019 board meeting (BoT minutes 14 December 2016 [I.A Ref. 3]). Its periodic review is a College wide activity coordinated by the Institutional Effectiveness Committee and is outlined in the master planning matrix (I.A Ref. 4).

I.A.2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Evidence of Meeting the Standard

Folsom Lake College (FLC) uses a variety of data to determine how effectively the College is accomplishing its mission in serving diverse communities to ensure that students are offered educational opportunities and support. FLC uses key performance indicators (KPIs) (e.g., KPI summary report [I.A Ref. 5]) that identify Institutional Effectiveness Partnership Initiative/ ACCJC/internal goals, student equity and achievement plan goals, and California Community Colleges Chancellor's Office Vision for Success goals. The KPIs identify overall course success rates, the number of degrees and certificates awarded annually, the number of transfers completed annually, and the number of students awarded degrees and certificates annually. The Research Advisory Council and Institutional Effectiveness (IE) Committee review KPIs annually to ensure that the College is meeting its goals and is staying above institution-set standards.

Department-specific data connected to the College mission are used in the annual planning process. FLC uses a data dashboard (I.A Ref. 6) to track and to review student success and equity data (I.A Ref. 7) and efficiency measures data (I.A Ref. 8). Questions related to these data are included in the annual department plan template, which, in conjunction with the program review addendum (completed once every six years for academic programs and once every two years for career education programs), assesses individual department's accomplishment of the College mission.

Analysis and Evaluation

The volume of publicly available data and its infusion in College priorities and governance processes demonstrate that FLC uses data to determine how effectively the College is accomplishing its mission and meeting the educational needs of students. Institution wide data are used to inform plans and processes and are incorporated into IE's academic year planning calendar (I.A Ref. 9). Department-specific data, used in completing annual plans and program reviews, are linked to the College's mission, vision, and equity statements. Minutes from IE reveal continued attention to data in relation to the College mission (e.g., KPI summary report [I.A Ref. 5], shared with IE at its October 2020 meeting, IE minutes 19 October 2020 [I.A Ref. 10]).

I.A.3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Evidence of Meeting the Standard

Folsom Lake College's (FLC) programs and services are aligned with its mission to offer educational opportunities and support for students to achieve their educational goals. FLC's mission states that the College provides students opportunities "to transfer to four-year institutions, to

improve foundational skills, to achieve career goals, and to earn associate degrees or certificates." Curriculum offerings reflect this broad educational mission. The College's course numbering system (I.A Ref. 11) indicates the different levels of courses offered (such as developmental level, associate degree level, transfer level). The catalog has a list of programs (I.A Ref. 12), including degrees and certificates. The Programs and Majors webpage (I.A Ref. 13) provides program maps showing which courses are necessary for students to complete associate degrees, certificates, and transfer requirements. Departments offering these curricula complete annual department plans (ADP) and program reviews, which call for reflection on how department missions fulfill the College's mission (e.g., annual department plan for Psychology [I.A Ref. 14]).

Support services offered at the College assist students in achieving the educational objectives tied to the College's mission, vision, and equity statements. Besides the support services listed on the College's Support Services webpage (I.A Ref. 15), other services available to students include counseling (I.A Ref. 16), tutoring (I.A Ref. 17), financial aid (I.A Ref. 18), and, through the District, the Information Technology Help Desk (I.A Ref. 19). Departments offering these support services complete annual unit plans each year, which require the departments to evaluate how their missions support the College's overall mission. See, for example, the annual unit plans for the Equity Center (I.A Ref. 20), Soar to Success (I.A Ref. 21), and Admissions and Records (I.A Ref. 22).

FLC's College Master Plan (CMP) (I.A Ref. 23), which informs all other plans at the College, begins with the mission and vision statements and uses them to guide the CMP's focus on student success. The CMP is intended "to drive the College's planning and decision-making processes over the next ten years." The CMP focuses on community engagement, high-quality education, innovation and technology, and student engagement, and connects these subjects to equity, diversity, and inclusion, to health and safety, to the El Dorado Center and Rancho Cordova Center, and to the Harris Center for the Arts. Ultimately, indicators of achievement – engaging the community, providing high-quality education, using innovation and technology, and supporting students – are tied to the mission, vision, and equity statements. The CMP's focus has resulted in increased outreach, improved career education (CE) programs, incorporated interdisciplinary use of innovation in the Innovation Center makerspace, increased student engagement on committees and in clubs, and increased numbers of students taking full loads. A couple of specific examples demonstrating FLC's commitment to meeting these goals include the 15 to Finish (I.A Ref. 24) campaign and Spotlight Night (I.A Ref. 25) event. The 15 to Finish campaign, tied to FLC's Guided Pathways work, encourages students to enroll in 15 units each semester so as to increase the students' chances of completing their college academic goals within two years. FLC's Spotlight Night, an "open house showcasing the College's CE degree and certificate programs, relevant career opportunities, and student support services," assists students in deciding on careers and planning their academic goals accordingly. Other plans guided by the College's mission, vision, and equity statements include the Health and Safety Plan (I.A Ref. 26), Strategic Plan (I.A Ref. 27), and the Enrollment Management Plan (I.A Ref. 28).

Analysis and Evaluation

The interconnection of department-specific plans and processes to College wide plans and processes demonstrates that FLC's programs and services, as well as institutional decision-making processes and goals and achievements, are tied to the mission, vision, and equity

statements. Unit and department plans, used to guide priorities and resource allocation, are tied to these statements. College wide plans, the implementation of which are tied to College goals and achievements, use these statements as their foundations. Documents detailing college wide goals and achievements are tied to college wide plans, which are guided by the mission, vision, and equity statements. See, for instance, college goals and achievements (I.A Ref. 29).

I.A.4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

Evidence of Meeting the Standard

Folsom Lake College's (FLC) mission statement can be found on the website (Our Values [I.A. Ref. 2]), in the catalog (Mission, Vision, and Values [I.A Ref. 1]), and in key documents (e.g., College Master Plan [I.A Ref. 23]). The mission statement is reviewed and revised every five years or when the strategic plan is reviewed and revised. FLC's current mission statement was revised in Fall 2016 and was approved by the Institutional Effectiveness (IE) Committee (IE minutes 14 November 2016 [I.A Ref. 30]) and the Academic Senate (AS minutes 22 November 2016 [I.A Ref. 31]). The Los Rios Community College District Board of Trustees approved the FLC mission statement at its December 2016 meeting (BoT minutes 14 December 2016 [I.A Ref. 3]).

Analysis and Evaluation

The Folsom Lake College mission, vision, and equity statements are widely published and are approved by the Los Rios Community College District Board of Trustees on a regular basis. Periodic review of the mission, vision, and equity statements is coordinated by IE, but review is a College wide effort with input sought from all constituencies. The cycle for mission, vision, and equity statement review can be found on the master planning matrix (I.A Ref. 4).

Standard I.A References/Evidence

I.A Ref. 1 FLC Mission, Vision, and Values in Catalog 2021-2022
I.A Ref. 2 FLC Our Values webpage
I.A Ref. 3 LRCCD BoT minutes 14 December 2016
I.A Ref. 4 FLC Master Planning Matrix
I.A Ref. 5 FLC KPI Summary Report Fall 2020
I.A Ref. 6 FLC Data Dashboard Quick Guide
I.A Ref. 7 FLC Student Success and Equity Dashboard
I.A Ref. 8 FLC Efficiency Measures Dashboard
I.A Ref. 9 FLC Academic Year Planning Matrix
I.A Ref. 10 FLC IE minutes 19 October 2020
I.A Ref. 11 FLC Course Numbering in Catalog 2021-2022
I.A Ref. 12 FLC List of Programs in Catalog 2021-2022
I.A Ref. 13 FLC Programs and Majors webpage
I.A Ref. 14 FLC ADP: Psychology 2020-2021
I.A Ref. 15 FLC Support Services webpage
I.A Ref. 16 FLC Counseling webpage
I.A Ref. 17 FLC Tutoring webpage
I.A Ref. 18 FLC Financial Aid and Fees webpage
I.A Ref. 19 LRCCD Information Technology Help Desk webpage
I.A Ref. 20 FLC AUP: Equity Center 2020-2021
I.A Ref. 21 FLC AUP: Soar to Success 2020-2021
I.A Ref. 22 FLC AUP: Admissions and Records 2020-2021
I.A Ref. 23 FLC College Master Plan 2015-2025
I.A Ref. 24 FLC 15 to Finish Flyer
I.A Ref. 25 FLC Spotlight Night event webpage
I.A Ref. 26 FLC Health and Safety Plan 2017-2020
I.A Ref. 27 FLC Strategic Plan 2019-2022
I.A Ref. 28 FLC Enrollment Management Plan 2017-2020
I.A Ref. 29 FLC College Goals and Achievement 2018-2019
I.A Ref. 30 FLC IE minutes 14 November 2016
I.A Ref. 31 FLC AS minutes 22 November 2016

I.B: Assuring Academic Quality and Institutional Effectiveness

I.B.1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Evidence of Meeting the Standard
At Folsom Lake College (FLC), collegial dialogue about outcomes, equity, and institutional effectiveness begins at the department and unit levels with the annual department and unit plans, which include specific questions about outcomes, equity, student success, and resource needs (see the Annual Planning webpage [I.B Ref. 1]). Department responses to questions related to outcomes, equity, student success, and resources are compiled by the Office of Institutional Research (OIR) and are sent to relevant participatory governance committees, which then report their findings to the Institutional Effectiveness (IE) Committee (see annual planning reports [I.B Ref. 2]).

The reports generated by OIR and shared with the participatory governance committees are augmented by annual reports generated by the Student Learning Outcomes (SLO) Committee (see the SLO annual report [I.B Ref. 3]). These reports identify themes emerging from assessments across disciplines, outline changes emerging from SLO assessments, and catalog needs emerging from SLO assessment results. The SLO reports are then presented to IE and the Academic Senate and are posted on the Student Learning Outcomes and Assessment webpage (I.B Ref. 4). The SLO Committee also generates a biannual report on institutional student learning outcomes (ISLOs) with graduate exit surveys, administered by the OIR (see ISLO report [I.B Ref. 5]). Minutes available on BoardDocs demonstrate the progression of the annual SLO report from SLO Committee to IE in its annual planning process: SLO minutes 6 December 2018 (I.B Ref. 6), IE minutes 8 April 2019 (I.B Ref. 7), SLO minutes 7 November 2019 (I.B Ref. 8).

The above reports are generated at the end of the fall semester and are discussed throughout the spring to inform college goals and achievements (I.B Ref. 9) for the following year. Additionally, resource requests (for example, see the AUP one time request report [I.B Ref. 10]) are prioritized in the spring semester based on fall submissions of annual department plans (ADPs), annual unit plans (AUPs), and program reviews. To ensure broad discussion of department-level planning, the College has those departments undergoing program review present their findings to IE in late-fall and early-spring. The most recent program review presentations are recorded in the IE's minutes on BoardDocs: IE agenda 16 November 2020 (I.B Ref. 11), IE minutes 14 December 2020 (I.B Ref. 12), IE minutes 8 February 2021 (I.B Ref. 13).

Embedded in the discussions of ADPs, AUPs, and program reviews is discussion of equity data and disproportionate impact. Academic departments' ADPs include prompts about success rates for demographic groups, data garnered by use of the student success and equity dashboard (I.B Ref. 14). AUP templates include questions about each department's equity-minded actions for the upcoming year. Completed plans are posted on the Annual Planning webpage (I.B Ref. 1). The responses to these prompts are reviewed by the Diversity and Equity Committee and the College's equity coordinator to identify themes emerging from the information provided by

departments. Equity data and key performance indicators are also updated and presented annually at IE (see Office of Institutional Research webpage [I.B Ref. 15]).

Analysis and Evaluation
Agendas and minutes available on BoardDocs demonstrate that FLC engages in sustained, substantive, and collegial dialogue about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement (e.g., AS minutes 10 September 2019 [I.B Ref. 16]). Templates for ADPs, AUPs, and program review demonstrate a focus on student learning outcomes and achievement and equity. Additionally, the flow of information from individual departments to College wide committees indicates sustained, substantive, and collegial dialogue about student learning, achievement, and continuous quality improvement.

I.B.2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Evidence of Meeting the Standard
At Folsom Lake College (FLC), student learning outcome (SLO) development and assessment (see Student Learning Outcomes and Assessment webpage [I.B Ref. 4]) are integral to both the curriculum development/review process and the annual department planning/annual unit planning (ADP/AUP) process: “SLOs and assessment inform how the College structures and assesses its programs and services as it seeks to provide a rich and inclusive environment that assists students in achieving these outcomes." All instructional programs are required to have both program and course level SLOs, which are recorded in Socrates (the District’s curriculum platform) and are assessed in Improve (a planning and assessment platform) with synopses of those assessments appearing in both ADP and program review templates. Individual SLO assessments are recorded in Improve, and these assessments are, in turn, tracked by the SLO Committee. Departments provide synopses of both their program and course-level SLO assessments in their ADPs. These assessments are cataloged on the Student Learning Outcomes and Assessment webpage (I.B Ref. 4), and themes emerging from ADP responses are captured in the SLO annual report (I.B Ref. 3).

Service area outcomes (SAO) for non-instructional and support programs (i.e., administrative services, president’s services, and student services) are contained in departments’ annual unit plans. Specifically, units are asked to “summarize your SLO/SAO assessments from last year, and what you plan to do next year.” The responses to these questions are recorded in Improve and also cataloged on the Annual Planning webpage (I.B Ref. 1). These annual plans are reviewed and approved by both a first-level and second-level manager with these approvals recorded in Improve. Resource requests emanating from these assessment results are also cataloged on the Annual Planning webpage.

The results of SLO/SAO assessments are discussed College wide when committees consider responses to assessment-related questions on annual planning documents. For instance, the SLO Committee’s annual report on assessment includes a summary of themes identified “across the College related to: A. student achievement of both course and program SLOs, B. changes made as

a result of SLO assessment results, and C. needs identified by departments to maintain or improve student achievement of SLOs." The SLO Committee's annual report (I.B Ref. 3) is shared with the College (e.g., AS minutes 10 September 2019 [I.B Ref. 16]) and is published on FLC Inside.

Program SLOs are included both in the catalog's Programs of Study (I.B Ref. 17) and on the website's Programs and Majors webpage (I.B Ref. 18) – for example, see Art (I.B Ref. 19). Course outcomes are included in instructors' syllabi for each class and are also included on the Programs and Majors webpage (I.B Ref. 18).

Analysis and Evaluation
The structure of FLC's planning process indicates that the College defines and assesses student learning outcomes for all instructional programs and student and learning support services. Annual planning documents demonstrate a focus on student learning and service area outcomes. Additionally, public-facing documents related to instructional programs contain information about both course and program student learning outcomes. The work of the SLO Committee, the Academic Senate, and the Institutional Effectiveness Committee demonstrates a focus on using assessment results to drive planning.

I.B.3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

Evidence of Meeting the Standard
Folsom Lake College's (FLC) institution-set standards are determined annually by the Research Advisory Council (RAC), a subcommittee of the College's Institutional Effectiveness (IE) Committee. The project is initiated in the fall by the College's faculty researcher, a member of the RAC, who generates a report containing the upcoming year's set standards and also the College's progress on such metrics as student equity goals, strategic plan goals, and Vision for Success targets. Once approved by the RAC, this report is then forwarded to IE for final approval. The most recent report was approved by IE in November 2020 (see KPI summary report [I.B Ref. 20] - note that key performance indicators and institution-set standards appear in the same report annually).

Minutes from both RAC and IE reveal that this process has worked well for determining and updating set standards: RAC minutes 3 December 2018 (I.B Ref. 21), RAC minutes 7 October 2019 (I.B Ref. 22), IE minutes 5 November 2018 (I.B Ref. 23), IE minutes 9 December 2019 (I.B Ref. 24).

Additionally, IE reviews these set standards again in the spring when the College submits its annual report review for ACCJC (I.B Ref. 25).

Many of the data present in the Institution-Set Standards and Key Performance Indicator Report are available in FLC's efficiency measures dashboard (I.B Ref. 26) and student success and equity dashboard (I.B Ref. 27), both of which are used by departments in completing their annual department plans and program reviews. Thus, plans and activities at the department level feed

into achieving and exceeding institution-set standards at the College level. IE not only identifies areas where the College is not achieving set standards but also publicizes those areas where the College is exceeding them.

Analysis and Evaluation
Meeting minutes and annual reports demonstrate that FLC has a process for establishing institution-set standards appropriate to its mission and assessing how well the College is achieving them. Furthermore, data available on the Office of Institutional Research webpage (I.B Ref. 15) indicate not only the College's focus on the institution-set standards and key performance indicators but also the College's efforts towards continuous quality improvement.

I.B.4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard
Folsom Lake College's (FLC) use of assessment data and organization of institutional processes to support student learning and achievement is detailed on its Annual Planning webpage (I.B Ref. 1):

> Summaries of ADP/AUP findings, themes and resource requests are reviewed by the Institutional Effectiveness Committee, the College's primary governance committee for planning, and the Executive Management Team (president and vice presidents); and, influence annual goals and objectives – desired outcomes priorities. Divisions utilize summaries of ADP/AUP findings, themes and resource requests to inform prioritization decisions.

The influence of this department level planning on institution wide activities is shown in the annual planning process graphic (I.B Ref. 28), which illustrates the influence of the SLO Committee's annual assessment report on College wide planning processes. Data used to support this annual planning process include the efficiency measures dashboard (I.B Ref. 26), the student success and equity dashboard (I.B Ref. 27), and the degrees and certificates report (I.B. Ref. 29).

FLC's annual Student Learning Outcome (SLO) report provides an overview of the needs identified by faculty members across all disciplines related to student achievement of course and program level student learning outcomes. The SLO Report is shared with all participatory governance committees, the Academic Senate, and IE. Committees are encouraged to review the results of the report and, when appropriate, to integrate the findings into the decisions and actions of the committees. For example, the report was shared with the Budget and Facilities Planning Committee (BFPC) (BFPC minutes 13 February 2020 [I.B Ref. 30]). One of the findings from the report focused on the need for more lab space for the sciences. BFPC used these findings to inform decisions that were being made about the new science building currently in development.

To inform its Student Equity and Achievement Plan, FLC relies on a variety of disproportionate impact metrics, shared annually with the California Community Colleges Chancellor's Office. These metrics include reports on successful enrollment (I.B Ref. 31), retention (I.B Ref. 32), award completion (I.B Ref. 33), and transfer (I.B Ref. 34). Members of the Student Equity and

Achievement Subcommittee of the Matriculation and Student Success Committee use these reports to guide decisions on allocation of Student Equity and Achievement Program funds.

To guide its planning processes further, FLC relies on environmental scan data (I.B Ref. 35), updated every four years and used to guide plans like the College Master Plan (I.B Ref. 36). These data are often augmented by data resources available through the LRCCD Office of Institutional Research via their tool, Power BI Dynamic Data (I.B Ref. 37).

Analysis and Evaluation
The data sources mentioned are used to inform FLC's organizational processes at both the department and the College level. A review of the ADP/AUP templates on the Annual Planning webpage (I.B Ref. 1) and also a review of the larger College plans on the College wide Plans webpage (I.B Ref. 38) reveal FLC's reliance on data to assess subjects like a department's progress towards its annual goals and the College's progress towards more long-term goals it has set for itself.

I.B.5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Evidence of Meeting the Standard
Folsom Lake College's (FLC) program review (I.B Ref. 39) template consists of the annual department plan (ADP) template (completed annually) and separate questions regarding the program's mission, prerequisite and corequisite validation, program currency, and program relevancy. Because the template augments the ADP template, departments undergoing program review (indeed all departments) must reflect on their past goals and objectives, course success rates (including disproportionate impact), and student learning as implied by course and program student learning outcome assessments. The program review for Mathematics (I.B Ref. 40), for instance, demonstrates this focus on goal attainment, student learning, equity gaps, and program currency and relevancy. Key resources for the completion of these templates are the efficiency measures dashboard (I.B Ref. 26) and the student success and equity dashboard (I.B Ref. 27), which disaggregates success rates at the department and course level which are available on FLC Inside.

To ensure College wide engagement in the program review process, the Program Review and Department Planning (PRDP) Subcommittee of the Curriculum Committee provides periodic training in ADP and program review processes, regularly evaluates and updates the ADP/program review template, and maintains the program review schedule for the College. PRDP provides departments with a program review presentation template (I.B Ref. 41), which departments use to present their program review findings to the Institutional Effectiveness (IE) Committee. These presentations take place at the December and February IE meetings. Minutes from these meetings demonstrate that program review findings are prominently shared (see, for example: IE minutes 9 December 2019 [I.B Ref. 24]).

Analysis and Evaluation
FLC accomplishes its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. FLC's ADP/program review template includes questions directly related to "enriching and empowering students by bridging knowledge, experience, and innovation." The focus on such topics as course success rates and timely completion of degrees and certificates in the template connects directly to the College's mission of "offering educational opportunities and support for students to transfer to four-year institutions, to improve foundational skills, and to earn associates degrees or certificates." The answers to questions upon which departments must reflect require disaggregated data as provided in the student success and equity dashboard (I.B Ref. 27), which disaggregates the discipline and program-level success rates by categories such as gender, ethnicity, location, and modality.

Thoughtful use of such data is evident in the Sociology annual department plan (I.B Ref. 42), which reflects on both course success in hybrid and online classes and course success for disproportionately impacted groups. Analysis of such results by IE ensures that such department level reflections on how well students are meeting the College's mission statement are applied also at the college level.

I.B.6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Evidence of Meeting the Standard
Disaggregation of data and analysis of learning outcomes for subpopulations of students occurs at the department level during the annual department planning (ADP) and program review process. Folsom Lake College's (FLC) student success and equity dashboard (I.B Ref. 27) provides course success rates based on time and on sub-populations. The report uses filters for displayed rates, headcounts, and calculated equity gap analysis. Departments use this dashboard to evaluate disproportionate impact in course success and to plan interventions to close those achievement gaps.

At the college level, the Diversity and Equity Committee considers disaggregated data on a routine basis in the service of various plans and interventions. The Student Equity and Achievement Program, for instance, "was established in 2017-18 with the intent of supporting Guided Pathways and the system wide goal to eliminate achievement gaps," and this program led to the creation of "a new three-year student equity plan." The Student Equity Plan (SEP) (I.B Ref. 43) includes metrics identifying various demographic groups (e.g., disabled females) and College activities addressing achievement gaps. Interventions (such as targeted outreach, embedded tutoring, and expanded services in the College's Equity Center) are recorded in the Student Equity Plan executive summary (I.B Ref. 44). Additionally, this summary catalogs how resources are allocated to close identified achievement gaps. Similarly, the College addresses achievement gaps through its implementation of Guided Pathways, including the launch of Starfish (I.B Ref. 45), a case management system allowing instructors and success coaches to contact students directly for giving praise and sharing concerns.

Other examples of strategies used to address these gaps include the expansion of the College's Equity Center, the evaluation of College hiring practices, and the increase of professional development opportunities focused on culturally-responsive instruction. Furthermore, the implementation of success teams and meta-major liaisons has created opportunities for the College to work more closely with disproportionately impacted students. These strategies are shared with representative groups at the College's Institutional Effectiveness Committee meetings.

Analysis and Evaluation

FLC not only disaggregates and analyzes student outcomes but also uses measures to close identified gaps (including allocation and reallocation of resources) when it finds them. The Student Equity and Achievement Plan and ADP/program reviews demonstrate many interventions being used to close achievement gaps and to lessen disproportionate impact. While many interventions are underway, the College realizes the need for a more earnest consideration of data related to these interventions to assess whether or not the College is achieving the goal of closing equity gaps. An encouraging example showing that the College is moving in the right direction is the follow-up to Starfish implementation. In Spring 2021, the Office of Institutional Research implemented surveys and compiled data on the effects of Starfish communications with students on overall outcomes: Starfish faculty survey (I.B Ref. 46), Starfish student survey (I.B Ref. 47), and Starfish data (I.B Ref. 48). The research revealed both strengths and weaknesses in the platform which the implementation team could use to refine its use. The College will continue to seek such data to evaluate the effectiveness of implemented interventions.

I.B.7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Evidence of Meeting the Standard

Folsom Lake College's (FLC) Institutional Effectiveness (IE) Committee engages in an annual evaluation of committee processes by having participatory governance committee chairs complete a feedback and evaluation survey (I.B Ref. 49), the results of which are discussed at an IE meeting and used to make changes to governance processes. Meeting minutes from 2017 (IE minutes 8 May 2017 [I.B Ref. 50]) reveal discussion of governance processes; however, meeting minutes reveal fewer discussions in subsequent years. IE created a governance evaluation workgroup, whose work began in Spring 2020 but was postponed due to the move to remote operations (in response to COVID-19). However, that group reconvened remotely in Fall 2020, holding a college wide PG evaluation information session (I.B Ref. 51).

Most policy evaluation for FLC occurs at the District wide Chancellor's Cabinet (I.B Ref. 52). Agendas and minutes from this body reveal regular evaluation and revision of policies and regulations. Local committees also evaluate processes to support academic quality and accomplishment of the College mission. For instance, a review of graduation petition procedures on the College's Matriculation and Student Success Committee led to implementation of an online graduation petition to streamline the application process for students seeking to graduate (e.g., MSS minutes 11 September 2019 [I.B Ref. 53] and MSS minutes 12 February 2020 [I.B Ref. 54]).

Regarding resource allocation, the introduction of the Budget and Facilities Planning Handbook (I.B Ref. 55), created by the Budget and Facilities Planning Committee (BFPC), explicitly states that the College budget process is linked to the annual department plan/annual unit plan and program review processes. The handbook states that a key responsibility of the BFPC is to review periodically "budget allocation models for consistency and [to] make recommendations for process revisions to the College President" (page 5). Minutes from BFPC meetings (see February 2020 application of the College student learning outcomes report to facilities, for example: BFPC minutes 13 February 2020 [I.B Ref. 30]) indicate that committee activities are focused on connecting assessment findings to resource allocation and accomplishing the College mission.

Analysis and Evaluation
Meeting minutes and handbooks demonstrate that FLC regularly evaluates policies and practices across all areas of the institution. The governance evaluation (completed over the three semester span between Spring 2020 through Spring 2021) led to the creation of a new College Governance Agreement (I.B Ref. 56) and Collegial Consultation Agreement (I.B Ref. 57). Moreover, governance evaluation forms reveal the College's continuous reflection on the effectiveness of processes.

I.B.8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Evidence of Meeting the Standard
Folsom Lake College (FLC) broadly communicates the results of its assessment and evaluation activities in the context of student learning outcomes (SLO). Summaries of the SLO Committee's annual report are shared annually with the Institutional Effectiveness (IE) Committee and the Academic Senate (see, as examples: IE minutes 10 February 2020 [I.B Ref. 58] and AS minutes 28 January 2020 [I.B Ref. 59]). The annual report includes: A. student achievement of both course and program SLOs, B. changes made as a result of SLO assessment results, and C. needs identified by departments to maintain or to improve student achievement of SLOs. Student achievement summaries indicate general areas in which student achievement is strong and general areas in which student achievement needs improvement. The changes identified describe what departments have done to try to improve student achievement. Department-identified needs list what departments request to support and to improve student achievement (e.g., equipment and professional development). The SLO report concludes with general observations and recommendations based on all of the reports submitted.

IE's evaluation of governance processes occurred regularly through 2017 (see, for example: IE minutes 8 May 2017 [I.B Ref. 50]).

Analysis and Evaluation
The College engaged in robust evaluation of its strengths and weaknesses and communicated findings broadly through the 2018-2019 academic year. Some of these reflective reports and activities waned a bit during remote operations; however, they have since been reinstated and calendared as part of regular governance activities.

I.B.9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

Evidence of Meeting the Standard

Continuous, broad-based, systematic evaluation and planning at Folsom Lake College (FLC) is illustrated by the master planning matrix (I.B Ref. 60). Not only does the matrix outline evaluation schedules for long-term, academic year and College wide plans, but it also stipulates which bodies on campus are responsible for ensuring completion of the work. The academic year matrix for the Institutional Effectiveness (IE) Committee, for instance, specifies which activities will be completed each month and also ties the results of those activities to longer term College plans and relates them to the work of other committees; see, for instance, the references to Academic Senate input on drafting recommended goals under IE's activities for April of each year. In May of each year, IE reviews progress towards its annual goals and towards College Master Plan and Strategic Plan goals.

The annual planning process illustrates how resource allocation is tied to planning efforts at the College, for each division's plan also includes related resource requests and tentative budgets for the following year; see, for instance, the response to question eight on the AUP for IT Services (I.B Ref. 61) and the related administration services budget sheets (I.B Ref. 62) available within the plan. Embedding budget spreadsheets within each department's/unit's plan helps to ensure that resource requests are tied to the results of each department's/unit's evaluation.

For instructional departments, this continuous, systematic evaluation is further augmented by program review, "the process by which individual functions, service/support areas, and departments evaluate systematically their past performance to facilitate continuous improvement, guide resource allocation, and assist faculty, staff, administration and the board in making decisions about programs." As noted above, instructional departments submit program reviews on a regular schedule, per the FLC instructional ADP and program review cycle (I.B Ref. 63), and also present their findings to IE in December and February of each year, a process ensuring broader discussion of program review results. In 2021, IE added discussion of program review results to its March agenda (IE minutes 15 March 2021 [I.B Ref. 64]) to ensure that department-level findings are incorporated into College wide planning.

Finally, the comprehensiveness of these planning processes can be seen in FLC's annual college goals and achievements (I.B Ref. 9), directed by IE with contributions from multiple College constituencies. This document catalogs what is being done each year and by whom and also connects those goals to larger College wide and District plans and to District wide goals and California Community Colleges Chancellor's Office Vision for Success goals.

Analysis and Evaluation

Documents posted on FLC Inside and minutes from participatory governance meetings demonstrate that the College engages in continuous, broad-based, systematic planning and evaluation. Moreover, the columns in the annual goals and achievements document outlining connections between individual activities and both College and District plans indicate that the College's integrated planning processes take into account both short-term and long-term plans and needs.

Standard I.B References/Evidence

I.B Ref. 1 FLC Annual Planning webpage
I.B Ref. 2 FLC Annual Planning Reports 2019-2020
I.B Ref. 3 FLC SLO Annual Report 2019-2020
I.B Ref. 4 FLC Student Learning Outcomes and Assessment webpage
I.B Ref. 5 FLC ISLO Report 2018
I.B Ref. 6 FLC SLO minutes 6 December 2018
I.B Ref. 7 FLC IE minutes 8 April 2019
I.B Ref. 8 FLC SLO minutes 7 November 2019
I.B Ref. 9 FLC College Goals and Achievement 2018-2019
I.B Ref. 10 FLC AUP One Time Request Report 2019-2020
I.B Ref. 11 FLC IE agenda 16 November 2020
I.B Ref. 12 FLC IE minutes 14 December 2020
I.B Ref. 13 FLC IE minutes 8 February 2021
I.B Ref. 14 FLC Student Success and Equity Dashboard
I.B Ref. 15 FLC Office of Institutional Research webpage
I.B Ref. 16 FLC AS minutes 10 September 2019
I.B Ref. 17 FLC List of Programs in 2021-2022 Catalog
I.B Ref. 18 FLC Programs and Majors webpage
I.B Ref. 19 FLC Art program webpage
I.B Ref. 20 FLC KPI Summary Report Fall 2020
I.B Ref. 21 FLC RAC minutes 3 December 2018
I.B Ref. 22 FLC RAC minutes 7 October 2019
I.B Ref. 23 FLC IE minutes 5 November 2018
I.B Ref. 24 FLC IE minutes 9 December 2019
I.B Ref. 25 FLC Annual Report Review for ACCJC 2020
I.B Ref. 26 FLC Efficiency Measures Dashboard
I.B Ref. 27 FLC Student Success and Equity Dashboard
I.B Ref. 28 FLC Annual Planning Process Graphic 2014-2015
I.B Ref. 29 FLC Degrees and Certificates Report 2014-2020
I.B Ref. 30 FLC BFPC minutes 13 February 2020
I.B Ref. 31 FLC Successful Enrollment Report from Student Equity Plan 2019-2022
I.B Ref. 32 FLC Retention Report from Student Equity Plan 2019-2022
I.B Ref. 33 FLC Award Completion Report from Student Equity Plan 2019-2022
I.B Ref. 34 FLC Transferred to a 4-Year Institution Report from Student Equity Plan 2019-2022

I.B Ref. 35 FLC Environmental Scan Data May 2020
I.B Ref. 36 FLC College Master Plan 2015-2025
I.B Ref. 37 LRCCD Power BI Dynamic Data
I.B Ref. 38 FLC College wide Plans webpage
I.B Ref. 39 FLC Program Review webpage
I.B Ref. 40 FLC Program Review: Mathematics 2020-2021
I.B Ref. 41 FLC Program Review Template Presentation
I.B Ref. 42 FLC Annual Department Plan: Sociology 2020-2021
I.B Ref. 43 FLC Student Equity Plan 2019-2022
I.B Ref. 44 FLC Student Equity Plan Executive Summary 2019-2022
I.B Ref. 45 FLC Starfish webpage
I.B Ref. 46 FLC Starfish Faculty Survey Spring 2021
I.B Ref. 47 FLC Starfish Student Survey Spring 2021
I.B Ref. 48 FLC Starfish Data SFall 2020
I.B Ref. 49 FLC Participatory Governance Feedback and Evaluation Survey
I.B Ref. 50 FLC IE minutes 8 May 2017
I.B Ref. 51 FLC PG Evaluation Information Session 29 October 2020
I.B Ref. 52 LRCCD Chancellor's Cabinet webpage
I.B Ref. 53 FLC MSS minutes 11 September 2019
I.B Ref. 54 FLC MSS minutes 12 February 2020
I.B Ref. 55 FLC Budget and Facilities Planning Handbook
I.B Ref. 56 FLC College Governance Agreement May 2021
I.B Ref. 57 FLC Collegial Consultation Agreement May 2015
I.B Ref. 58 FLC IE minutes 10 February 2020
I.B Ref. 59 FLC AS minutes 28 January 2020
I.B Ref. 60 FLC Master Planning Matrix
I.B Ref. 61 FLC AUP: IT Services 2020-2021
I.B Ref. 62 FLC Admin Services Budget Sheets 2020-2021
I.B Ref. 63 FLC Instructional ADP and Program Review Cycle 2014-2022
I.B Ref. 64 FLC IE minutes 15 March 2021

I.C: Institutional Integrity

I.C.1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

Evidence of Meeting the Standard
Folsom Lake College's (FLC) mission, vision, and equity statements are posted on the College's Our Values webpage (I.C Ref. 1) and are also contained in the catalog's Mission, Vision, and Values (I.C Ref. 2).

Student learning outcomes (SLO) are located with program maps on the website (see the Programs and Majors [I.C Ref. 3] section). All course descriptions on the website include SLOs (see, for example, ADMJ 300 Introduction to Administration of Justice on the Administration of Justice webpage [I.C Ref. 4]). FLC's catalog list of programs (I.C Ref. 5) also lists its education programs and program SLOs (see English [I.C Ref. 6], for example).

Support services are identified on the website on the Support Services webpage (I.C Ref. 7) and in the catalog under While You Are Here (I.C Ref. 8).

The website's Accreditation webpage (I.C Ref. 9) contains accreditation information from previous accreditation cycles, including PDFs of Self-Evaluation Reports, Evaluation Team Reports, Accreditation Reaffirmation Letters, Follow-Up Reports, Follow-Up Report Acceptance Letters, Midterm Reports, Midterm Report Acceptance Letters, and Annual Reports. FLC's catalog also includes a brief description of its accreditation status (I.C Ref. 10).

A thorough review of web content was conducted in 2019 with the advent of the new main website and FLC Inside employee website, and review of content is ongoing. The Public Information Services Office (PISO) is responsible for overseeing the review. FLC Inside includes the marketing and website support request form (I.C Ref. 11), intended for updating or adding new information to the website (for example, when the president's office updates all governance information at the start of the semester). Catalog review, coordinated by the Office of Instruction, occurs annually.

Analysis and Evaluation
A review of the information available on FLC's website and in the catalog demonstrates that the College assures the clarity, integrity, and accuracy of information provided to its students and prospective students. Ongoing reviews conducted by PISO and the Office of Instruction ensure that any changes are reflected accurately in both the catalog and on the website.

I.C.2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements" (see endnote). (ER 20)

Evidence of Meeting the Standard

Los Rios Community College District (LRCCD) Board Policy 1112: College Catalogs (I.C Ref. 12) addresses public information, specifically stating that "each college shall publish a catalog annually" (1.1) and that the "chancellor shall adopt regulations regarding publication dates" (1.2).

Folsom Lake College (FLC) provides students and prospective students an online catalog (I.C Ref. 13) and copies of previous academic years' catalogs on the Catalog Archives webpage (I.C Ref. 14). FLC's catalog contains general information about Folsom Lake College (I.C Ref. 15), admission requirements and procedures (I.C Ref. 16), graduation and transfer (I.C Ref. 17) requirements, student rights and responsibilities (I.C Ref. 18) policies, and processes on getting started (I.C Ref. 19). An addendum/update to the catalog is posted on the website twice a year.

Limited print copies of the catalog are available since the catalog is available online.

Analysis and Evaluation

The catalog and archived editions of the catalog are easily accessible for students and prospective students on the FLC website.

I.C.3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

Evidence of Meeting the Standard

Matters of academic quality are largely communicated through Folsom Lake College's (FLC) Facts and Statistics webpage (I.C Ref. 20). The page provides current and prospective student's information pertaining to student headcount and enrollment, student demographics, student performance, faculty and staff, and facilities and budget (see Facts at a Glance [I.C Ref. 21] and Fact Book [I.C Ref. 22]). The page also contains information about institutional effectiveness goals (I.C Ref. 23), institutional student learning outcomes (I.C Ref. 24), a link to the Student Success Scorecard (I.C Ref. 25), and the Student Equity Plan (I.C Ref. 26). FLC Inside (I.C Ref. 27), the College's employee website, contains links to the College's student success and equity dashboard (I.C Ref. 28) and efficiency measures dashboard (I.C Ref. 29). Data dashboards are not immediately accessible to the general public, but the dashboards are accessible through FLC Inside.

Analysis and Evaluation

College webpages offer information about what current and prospective students can expect to learn at FLC and information about student achievement in pursuit of those outcomes. The data dashboards are publicly available and contain more information about student achievement including at the course level.

I.C.4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence of Meeting the Standard
Folsom Lake College's (FLC) catalog describes its degrees and certificates under Programs of Study (I.C Ref. 30). The catalog also contains a list of degrees and certificates (I.C Ref. 31). FLC's four meta-majors (I.C Ref. 32) – Business and Management; Public Service, Health, and Education; Liberal Arts and Sciences; and Science, Technology, Engineering, and Mathematics – are identified with the disciplines associated with each meta-major, and each discipline at FLC is described with details regarding degrees and certificates, student learning outcomes, and their requirements and course descriptions.

FLC's website also includes a list of programs and majors (I.C Ref. 3) and courses with their student learning outcomes. Each program and major description includes an overview of the discipline and information about degrees and certificates (including course sequences), courses (including units/credit hours and prerequisites), and faculty members (e.g., see the Communication Studies webpage [I.C Ref. 33]).

Analysis and Evaluation
FLC's catalog and website describe certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes. The Programs and Majors page includes program level outcomes and course outcomes.

I.C.5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard
Folsom Lake College (FLC) regularly reviews institutional policies, procedures, and publications to assure integrity. FLC has a chart called the master planning matrix (I.C Ref. 34) showing the creation, review, and revision dates of plans and goals and academic year planning activities.

A District wide catalog team has created an annual catalog workflow and deadlines (I.C Ref. 35) process. Some of the processes are District wide processes (including all syndicated content), and other processes are College-level processes (e.g., Socrates/curriculum content, College GE/IGETC/CE Breadth tables). Curricula, which include the degree/certificate programs and course information, are manually uploaded at specific dates throughout the year to align with the official publish date of June 1 for the catalog and subsequent addenda. Procedures are in place to archive past versions of the catalog so that students can refer to them for catalog rights when they are petitioning for their degrees/certificates.

Institutional policies and procedures are reviewed in the context of participatory governance committees. The Matriculation and Student Success Committee and Curriculum Committee review course prerequisites. The Program Review and Department Planning Subcommittee (under the Curriculum Committee) reviews annual planning procedures, with the College following the instructional ADP and program review cycle (I.C Ref. 36).

FLC's Public Information Services office (I.C Ref. 37) reviews all marketing material as needed; reviews are ongoing.

Analysis and Evaluation
The systems in place as part of FLC's annual planning cycle, as well as part of District-level work, ensure the integrity of the College's representation of its mission, programs, and services. Both participatory governance committees and individual units, such as PISO, are involved in accurately communicating information about the College in its catalog and in other publications.

I.C.6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Evidence of Meeting the Standard
Folsom Lake College (FLC) informs current and prospective students the total cost of education at FLC. This information is located on the website on the Cost of Attendance webpage (I.C Ref. 38). This information includes expenses for enrollment fees, books and supplies, room and board, miscellaneous/personal costs, and transportation costs (the expenses contrasted between living with parents and living off-campus). Prospective students can also use the Net Price Calculator (I.C Ref. 39) to estimate total cost of attendance.

More detailed information about fees (I.C Ref. 40) is provided in the catalog.

Additionally, the LRCCD bookstore website (I.C Ref. 41) identifies course materials and costs.

Analysis and Evaluation
The combination of information on the FLC website, the LRCCD bookstore website, and the catalog accurately informs current and prospective students of the total costs of education, including tuition, fees, and other expenses (such as textbooks and other instructional materials).

I.C.7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

Evidence of Meeting the Standard
Los Rios Community College District (LRCCD) Board Policy 7142: Controversial Issues (I.C Ref. 42) addresses controversial issues, specifically supporting free expression, recognizing that "a college best serves its community . . . as an open intellectual forum where varying shades of opinion may be freely pressed and fairly debated." Board Policy 7142.3.1 directly states, "The Board endorses the principles of academic freedom."

Article 17 of the Los Rios College Federation of Teachers Collective Bargaining Agreement (I.C Ref. 43) stresses the importance of academic freedom (page 153). Article 17 states 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" and elaborates on professional protections (17.1) and professional autonomy (17.2).

Folsom Lake College's (FLC) website identifies Academic Rights and Responsibilities (I.C Ref 44), highlighting student academic rights with particular topics, including student publications, support causes, free assembly and free speech, freedom to organize, having voice in decision-making, records confidentiality, academic evaluation, grievance procedures, and student responsibilities regarding the expectations of the College. FLC's college catalog also includes a section on academic freedom (see College and Academic Regulations [I.C Ref. 45]).

Analysis and Evaluation
LRCCD policies regarding academic freedom and responsibility are clearly articulated; these policies and regulations are widely published on the college's website and in its college catalog to make the institution's commitment to free pursuit and dissemination of knowledge clear.

I.C.8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility, and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty, and the consequences for dishonesty.

Evidence of Meeting the Standard
Folsom Lake College's (FLC) website provides specific information regarding Student Rights and Responsibilities (I.C Ref. 46). This section of the website provides information on a variety of topics, including academic rights and responsibilities; access to student records; alcohol, drug, and smoking policies; computer and internet use policies; student standards of conduct; equity, discrimination, and harassment; free speech on campus; plagiarism and cheating; posting on campus; service animals on campus; sexual violence and Title IX; social media policy; student disciplinary procedures; and student grievances and class related concerns. Each of these topics has its own page on the college website and provides more information, including guidelines and processes, on related issues. The College establishes and publishes clear policies and procedures that promote honesty, responsibility, and academic integrity. FLC's college catalog identifies student academic rights, student responsibilities, student standards of conduct, and academic integrity and responsibility (see Student Rights and Responsibilities [I.C Ref. 47]). Student Standards of Conduct (I.C Ref. 48) includes a list of disciplinary offenses. The Plagiarism and Cheating Policy (I.C Ref. 49), Disciplinary Procedures and Due Process (I.C Ref. 50), and Student Grievance and Class-Related Concerns (I.C Ref. 51) are also covered in the college catalog.

Los Rios Community College District (LRCCD) Board Policy 2441: Standards of Conduct (I.C Ref. 52) addresses standards of conduct and due process. Board Policy 2241, emphasizing "freedom to learn," covers student conduct as a condition of enrollment, tolerance of divergent opinions, violation of rights of others, computer-related crimes, standards of behavior, and disciplinary action. Board Policy 2241 further states that the "violation of the legitimate rights of others, physical abuse and intimidation, violence, the destruction or seizure of college

property, cannot and will not be recognized as acceptable tactics for expressing a point of view" (3.1) and that the "Board authorizes the Chancellor to take disciplinary action for discerned misconduct and will follow the procedure of due process established in Regulation 2442" (6.2). LRCCD Board Policy 2442: Due Process (I.C Ref. 53) covers students' rights and responsibilities, specifically addressing standards of conduct and due process: "Copies of the regulations, together with designations of the respective identities of the persons appointed as Disciplinary Authorities and members of the Disciplinary Appeals Committee, shall be available at each College" (2.1). Moreover, Board Policy 2442 states, "In any conflict related to student discipline, students shall be informed in writing of charges to be brought against them, and be given an opportunity to defend these charges" (3.1).

FLC ensures that student identities are authenticated in distance education courses. As LRCCD Board Policy 7145: Distance Education (I.C Ref. 54), concerning instructional programs, specifically addressing distance education, states:

> 3.1 At a minimum, to ensure that the student who registers in a course or program is the same student who participates in and completes the course or program and receives the academic credit, the College shall use one or more of the following methods to authenticate or verify a student's identity: 3.1.1 a secure login and pass code;
>
> 3.1.2 a proctored exam;
>
> 3.1.3 the student ID and password authentication into the District's course management system;
>
> 3.1.4 a mandatory check-in and identity challenge process for all hybrid and fully online courses;
>
> 3.1.5 faculty use of an authorized platform for course delivery.

Analysis and Evaluation

The College has clear policies and procedures promoting honesty, responsibility, and academic integrity. These policies and procedures, applied to all constituencies, are emphasized in the college catalog and board policies and demonstrate the College's and District's commitment to establishing a clear standard of academic integrity.

I.C.9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Evidence of Meeting the Standard

Los Rios Community College District (LRCCD) Board Policy 7142: Controversial Issues (I.C Ref. 42), concerning instructional programs, specifically addressing controversial issues, states, "The Board endorses the principles of academic freedom" (3.1). Folsom Lake College's (FLC) college catalog includes a section on academic freedom (see College and Academic Regulations [I.C Ref. 45]). This academic freedom, however, requires that faculty members "subscribe to high standards of professional conduct" (3.2). Moreover, academic freedom is essential to "both teaching and research," but college instructors "should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution."

FLC's Faculty Handbook (I.C Ref. 55) includes a section on academic freedom. The Faculty Handbook states that academic freedom concerns faculty members' "ability to make the teaching-related professional judgments that are unaffected by political or social climate pressures," but the Faculty Handbook also stresses that faculty members "shall also clearly differentiate for students the expression of the faculty member's personal opinions or convictions from the objective presentation of theory, fact, or ideas" (17).

Analysis and Evaluation
Los Rios policies and regulations and the FLC Faculty Handbook clarify the District's and the College's commitment to distinguishing between personal conviction and professionally accepted views in disciplines.

I.C.10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Not applicable.

I.C.11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Not applicable.

I.C.12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Evidence of Meeting the Standard
Folsom Lake College's (FLC) Accreditation webpage (I.C Ref. 9) states that "Folsom Lake College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges" and that FLC "received reaffirmation of accreditation from the ACCJC in January 2016. The next comprehensive evaluation of FLC will occur in 2022." This page includes a link to ACCJC's webpage, all documents (including dates submitted) submitted to ACCJC for previous accreditation cycles, and program accreditation and regional memberships.

FLC's Accreditation Steering Subcommittee (I.C Ref. 56) "serves the Institutional Effective Committee (IE) by monitoring the college's compliance with accreditation requirements and ensuring required accreditation documents are drafted for IE recommendation to the College for appropriate review and approval processes." One of the Accreditation Steering Subcommittee's

purposes is to keep "the Institutional Effectiveness committee up to date on accreditation requirements and the college's progress in meeting those requirements."

Analysis and Evaluation
Reports by the Accreditation Steering Subcommittee to the Institutional Effectiveness Committee and updates of the College's accreditation webpage ensure that the College complies with requirements for both eligibility and public disclosure.

I.C.13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

Evidence of Meeting the Standard
Folsom Lake College (FLC) offers some career education programs requiring approval by either state or national organizations: the nursing program was approved by the California Department of Public Health, the emergency medical technology program was approved by the El Dorado Local Emergency Medical Services Authority, and the medical laboratory technician program was approved by the National Accrediting Agency for Clinical Laboratory Sciences. Different accrediting organizations, besides ACCJC like the Department of Public Health, are identified on FLC's college website (see Accreditation webpage [I.C Ref. 9]).

Analysis and Evaluation
FLC's continuing accreditation with external agencies demonstrates the College's commitment to honesty and integrity with outside bodies; additionally, information about programs' accreditation status on the accreditation webpage demonstrates consistent representation and communication regarding accreditation status.

I.C.14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evidence of Meeting the Standard
The mission, vision, and values of the Los Rios Community College District (LRCCD) (see Our Values [I.C Ref. 57]) and of Folsom Lake College (FLC) (see Our Values [I.C Ref. 1]) demonstrate the commitment that the District and the College have to quality education, student achievement, and student learning, all of which are foundational and paramount to other goals and objectives. This commitment is demonstrated by the District's and College's strategic goals related to student success and learning. FLC's Strategic Plan (I.C Ref. 58) is intended to align with the District's Strategic Plan (I.C Ref. 59). As a public institution, FLC does not generate returns for investors. The College and District value fiscal stability as necessary for achieving their strategic goals. Fiscal stability allows the District and College to meet the needs of students and employees for now and for the future.

LRCCD Board Policy 8631: Conflict of Interest Rules (I.C Ref. 60), specifically addressing conflict of interest, states, "A 'conflict of interest' exists when a Los Rios Community College District employee, in their role as a District/College employee, participates in a decision or transaction or provides services where the employee personally benefits from the decision, transaction, or services" (1.1.1). Board Policy 8631 is intended to provide a clear conflict of interest policy for Los Rios employees and contracted employees. The District uses a Conflict of Interest Form (I.C Ref. 61) that needs to be completed for service agreements and contracts.

Analysis and Evaluation

FLC's commitment to high-quality education and student achievement is evident in its mission and vision statements. Board Policy 8631 ensures that the College is transparent about conflicts of interest.

Standard I.C References/Evidence

I.C Ref. 1 FLC Our Values webpage
I.C Ref. 2 FLC Mission, Vision, and Values in Catalog 2021-2022
I.C Ref. 3 FLC Programs and Majors webpage
I.C Ref. 4 FLC Administration of Justice webpage
I.C Ref. 5 FLC List of Programs in Catalog 2021-2022
I.C Ref. 6 FLC English in Catalog 2021-2022
I.C Ref. 7 FLC Support Services webpage
I.C Ref. 8 FLC While You Are Here in Catalog 2021-2022
I.C Ref. 9 FLC Accreditation webpage
I.C Ref. 10 FLC Accreditation in Catalog 2021-2022
I.C Ref. 11 FLC Marketing and Website Support Request Form
I.C Ref. 12 LRCCD Board Policy 1112: College Catalogs
I.C Ref. 13 FLC Catalog 2021-2022
I.C Ref. 14 FLC Catalog Archives webpage
I.C Ref. 15 FLC About Folsom Lake College in Catalog 2021-2022
I.C Ref. 16 FLC Admissions Requirements and Procedures in Catalog 2021-2022
I.C Ref. 17 FLC Graduation and Transfer in Catalog 2021-2022
I.C Ref. 18 FLC Student Rights and Responsibilities in Catalog 2021-2022
I.C Ref. 19 FLC Getting Started in Catalog 2021-2022
I.C Ref. 20 FLC Facts and Statistics webpage
I.C Ref. 21 FLC Facts at a Glance 2020-2021
I.C Ref. 22 FLC Fact Book 2019
I.C Ref. 23 FLC Institutional Effectiveness Goals webpage
I.C Ref. 24 FLC Institutional Student Learning Outcomes webpage
I.C Ref. 25 FLC Student Success Scorecard 2019
I.C Ref. 26 FLC Student Equity Plan 2019-2022
I.C Ref. 27 FLC Inside Employee Website homepage
I.C Ref. 28 FLC Student Success and Equity Dashboard
I.C Ref. 29 FLC Efficiency Measures Dashboard
I.C Ref. 30 FLC Programs of Study in Catalog 2021-2022
I.C Ref. 31 FLC List of Degrees and Certificates in Catalog 2021-2022

I.C Ref. 32 FLC Meta-Majors in Catalog 2021-2022
I.C Ref. 33 FLC Communications Studies webpage
I.C Ref. 34 FLC Master Planning Matrix
I.C Ref. 35 LRCCD Annual Catalog Workflow and Deadlines
I.C Ref. 36 FLC Instructional ADP and Program Review Cycle
I.C Ref. 37 FLC Public Information Services Office webpage
I.C Ref. 38 FLC Cost of Attendance webpage
I.C Ref. 39 FLC Net Price Calculator webpage
I.C Ref. 40 FLC Fees in Catalog 2021-2022
I.C Ref. 41 LRCCD Bookstore Textbook Search webpage
I.C Ref. 42 LRCCD Board Policy 7142: Controversial Issues
I.C Ref. 43 Los Rios College Federation of Teachers Collective Bargaining Agreement
I.C Ref. 44 FLC Academic Rights and Responsibilities in Catalog 2021-2022
I.C Ref. 45 FLC College and Academic Regulations in Catalog 2021-2022
I.C Ref. 46 FLC Student Rights and Responsibilities webpage
I.C Ref. 47 FLC Student Rights and Responsibilities in Catalog 2021-2022
I.C Ref. 48 FLC Student Standards of Conduct in Catalog 2021-2022
I.C Ref. 49 FLC Plagiarism and Cheating Policy in Catalog 2021-2022
I.C Ref. 50 FLC Disciplinary Procedures and Due Process in Catalog 2021-2022
I.C Ref. 51 FLC Student Grievance and Class-Related Concerns in Catalog 2021-2022
I.C Ref. 52 LRCCD Board Policy 2441: Standards of Conduct
I.C Ref. 53 LRCCD Board Policy 2442: Due Process
I.C Ref. 54 LRCCD Board Policy 7145: Distance Education
I.C Ref. 55 FLC Faculty Handbook 2019-2020
I.C Ref. 56 FLC Accreditation Steering Subcommittee webpage
I.C Ref. 57 LRCCD Our Values webpage
I.C Ref. 58 FLC Strategic Plan 2019-2022
I.C Ref. 59 LRCCD Strategic Plan 2016-2021
I.C Ref. 60 LRCCD Board Policy 8631: Conflict of Interest Rules
I.C Ref. 61 LRCCD Conflict of Interest Form

STANDARD II
Student Learning Programs and Support Services

Standard II chairs

II.A: Instructional Programs
Rochelle Franco, classified co-chair
Rose Giordano, faculty co-chair
Brian Robinson, administrative co-chair
Eric Wada, faculty co-chair

II.B: Library and Learning Support Services
Greg McCormac, administrative co-chair
Lorilie Pitts, faculty co-chair
Sam Raskin, faculty co-chair
Tracy Valverde, classified co-chair

II.C: Student Support Services
Bernadette Anayah, faculty co-chair
Renee Hyder, classified co-chair
Sonia Ortiz-Mercado, administrative co-chair
Molly Senecal, administrative co-chair

Standard II: Student Learning Programs and Support Services

II.A: Instructional Programs

II.A.1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

Evidence of Meeting the Standard

All instructional programs at Folsom Lake College (FLC) are offered in fields of study consistent with the College's mission (see: Our Values webpage [II.A Ref. 1]), are appropriate to higher education, and culminate in student attainment. According to FLC's mission statement, FLC "offers educational opportunities and support for students to transfer to four-year institutions, to improve foundational skills, and to achieve career goals, and to earn associate degrees or certificates." The College offers over a hundred degrees and certificates. Degrees and certificates are identified in the catalog (II.A Ref. 2); the catalog includes student learning outcomes (SLO) for each degree and certificate in the catalog's list of programs (II.A Ref. 3). Additionally, the Catalog provides graduation and transfer (II.A Ref. 4) information and a list of degrees and certificates (II.A Ref. 5), including Associates Degrees for Transfer. The College's courses follow a standardized course numbering (II.A Ref. 6) system. Courses numbered 1-99 indicate developmental or basic skills courses. Courses numbered 100-299 indicate courses applicable to an associate degree but not transferable. Courses numbered 300-499 indicate courses articulated for transfer with four-year institutions to meet general education or elective credit requirements. FLC does not offer correspondence courses.

In addition to the catalog, the Programs and Majors (II.A Ref. 7) tab on the website offers information on degrees and certificates available in each department. As with the catalog, the website includes each degree and certificate offered and outlines the SLOs that students will achieve in attaining that objective. Similarly, SLOs for individual courses associated with a degree or certificate are included in the department's program page on the website. See, for instance, Business (II.A Ref. 8) courses.

FLC's curriculum and program development processes further ensure that courses, degrees, and certificates offered are consistent with the College's mission and are appropriate to higher education. FLC's Curriculum Committee's (II.A Ref. 9) objective is to maintain "responsibility for the development, review, renewal, and proposal of curriculum, including courses, programs, and curriculum-related policy." Curriculum Committees uses a Curriculum Handbook (II.A Ref. 10) that, among other things, explains the stages of the curriculum process and program approval (Parts III and IV). Curriculum Committee's Future Directions worksheet (II.A Ref. 11), used for proposals of new programs and new certificates, requires information indicating how the new program aligns with the College's mission and goals (section IV). The Curriculum Committee provides "guidance, advocacy, and oversight for FLC's curriculum by ensuring that the curriculum is academically sound, comprehensive, and responsive to the evolving needs'' of

the College's students and community. FLC's program review (II.A Ref. 12) process evaluates instructional programs. Program review is "the process by which individual functions, service/support areas, and departments evaluate systematically their past performance to facilitate continuous improvement, guide resource allocation, and assist faculty, staff, administration and the Board in making decisions about programs."

Section V of the Future Directions worksheet (II.A Ref. 11) explains how a proposed program aligns with career, transfer (i.e., appropriate to higher education), College, and California Community Colleges mission/needs. The website provides information about career education (II.A Ref. 13) and identifies each program on the Explore Career Education Programs webpage (II.A Ref. 14). The College tracks job placement rates for business management, information technology, education, engineering and industrial technology, fine and applied arts, health, and family and consumer science (see ACCJC employment rates report [II.A Ref. 15]).

Analysis and Evaluation

The identified resources (above) demonstrate that FLC's programs are offered in fields of study consistent with its mission and culminate in student achievement of identified student learning outcomes, degrees and certificates, and transfer to other institutions. The catalog and website outline the 101 degrees and certificates available to prospective students and the program and course level outcomes for these degrees and certificates. The Curriculum Committee review process, including its Future Directions document for new programs, ensures that all programs, regardless of location or means of delivery, are consistent with the College mission.

II.A.2. (*Applicable to institutions with comprehensive reviews scheduled after Fall 2019.1)* Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.

Evidence of Meeting the Standard

Faculty members at Folsom Lake College (FLC) regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations outlined in the Curriculum Handbook (II.A Ref. 10). Curricula is reviewed and revised at least once every six years to ensure that curricula are current (page 12). FLC's Curriculum Handbook explains the curriculum process for creating new curricula and for revising and for deleting current curricula (pages 20-26). The Curriculum Committee is faculty-weighted (page 5). As discipline experts in their respective fields, faculty members are expected to formulate, to revise, and to maintain their course outline relevancy every two to six years. Course curricula are reviewed at least once every six years (page 12). Career education degrees and certificates must be reviewed every two years based on the California Education Code (page 9). To ensure that distance education courses meet expectations for regular and substantive interactions, FLC has a Distance Education Subcommittee (II.A Ref.

16) that provides guidance to faculty members who are adding or revising distance education modalities to their courses (page 8).

The College further ensures that the content and methods of instruction of its curricula meet generally accepted standards through the program review process. A timeline and instructions for completing program review (ADP/program review user guide [II.A Ref. 17]) are available on FLC Inside. The program review template includes questions requiring analysis of data related to student access and success and evaluation of achievement of student learning outcomes. See, for example, question 12 in the AUP for Chemistry (II.A Ref. 18) and questions 7-12 in the program review for Mathematics (II.A Ref. 19). Completed program review and annual department templates are posted on FLC Inside on the Annual Planning webpage (II.A Ref. 20). Departments undergoing program review present their findings to the Institutional Effectiveness Committee at the end of the program review process.

Adjunct instructors are invited to participate in program review and in the department planning processes. Adjunct instructors are required, as are all instructors at the College, to include student learning outcomes in their syllabi. The performance review (II.A Ref. 21) evaluation criteria for both adjunct and full-time instructors include the requirement that the instructor "effectively assesses the student learning outcomes as stated in the approved course outline."

Analysis and Evaluation
Both the curriculum review and faculty evaluation processes include criteria to ensure that the content and methods of instruction of FLC curricula meet generally accepted standards and expectations. Moreover, instructional department planning and program review processes (with their emphasis on student attainment of both program and course level student learning outcomes and student achievement data, including disproportionate impact) demonstrate a commitment to continuous improvement and to data-informed decision-making to ensure program currency and to improve teaching and learning strategies.

II.A.3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

Evidence of Meeting the Standard
The Student Learning Outcomes (SLO) and Assessment webpage (II.A Ref. 22) on FLC Inside contains resources; annual and biennial reports on course, program, and institutional student learning outcomes; and a link to Improve, the platform used to record all SLO assessment results. All courses and programs must be assessed at least once every six years. This assessment cycle aligns with the curriculum review cycle, which requires courses and programs to be reviewed at least once every six years. The course outlines of record, which are updated as part of this cycle, contain the student learning outcomes (see, for instance, PSYC 300 [II.A Ref. 23]).

As noted in the Faculty Handbook (II.A Ref. 24), all faculty members are required to include SLOs in their syllabi (page 27); copies of these syllabi are submitted to the Office of Instruction at the beginning of each semester.

Analysis and Evaluation
The identification and assessment of outcomes for all courses, degrees, and certificates are built into the Folsom Lake College's institutional procedures. Outcomes are identified through the curriculum development and review process and are assessed as part of the annual department planning process; the results of those assessments are analyzed by the SLO Subcommittee, which reports to the Institutional Effectiveness Committee and the Academic Senate. SLO tracking (II.A Ref. 25) for the College is a joint effort between the SLO Subcommittee and the Office of Institutional Research.

II.A.4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Evidence of Meeting the Standard
Folsom Lake College (FLC) offers few pre-collegiate level curricula. FLC uses a course numbering system (II.A Ref. 6) to identify course type. Developmental or basic skills courses and courses not acceptable for the associate degree or for transfer credit are identified as 1-99. Courses applicable to an associate degree but not transferable to a four-year institution are identified as 100-299. Courses articulated for transfer with four-year institutions meeting major, general education, or elective credit requirements are identified as 300-499. Since the passage of AB 705, the College offers minimal sections of courses in the 1-99 range (traditional basic skills courses), but the College has added several sections of support courses that may be taken in conjunction with transfer-level courses in math, English, statistics, and statistics for psychology. As with all courses at FLC, faculty developers must detail the need/purpose for the course, which, in the case of support courses, is to support students in acquiring the knowledge and developing skills necessary to succeed in college-level curriculum. This purpose is similarly articulated in the need/purpose for the small number of basic skills courses still offered at the College. See, for instance, the course outlines of record for MATH 30 (II.A Ref. 26) or ESL 37 (II.A Ref. 27). While most students needing extra support to succeed at college-level English take the necessary support course, ENGWR 33, the department also offers a selection of optional skill builder courses through its Reading & Writing Center and English Center. These courses are designed to help students to develop the skills necessary for success in college-level courses.

The options available to students in math, English, and English as a Second Language are outlined on the Placement webpage (II.A Ref. 28). For each discipline, students are given the multiple measures options available to demonstrate readiness for college-level classes and the sequences available to them should they decide to take pre-collegiate level classes. Sequences for mathematics (II.A Ref. 29) and English (II.A Ref. 30) are available on the website. The website provides math advice for students based on their meta-majors on the Math & Statistics Placement webpage (II.A Ref. 31) (see, for example, Liberal Arts and Social Science majors).

Analysis and Evaluation
A review of FLC curricular offerings and its course numbering system reveals that the College distinguishes its pre-collegiate level curriculum from college-level curriculum. The College makes the distinctions between the types of curriculum clear on its Placement webpage. The presence of support classes for college-level math and English demonstrates that the College supports students in acquiring the skills and abilities necessary to succeed in college-level work.

II.A.5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

Evidence of Meeting the Standard
Los Rios Communtiy College District (LRCCD) Board Policy 7241: Graduation Requirements (II.A Ref. 32) addresses associate degree requirements. Board Policy 7241 includes information about the number of units, major field of study, general education requirements, basic skills competencies, and ethnic/multicultural studies.

Folsom Lake College's (FLC) Curriculum Committee's Curriculum Handbook (II.A Ref. 10) outlines the requirements for an AA/AS/ADT (part IV). The General Education patterns for the associate degree graduation requirements (II.A Ref. 33) are available in the catalog. The curriculum review process ensures that programs have "appropriate breadth, depth, and rigor." The breadth, depth, and rigor are ensured by the review and approval process, which requires the documenting of either a career education (CE), transfer, or local need (see page 27 of the Curriculum Handbook). Additionally, the Curriculum Handbook outlines the steps required in the approval process for all types of programs, including CE, which also requires labor market data and advisory board approval (see pages 29-30).

Curriculum matters rely on discipline faculty's expertise. CE relies on advisory boards. Associate Degrees for Transfer (ADT) rely on transfer model curriculum; FLC's articulation officer works with faculty members in the development and the revision of ADTs. FLC's Admissions and Records office has three classified professionals (evaluator I, evaluator II, and evaluator/degree auditor) responsible for verifying that all the program requirements are met prior to the College's awarding the degree and/or certificate, to ensure that the minimum degree requirements are 60 semester credits.

Associate Degrees for Transfer are based on C-ID transfer model curriculum information (II.A Ref. 34). C-ID is "a statewide numbering system designed to identify comparable courses and facilitate articulation" (see also course numbering [II.A Ref. 6]). Courses that have C-ID approval have the appropriate C-ID number listed in the course description. C-ID courses are a guarantee to the College's students that, if they took a course that is C-ID approved, another California Community College will honor that course toward completion of an ADT.

Regarding a synthesis of learning, faculty instructors define program student learning outcomes (PSLOs) when they develop programs. These PSLOs are included in a program's curriculum outline, and specific questions regarding attainment of PSLOs are asked in annual department plan templates. To further ensure that the synthesis of learning implied by the PSLO's is achieved by students, the College includes specific PSLO questions in its graduate exit survey. The results of these surveys are posted on the Student Learning Outcomes and Assessment webpage (II.A Ref. 22). Prior to 2020, PSLO survey results were compiled by the SLO coordinator for every discipline with a sufficient number of respondents. Since then, analysis of the graduate exit survey has been overseen by the Office of Institutional Research, and specific PSLO analyses are available to departments upon request.

Analysis and Evaluation
Both District policies and local curriculum and admissions and records processes ensure that the College's degrees and programs contain sufficient length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. Furthermore, department-level assessment and planning processes ensure rigor and attainment of specific student learning outcomes as students work through degrees and certificates approved through the curriculum review process.

II.A.6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Evidence of Meeting the Standard
Folsom Lake College (FLC) has a variety of systems ensuring that the College schedules classes to allow students to complete certificate and degree programs in a timely fashion. All departments have to complete two-year plans (II.A Ref. 35) for each of their degrees and certificates. Additionally, for Guided Pathways, all departments listed on the website in Programs and Majors (II.A Ref. 7) have completed program maps (II.A Ref. 36) that outline two-year plans for students. Departments are asked annually to reflect on the efficacy of these plans by addressing the question, "How will your department ensure access to courses across sites, times, and modalities so that a student could complete a degree or certificate in two years?" Completed ADPs, including answers to the above question, are then posted to the Annual Planning webpage (II.A Ref. 20) on FLC Inside.

Prior to 2020, the College relied on its Enrollment Management Plan (II.A Ref. 37), which lists scheduling priority considerations, with FLC graduation, GE/CSU, GE/IGETC, and career education core courses marked as highest priority. Department chairs and deans began to rely more heavily on data provided by Ad Astra and Degree Planner (see Software Tools webpage [II.A Ref. 38]). Ad Astra forecasts needed sections of given classes, and Degree Planner pairs these forecasts with inputs from student plans.

Finally to aid students' course taking patterns, the College created program maps by meta-majors (II.A Ref. 39) to identify the courses students should take in their first-year at FLC to complete their academic goals within a timely fashion. Students in these meta-majors are supported by meta-major faculty liaisons. Additionally, in Fall 2022, the College will pilot opt-

out schedules in programs such as Business and Communication Studies to ensure that cohorts of students in these majors could complete their degrees in two years. The interest is to expand opt-out schedules to other disciplines in Spring 2023.

Analysis and Evaluation
A review of the planning and scheduling tools available to departments demonstrates that FLC schedules courses in a manner allowing students to complete certificate and degree programs within a period of time consistent with established expectations in higher education.

II.A.7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard
At Folsom Lake College (FLC), each department, as part of its annual planning process, has access to the Office of Institutional Research's (OIR) student success and equity dashboard (II.A Ref. 40), which disaggregates course success and retention rates by race/ethnicity, location, and modality. Departments then use these data to make decisions about which courses to offer on-ground, online, or both. Those courses identified to be offered in distance education formats must first go through a curriculum approval for that mode, a process outlined in section II.B.i of the Curriculum Handbook, guidelines for online, hybrid and web-enhanced instruction (II.A Ref. 41). To ensure quality and to foster student success in these distance education courses, instructors are encouraged to align their courses with the California Virtual Campus-Online Education Initiative (CVC-OEI) Course Design Rubric (II.A Ref. 42), an alignment many achieve by enrolling in the LRCCD FastTrack OEI Rubric Academy (II.A Ref. 43).

To assess the diverse needs of its students, OIR uses periodic surveys. Among the surveys administered are the:

- Graduate Exit Survey: asks about services and supports and potential barriers to student success
- Student Services Satisfaction Survey (similar to Graduate Exit Survey): asks about supports needed and barriers to success
- Guided Pathways Survey: asks about scheduling and support needs and reasons that students may have considered dropping out of school
- Learning Support Services Survey: asks about embedded tutors and evaluation of math and science skills courses

In addition to using these surveys, individual departments work with OIR to survey its students about needs and barriers, and departments have the option of administering student surveys while undergoing program review. The results of many of these surveys are posted on the Office of Institutional Research webpage (II.A Ref. 44), and departments can request surveys by completing a research data request form (II.A Ref. 45).

FLC students have a variety of support services (II.A Ref. 46) at their disposal. FLC provides these services to ensure equity and success for all students. Among these are CalWORKs,

Cooperative Agencies Resources for Education (CARE), Disability Services and Programs for Students (DSPS), and Extended Opportunities Programs and Services (EOPS). FLC also offers tutoring (II.A Ref. 47) services at all of its campuses, with specific tutoring for English, math, and science, though tutors are available to assist students with other subjects. Additionally, those students taking distance education classes are able to use NetTutor, an online tutoring service available 24/7. The Tutoring Center page also contains links to the Equity Center (II.A Ref. 48), which provides students information about basic needs resources including food, housing, employment, mental health, and other services.

Analysis and Evaluation
FLC effectively uses delivery modes, teaching methodologies, and learning support services reflecting the diverse and changing needs of its students, in support of equity in success for all students. Curriculum review processes ensure that courses offered through distance education maintain sufficient rigor and include regular, instructor-initiated substantive contact. Data sources and surveys allow departments to make informed decisions about which courses to offer online and which types of student support that students will need to be successful in either modality.

II.A.8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard
Folsom Lake College (FLC) has no department wide course and/or program examinations.

Analysis and Evaluation
Should departmental examinations for courses or programs be proposed, FLC will act through its Curriculum Committee to ensure that the examinations provide unbiased and valid measures of student learning.

II.A.9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows federal standards for clock-to-credit-hour conversions. (ER 10)

Evidence of Meeting the Standard
At Folsom Lake College (FLC), a main criterion on all instructors' faculty performance review is that the instructor "adheres to the course outline and effectively assesses student learning outcomes as stated in the approved course outline." This criterion is reinforced on instructors' student information sheets or syllabi, which require that instructors include the student learning outcomes from the official course outline of record and the grading criteria that will be used to calculate students' grades, as outlined in the Faculty Handbook (II.A Ref. 24, page 27).

To strengthen the connection between these course level outcomes and the program student learning outcomes (PSLOs) that result in student attainment of degrees and certificates, all

departments have a course mapping function in Improve, the platform on which annual plans and student learning outcomes (SLO) assessments are recorded. The course maps make explicit the connection between outcomes in individual courses and the overall outcomes in the program (see, for example, the course map for Accounting 103 [II.A Ref. 46]).

Moreover, when students finish a program petition for graduation, they are asked to complete the graduate exit survey, which asks students to evaluate the degree to which their education prepared them to meet the PSLOs for their identified major. The results of these surveys are posted on the Student Learning Outcomes and Assessment webpage (II.A Ref. 22) on FLC Inside. The results are also used in completion of departments' annual department plans and program reviews.

FLC does not offer courses based on clock hours.

Analysis and Evaluation
Both the curriculum review and faculty evaluation processes ensure that student attainment of SLOs is paramount in the awarding of course credit and of degrees and certificates. These processes are augmented by information provided by the graduate exit survey. A review of the mapping function in Improve, however, reveals that not all departments have mapped course-level outcomes to program-level student learning outcomes.

II.A.10. 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. (ER 10)

Evidence of Meeting the Standard
Folsom Lake College (FLC) makes available to students clearly stated transfer-of-credit policies in the catalog's associate degree graduation requirements (II.A Ref. 33). For students wanting to transfer credit from other institutions upon admission to FLC, information is provided on the website's admission with transfer credit (II.A Ref. 50) page. Those classes which are not immediately identified as being equivalent with FLC curricula are sent through the course substitution process and are evaluated by the department chairs of the courses in question. The College provides information about articulation (II.A Ref. 51) on its website, offering links to University of California (UC) and California State University (CSU) transfer information and to articulation agreements. FLC certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of the College's courses. Students can meet with counselors to get their CSU GE and Intersegmental General Education Transfer Curriculum (IGETC) completion certified. Such certification eases student transfer to four-year colleges.

FLC maintains a number of articulation agreements with California public, private, and out-of-state institutions. FLC's articulation agreements with UC and CSU campuses are housed on the state wide ASSIST website (II.A Ref. 52). Articulation (II.A Ref. 51) agreements with all other institutions are available on the website.

Additionally, the College is actively engaged in developing courses for course identification numbering (C-ID) system consideration, with 240 approved courses to date. Many of the College's C-ID courses are used as requirements for the twenty-six Associate Degrees for Transfer (ADT) that are currently offered. The College's approved C-ID courses may be accessed at the website for transfer and articulation information for California's colleges and universities, C-ID.net (II.A Ref. 53).

Courses that are C-ID approved will have the appropriate C-ID number listed in the course description in the catalog. Associate Degrees for Transfer are based on state approved C-ID transfer model curriculum information (II.A Ref. 34). Associate Degrees for Transfer guarantee students admission to local CSUs. Additionally, ADTs require students to complete CSU/GE requirements or IGETC/CSU requirements.

Analysis and Evaluation
A review of processes and resources available on the website reveals that FLC makes available to its students early stated transfer-of-credit policies. Additionally, articulation agreements (cataloged both on the website and Assist) and C-ID approval demonstrate that the College is working diligently to assist in the mobility of students without penalty and doing so with attention given to the expected learning outcomes for similar courses.

II.A.11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard
Folsom Lake College's (FLC) institutional student learning outcomes (ISLOs) (II.A Ref. 54), written after an extensive review of course and program-specific student learning outcomes, demonstrate that the College includes student learning outcomes in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives. Prospective students can read about these outcomes on the College's Facts and Statistics webpage (II.A Ref. 55), and students petitioning for graduation are asked on the graduate exit survey (copies are available on the Student Learning Outcomes and Assessment webpage [II.A Ref. 22]) how well FLC programs prepared them to demonstrate these outcomes. Departments are able to map their course and program student learning outcomes to the ISLOs using the mapping function in Improve.

To ensure that the College remains focused on its ISLOs, the Student Learning Outcomes Subcommittee prepares a biennial report on students' attainment of the ISLOs. This report relies heavily on information from the graduate exit survey. The report and its recommendations are

shared and discussed at the Institutional Effectiveness Committee and the Academic Senate upon their completion. The most recent ISLO report (II.A Ref. 56) was presented in Fall 2019, using 2018 graduate exit survey data.

Analysis and Evaluation
FLC's focus on ISLOs, which includes the reporting to relevant governance committees on their attainment and the mapping of program and course-level outcomes to ISLOs, demonstrates that the College includes sufficient, level-appropriate outcomes in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives.

II.A.12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Evidence of Meeting the Standard
Los Rios Community College District (LRCCD) Board Policy 7241: Graduation Requirements (II.A Ref. 32) specifies general education (GE) requirements (see 2.3). Board Policy 7241 states that students need to demonstrate basic skills competencies "in reading, written expression, and mathematics" (2.4.1). Students "receiving an associate degree must satisfactorily complete twenty-one (21) units in general education" chosen from the following areas: Natural Sciences, Social and Behavioral Sciences, American Institutions Requirement, Humanities, Languages and Rationality, and Living Skills (2.3.3.1-2.3.3.6). GE patterns at Folsom Lake College (FLC) are based on the information contained in Board Policy 7241.

FLC's Curriculum Committee (II.A Ref. 9), as part of its purpose, reviews curricula to ensure that "curriculum is academically sound, comprehensive, relevant, and responsive to the evolving needs" of the College's students and its community and, as part of its responsibilities, reviews "proposals for FLC graduation requirements and general education requirements for the Associate of Arts and Associate of Science degrees, ADTs (Associate Degrees for Transfer), Certificates of Recognition and Certificates of Achievement." To ensure that all degree programs include a component of general education, the Curriculum Committee categorizes FLC associate degree graduation requirements (II.A Ref. 33) for the District, e.g., Living Skills requirement.

The General Education/Baccalaureate/Multicultural Degree Requirement Subcommittee (II.A Ref. 57) reviews and recommends to Curriculum the "applicability of courses proposed toward satisfying AA/AS degree GE, ADT's course transferability to four-year institutions (elective, general education, admission, and preparation for the major), Intersegmental General Education

Transfer Curriculum (IGETC) and CSU General Education (CSU GE)." This committee also reviews courses proposed for GE placement.

FLC requires all of its degree programs to include a component of general education. The website lists all of FLC's programs and majors (II.A Ref. 7), and these programs' course requirements are identified; additional CSU GE requirements and IGETC requirements are indicated in the catalog in the Preparing to Transfer (II.A Ref. 58) section.

Analysis and Evaluation
Since FLC's Curriculum Committee is faculty-weighted, FLC's curriculum processes ensure that the College adheres to Board Policy 7241 regarding general education and that the carefully-considered philosophy for general education courses arises from faculty expertise.

II.A.13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard
All degree programs at Folsom Lake College (FLC) include focused study in at least one area of inquiry since all programs are based on specific subjects like English and biology (see Programs and Majors [II.A Ref. 7]). Additionally, the College offers interdisciplinary studies degrees in the following areas: law, public policy, and society; arts and humanities; communication and English; math and science; social and behavioral sciences; pre-law; and STEM for transfer. The Interdisciplinary Studies (II.A Ref. 59) page of FLC's catalog indicates that the degrees require a minimum of 18 units in an area of emphasis and completion of the required general education (GE) pattern. For example, the Interdisciplinary Studies: Pre-Law degree includes economics, sociology, and philosophy classes. The specific classes required for each of FLC's interdisciplinary degrees are listed under degree requirements on the Interdisciplinary Studies page.

Analysis and Evaluation
A review of the interdisciplinary studies programs available in the FLC catalog reveals that all interdisciplinary degrees offer a minimum of 18 units in an area of emphasis and completion of the required GE pattern. Degrees in traditional majors, similarly, require a minimum of 18 units of focused study in the discipline.

II.A.14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard
Folsom Lake College (FLC) graduates completing career education certificates and degrees demonstrate technical and professional competencies that meet employment standards and/

or other applicable standards and preparation for external licensure and certification (e.g., Medical Technology [II.A Ref. 60]). Required courses, preparation, and career opportunities are published in the catalog (II.A Ref. 2) and the Career Education webpage (II.A Ref. 13).

Departments whose degrees or certificates lead to external licensure or certification keep records of student pass rates in Improve, the College's planning and assessment platform. For example, Medical Technology reports that 11 of 11 students passed the national exam in 2017 (program review for Allied Health [II.A Ref. 61]). A Career Education Steering Committee meets monthly.

Analysis and Evaluation
FLC has structures in place demonstrating that graduates completing career education certificates and degrees demonstrate technical and professional competencies.

II.A.15. 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.

Evidence of Meeting the Standard
Folsom Lake College (FLC) makes appropriate arrangements when programs are eliminated or when program requirements are significantly changed so that enrolled students may complete their education in a timely manner with a minimum of disruption. The Curriculum Handbook (II.A Ref. 10) includes a section on FLC's Program Appraisal and Deletion Process (Appendix D): "To critically appraise a program in order to recommend changes needed to enhance viability, and, if after completing the appraisal process the program remains unviable, to recommend possible discontinuance/deletion." The Curriculum Handbook describes the process for deleting a program, identifying specific criteria to use for initiating a program deletion; the process includes steps to be followed if a faculty member opposes the deletion. As part of the process, "a phase-out plan spanning two years must be developed. The plan must include a sequence of courses to be scheduled over the next two years to allow a final cohort of students to complete degree requirements. Degree auditors and counselors must be informed of the proposal to delete a program and the phase-out plan." An example of a deleted program identified in the 2017-2018 catalog (II.A Ref. 62) can be found in the section on Fire Technology (page 212).

FLC follows a process for curriculum review, as outlined in the timeline for periodic curriculum review (II.A Ref. 63). This process is intended to ensure that College curricula are current. A course "due for review is one that has not completed a review in the past six, but no more than seven years. . . . Courses due for review that do not meet the March deadline shall not appear in the schedule of classes until they complete a full curriculum review" (page 1).

Analysis and Evaluation
FLC's Program Appraisal and Deletion Process allows sufficient time for students to complete a course of study if the College deletes a program. Moreover, the curriculum review process helps to ensure that programs are not significantly altered without advance notice for students.

II.A.16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard

Folsom Lake College (FLC) regularly evaluates and improves the quality and currency of all of its instructional programs. Each program, regardless of delivery mode or location, submits an annual department plan (ADP), which includes specific questions regarding student success and attainment of course and program student learning outcomes (SLO) and is posted on the Annual Planning webpage (II.A Ref. 20). See, for instance, the answers to questions 7-11 in the annual department plan for Nutrition (II.A Ref. 64). In addition to creating annual department plans, all departments undergo program review once every six years as outlined in the instructional ADP and program review cycle spreadsheet (II.A Ref. 65).

Program review templates ask about each program's mission and the relevance of that mission to the overall College mission and also ask for evidence of program currency and relevancy. See, for instance, the program review for Business (II.A Ref. 66). In addition to completing the program review template, departments present their findings to the Institutional Effectiveness (IE) Committee, using a program review presentation template (II.A Ref. 67) outlining program accomplishments and program barriers and needs.

As part of their annual department plans, departments answer questions related to student attainment of course and program SLOs in their disciplines. The answers to these questions are informed by the course and program SLO reports, which are completed in Improve, the platform used to record all SLO assessment results. The SLO Subcommittee annually submits a report analyzing College wide trends in SLO assessments. This report is shared with both the Academic Senate and IE, and its findings are used to inform resource allocation priorities for the coming academic year.

Analysis and Evaluation

Annual planning and program review processes demonstrate FLC's commitment to improving programs and courses, supporting student learning, and enhancing learning outcomes achievement. The connection of these processes with College wide governance processes, particularly at IE, demonstrates the institution wide nature of these efforts. IE minutes 14 December 2020 (II.A Ref. 68) and IE minutes 8 February 2021 (II.A Ref. 69), for instance, demonstrate the attention given to program review results and student attainment of learning outcomes.

Standard II.A References/Evidence

II.A Ref. 1 FLC Our Values webpage
II.A Ref. 2 FLC Catalog 2021-2022
II.A Ref. 3 FLC List of Programs in Catalog 2021-2022
II.A Ref. 4 FLC Graduation and Transfer in Catalog 2021-2022
II.A Ref. 5 FLC Programs of Study in Catalog 2021-2022
II.A Ref. 6 FLC Course Numbering in Catalog 2021-2022
II.A Ref. 7 FLC Programs and Majors webpage
II.A Ref. 8 FLC Business webpage
II.A Ref. 9 FLC Curriculum Committee webpage
II.A Ref. 10 FLC Curriculum Handbook Fall 2020
II.A Ref. 11 FLC Future Directions Worksheet
II.A Ref. 12 FLC Program Review webpage
II.A Ref. 13 FLC Career Education webpage
II.A Ref. 14 FLC Explore Career Education Programs webpage
II.A Ref. 15 ACCJC Employment Rates Report Data Spring 2020
II.A Ref. 16 FLC Distance Education Subcommittee webpage
II.A Ref. 17 FLC ADP/Program Review User Guide 2020-2021
II.A Ref. 18 FLC AUP Chemistry 2020-2021
II.A Ref. 19 FLC Program Review Mathematics 2020-2021
II.A Ref. 20 FLC Annual Planning webpage
II.A Ref. 21 LRCCD Performance Review webpage
II.A Ref. 22 FLC Student Learning Outcomes and Assessment Information webpage
II.A Ref. 23 FLC PSYC 300 SOCRATES Course Outline
II.A Ref. 24 FLC Faculty Handbook 2019-2020
II.A Ref. 25 FLC SLO Tracking 29 April 2021
II.A Ref. 26 FLC MATH 30 SOCRATES Course Outline
II.A Ref. 27 FLC ESL 37 SOCRATES Course Outline
II.A Ref. 28 FLC Placement webpage
II.A Ref. 29 FLC Math Tree Sequence 2021
II.A Ref. 30 FLC English Tree Sequence 2021
II.A Ref. 31 FLC Math and Statistics Placement webpage
II.A Ref. 32 LRCCD Board Policy 7241: Graduation Requirements
II.A Ref. 33 FLC Associate Degree Graduation Requirements in Catalog 2021-2022
II.A Ref. 34 ASCCC C-ID Transfer Model Curriculum Information webpage
II.A Ref. 35 FLC Two-Year Plan Templates
II.A Ref. 36 FLC Program Maps webpage
II.A Ref. 37 FLC Enrollment Management Plan 2017-2020
II.A Ref. 38 FLC Software Tools webpage
II.A Ref. 39 FLC Meta-Majors in Catalog 2021-2022
II.A Ref. 40 FLC Student Success and Equity Dashboard
II.A Ref. 41 FLC Guidelines for Online, Hybrid and Web-Enhanced Instruction 2013
II.A Ref. 42 California Virtual Campus-Online Education Initiative (CVC-OEI) Course Design Rubric
II.A Ref. 43 LRCCD FastTrack - OEI Rubric Academy webpage

II.A Ref. 44 FLC Office of Institutional Research webpage
II.A Ref. 45 FLC Research Data Request Form
II.A Ref. 46 FLC Support Services webpage
II.A Ref. 47 FLC Tutoring webpage
II.A Ref. 48 FLC Equity Center webpage
II.A Ref. 49 FLC ACCT 103 SLO Report
II.A Ref. 50 FLC Admission with Transfer Credit in Catalog 2021-2022
II.A Ref. 51 FLC Articulation webpage
II.A Ref. 52 ASSIST website
II.A Ref. 53 C-ID.net website
II.A Ref. 54 FLC Institutional Student Learning Outcomes webpage
II.A Ref. 55 FLC Facts and Statistics webpage
II.A Ref. 56 FLC ISLO Report 2018
II.A Ref. 57 General Education/Baccalaureate/Multicultural Degree Requirement Subcommittee
II.A Ref. 58 FLC Preparing to Transfer in Catalog 2021-2022
II.A Ref. 59 FLC Interdisciplinary Studies page in Catalog 2021-2022
II.A Ref. 60 FLC Medical Technology webpage
II.A Ref. 61 FLC Program Review: Allied Health 2020-2021
II.A Ref. 62 FLC Catalog 2017-2018
II.A Ref. 63 FLC Timeline for Periodic Curriculum Reviews Spring 2020
II.A Ref. 64 FLC Annual Department Plan: Nutrition 2020-2021
II.A Ref. 65 FLC Instructional ADP and Program Review Cycle 2014-2022
II.A Ref. 66 FLC Program Review: Business 2020-2021
II.A Ref. 67 FLC Program Review Presentation Template
II.A Ref. 68 FLC IE minutes 14 December 2020
II.A Ref. 69 FLC IE minutes 8 February 2021

II.B: Library and Learning Support Services

II.B.1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

Evidence of Meeting the Standard

Folsom Lake College (FLC) supports student learning and achievement by providing library services to students and to personnel responsible for student learning and support. FLC's library includes physical and electronic collections spanning all disciplines; FLC students have access to other Los Rios Community College District (LRCCD) College library collections through FLC's library and to other materials from around the country through interlibrary loan. FLC's library provides students with in-person and remote access to research databases (II.B Ref. 1) and to research guides (II.B Ref. 2) and also provides students with space and equipment (e.g., ADA accessible workstations) and librarians and library staff to assist students. The library offers instructional sessions for entire classes through instructor requests, via the library instruction request form (II.B Ref. 3), and for individual students through student requests, via the research appointments form (II.B Ref. 4). The library provides research tutorials (II.B Ref. 5) and offers 24/7 chat reference service, drop-in one-on-one assistance at the Research Help Desk, and research appointments (in-person and online). Library faculty members teach LIBR 318 - Library Research and Information Literacy every semester (including summer). The Library also assists students and College personnel with its new information literacy framework (II.B Ref. 6) program to add multi-layered, scaffolded research and information literacy instruction and support.

FLC's El Dorado Center (EDC) also has a physical library, with a small but comprehensive library collection, including Reserve books. This library offers computer stations (including an ADA station) and furnished study rooms. The FLC Librarians take turns working at the EDC library Monday through Thursday each week to provide research assistance and instruction to students and to maintain the currency and relevance of the collection. The EDC library is given a percentage of the annual budget to allow the librarians to collect materials for this library. The Rancho Cordova Center (RCC) has a small collection of Reserve books in the Learning Resources area. Students are able to request that circulating items from any library in the District be sent to them. The FLC librarians visit RCC to provide library instruction upon request and offer research assistance through the 24/7 chat reference service or through research appointments.

The FLC library staff continuously examines the physical collection to ensure that it is current and that it supports the educational mission of the College. Collection assessment includes reviewing current research assignments, monitoring new and revised curriculum requests to note the need for new materials, and soliciting feedback from faculty members about the

content and currency of subject area collections. The Library offers Flex credit to faculty members who spend some time in the library examining the collection in their subject areas.

The librarians track usage of electronic resources (ebooks, databases, and streaming media) to gauge how effectively these resources meet the needs of the students. Librarians across the District review other database products to determine if any of them would add significantly to the value of the collection. Additionally, feedback or suggestions from faculty members are taken into consideration when the library considers new resources or services.

FLC provides many academic content-based learning support services, focusing services toward the subject areas in which students demand a high-level of tutoring and providing extensive services in those areas. The largest services are English, math, and science tutoring. FLC's Learning Skills offers drop-in tutoring at all three of the College's campuses in a variety of subjects, as shown on the drop-in tutoring schedules (II.B Ref. 7). The Learning Skills longitudinal attendance data set (II.B Ref. 8) shows the frequency that students use tutors. To receive extra support, students can and do enroll in metacognitive study skills classes (see INDIS 314 and INDIS 315 in Interdisciplinary Studies [II.B Ref. 9]). Based on the Learning Skills data (II.B Ref. 8), FLC students collectively spend over 5,000 hours each semester in the Math and Science Tutoring Centers. FLC's Reading and Writing Center/English Center also offers drop-in tutoring at all three of the College's sites.

FLC provides online peer education services in math, English, biology, chemistry, ESL, and other subjects. When a student requests tutoring in a subject not normally staffed, the student is provided with access to a third-party vendor, NetTutor, that has a wide range of less-commonly-tutored subjects (see NetTutor schedule ([II.B Ref. 10]). Tutoring in all of these subjects is available through a one-stop online portal on the website's Tutoring page (II.B Ref. 11). All FLC tutors must pass Online Tutoring Academy modules (II.B Ref. 12), a 37-step training on online tutoring policies and skills, before they are certified to tutor online. Tutors take advantage of Zoom and other technologies to bring best practices of interactive tutoring into the online environment.

FLC offers embedded tutoring, which involves connecting a tutor to a specific course section, modeled after the supplemental instruction programs, shown to increase success rates for students in entry-level math and science courses. This arrangement allows the tutor to develop a strong relationship with the instructor and with students, a connection which increases the tutor's content knowledge and increases students' tutor engagement. In Fall 2020, FLC placed embedded tutors in twenty-five math, science, and ESL courses (see embedded tutoring schedule [II.B Ref. 13]). Thirteen embedded tutors were placed in ENGWR 33 courses to assist ENGWR 300/33 instructors and students.

Learning support services at FLC provide metacognitive study skills training and course content help by providing services to students at all steps of their educational journey through the INDIS 314 and INDIS 315 (II.B Ref. 9) courses in the Science Center (II.B Ref. 14). Students in these courses meet with peer mentors weekly to learn skills such as time management, note-taking, test preparation, and post-test analysis. Students who complete these courses self-report increased

academic success, as shown in the INDIS 314 and INDIS 315 survey (II.B Ref. 15). The College has built on this achievement by creating a math-specific metacognitive study skills curriculum and delivering the curriculum through a peer-educator led Math Center (II.B Ref. 16). In Spring 2020, the Math Center's first semester, sixty-eight students enrolled in the Math Center course, MATH 299 (see MATH 299 class roster [II.B Ref. 17]).

Certain student populations at the College benefit from a more targeted form of tutoring. For example, DSPS students frequently benefit from longer tutoring sessions in distraction-free environments. Tutoring services responds to this need by providing a number of customized tutoring and mentoring peer education programs (II.B Ref. 18) designed to meet the needs of specific student populations.

Analysis and Evaluation
FLC supports student learning and achievement by providing library and other learning support services in sufficient quantity, currency, depth, and variety to support educational programs regardless of location or means of delivery, including distance education. The FLC library has sufficient online services available for students. The library has also concentrated on building the collection of ebooks owned by the library. Learning Skills provides peer education services that are sufficient in quantity, currency, depth, and variety. Learning Skills offers a large quantity of high-quality tutoring; tutors are trained to current methods, providing help in a significant depth of subject matter and in a variety of subjects at various locations.

II.B.2. 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.

Evidence of Meeting the Standard
Folsom Lake College (FLC) selects and maintains educational equipment and materials to support student learning and to enhance the achievement of the mission, specifically “to transfer to four-year institutions, to improve foundational skills, to achieve career goals, and to earn associate degrees or certificates.” FLC’s library has a library collection development policy (II.B Ref. 19). This policy is intended to help “librarians provide current, diverse, balanced collections of materials,” to ensure “faculty participation in collection development,” and to provide the College community with “integrated and organized access to collections of materials," materials that support and complement “classroom instruction and the curricular goals of the College.” This policy identifies, among other things, the party primarily responsible for the collection development, the criteria for the selection of materials, and the budget allocation for materials. LRCCD also has an electronic collection development policy (II.B Ref. 20) meant “to provide guidance for the selection and management of electronic resources that will be shared by all libraries in the District.” The District provides students with access to a variety of research databases (II.B Ref. 1).

Learning Skills provides students with computers at all three of FLC’s sites (see Learning Skills student computer data [II.B Ref. 21]). These computers are maintained by the

FLC Information Technology department and are replaced when necessary, based on the instructional computer inventory summary (II.B Ref. 22). Approximately a hundred textbooks are available in the tutoring centers. The EDC tutoring center provides scientific anatomy posters, physiology slides, and a bone box. The FLC Bio Shop provides access to all anatomy and physiology models (see Bio Shop equipment log [II.B Ref. 23]).

Analysis and Evaluation
FLC relies on the expertise of faculty members, including librarians, and other learning support services professionals to select and to maintain educational equipment and materials to support student learning.

II.B.3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard
Folsom Lake College's (FLC) institutional student learning outcomes (ISLOs) (II.B Ref. 24) identify core competencies (critical thinking, communication, and awareness), with critical thinking emphasizing information literacy. These ISLOs are assessed through a graduate student survey, which the librarians can review. Library faculty members teach a one-unit research class, LIBR 318 - Library Research and Information Literacy, designed to support students' goals to improve foundational skills to achieve an associate degree or certificate or to transfer to a four-year institution. The SLOs for LIBR 318 are discussed in questions four and seven in the annual department plan for the Library (II.B Ref. 25).

The library also offers a series of research tutorials through Canvas, the District's online learning management system, and regularly assesses students' understanding of the concepts presented. The Canvas quizzes assess students' understanding of conducting research, of using library sources, of evaluating and selecting information sources, and of avoiding plagiarism. Since 2017, nearly 700 students have taken one or more of the modules as assigned by their instructors to supplement their courses. Library staff worked closely with librarians across the District to develop and to update regularly these information literacy tutorials, which are available on Canvas Commons for use by other libraries.

Library collections and services are continually evaluated and modified throughout the academic year. The librarians use the annual department plan and program review process to evaluate services and to gather feedback from faculty members and students to ensure that the library is succeeding in its mission (see library services employee survey report [II.B Ref. 26] and library services student survey report [II.B Ref. 27]).

Tutoring services contributes to ISLOs by providing students with pathways to improve their critical thinking skills and their awareness skills. Tutoring services also contributes to FLC's general mission of providing educational equity. Tutoring services has evaluated its ability to contribute to these goals by assessing usage data and by surveying students. Based on the

Learning Skills longitudinal attendance data set (II.B Ref. 8), FLC has high usage of on-ground and online tutoring services, one indicator of student satisfaction. While attendance varies by semester, tutoring is commonly used by about 800 students for a total of 8,000 hours in any given semester, numbers implying strong student satisfaction. Students indicate a high level of satisfaction with tutoring services. Over 100 students who use tutoring responded to the tutoring satisfaction survey (II.B Ref. 28). Approximately 90% of respondents rated tutoring services as 4 out of 5 or 5 out of 5 on measures of quality.

Tutoring services also contributes to the ISLO of self-awareness. All students who attend FLC tutoring are enrolled in LTAT 1000 - Supervised Tutoring. The course SLOs for LTAT 1000 all correspond to measurement of self-awareness as they pertain to learning. The LTAT 1000 SLO assessment (II.B Ref. 29) reveals that each SLO was met by 86-100% of participating students.

FLC has created a Math Center in Spring 2020 to provide metacognitive math study skills. The College has not yet had the chance to evaluate it. However, the FLC Science Center, upon which the Math Center is modeled, has been studied for six years. The INDIS 314 and INDIS 315 survey data (II.B Ref. 15) show that students who use Science Center curriculum experience significant increases in their use of positive study habits and decreases in their use of negative study habits. Similar outcomes are expected to apply to Math Center students.

FLC's Office of Institutional Research (OIR) has conducted extensive research (see tutoring SEA data [II.B Ref. 30]) to determine the impact of tutoring on students from disproportionately impacted (DI) populations. The OIR data show that DI students who attend tutoring have a success rate approximately 5% higher than that of DI students who do not attend tutoring, and the data also show that they have a success rate approximately 2% greater than that of the general FLC student body. The OIR categorized DI populations into subgroups and assessed their outcomes, which they defined as a success percentage. This analysis shows that the success rate of most DI populations of students who attend tutoring surpass the average FLC success rate of 73%.

Analysis and Evaluation

The FLC librarians continue to evaluate library services, instructional materials and practices, and collections regularly. The updated library tutorials and the new information literacy framework introduced in 2019 will be evaluated. The librarians also plan to evaluate the collections and services through the frame of diversity and equity.

Evaluations demonstrate that tutoring services supports institutional learning outcomes and equity measures. By providing ample tutoring services, which align with tutoring best practices, tutoring services supports critical thinking and problem solving. By providing metacognitive learning experiences, tutoring services supports self-awareness. Additionally, these services contribute to FLC's equity mission, by engaging with DI students at high rates.

II.B.4. 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 institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

Evidence of Meeting the Standard

In 2019, the Los Rios Community College District (LRCCD) libraries participated in the state wide migration to the Library Services Platform (LSP) provided by Ex Libris. The California Community Colleges website provides information about the Library Services Platform Project (II.B Ref. 31). Folsom Lake College's (FLC) library operates in a consortium of 107 libraries throughout California and works with the Council of Chief Librarians through the LSP Governance Committee to address security and maintenance issues (see LSP plan [II.B Ref. 32] and LSP plan update [II.B Ref. 33]).

Learning Skills contracts with third-party online tutoring vendors (Tutor.com and NetTutor) to provide online tutoring when students need tutoring either in a subject or at a time that Learning Skills cannot provide tutoring. Learning Skills has evaluated these services by monitoring usage data and evaluating student satisfaction. Both of these services have provided easy platforms from which to download student usage data. The Learning Skills coordinator has regularly downloaded usage data (see Tutor.com report [II.B Ref. 34] and NetTutor search [II.B Ref. 35]) to determine how much the service is being used and which students are using it. Reviewing usage data is an effective way to evaluate whether the targeted students whom Learning Skills is directing to the service are actually able to benefit from the service. The use of Tutor.com allows the College to evaluate student satisfaction through the Tutor.com satisfaction survey (see Tutor.com report [II.B Ref. 34]). Students regularly give Tutor.com high ratings on all criteria. NetTutor users have not yet been surveyed to determine their level of satisfaction with the service.

Analysis and Evaluation

FLC relies on formal agreements with outside learning resource entities. The resources and services are adequate for student learning and are easily accessible and are used. FLC takes responsibility for the security, maintenance, and reliability of services. These services are regularly evaluated.

Standard II.B References/Evidence

II.B Ref. 1 LRCCD Research Databases webpage
II.B Ref. 2 FLC Research Guides webpage
II.B Ref. 3 FLC Library Instruction Request Form
II.B Ref. 4 FLC Research Appointments Form
II.B Ref. 5 FLC Research Tutorials webpage
II.B Ref. 6 FLC Information Literacy Framework
II.B Ref. 7 FLC Drop-in Tutoring Schedules
II.B Ref. 8 FLC Learning Skills Longitudinal Attendance Data Set
II.B Ref. 9 FLC Interdisciplinary Studies in Catalog 2020-2021
II.B Ref. 10 NetTutor Schedule
II.B Ref. 11 FLC Tutoring webpage
II.B Ref. 12 Online Tutoring Academy Modules
II.B Ref. 13 FLC Online Math/Science/ESL Embedded Tutoring Schedule Fall 2020
II.B Ref. 14 FLC Science Center webpage
II.B Ref. 15 FLC INDIS 314 and INDIS 315 Survey Spring 2018-Fall 2019
II.B Ref. 16 FLC Math Center webpage
II.B Ref. 17 FLC MATH 299 Class Roster Spring 2020
II.B Ref. 18 FLC Peer Education Programs
II.B Ref. 19 FLC Library Collection Development Policy
II.B Ref. 20 LRCCD Electronic Collection Development Policy
II.B Ref. 21 FLC Learning Skills Student Computer Data
II.B Ref. 22 FLC Instructional Computer Inventory Summary
II.B Ref. 23 FLC Bio Shop Equipment Log
II.B Ref. 24 FLC Institutional Student Learning Outcomes webpage
II.B Ref. 25 FLC ADP: Library 2020-2021
II.B Ref. 26 FLC Library Services Employee Survey Report Fall 2019
II.B Ref. 27 FLC Library Services Student Survey Report Fall 2019
II.B Ref. 28 FLC Tutoring Satisfaction Survey Fall 2020
II.B Ref. 29 FLC LTAT 1000 SLO Assessment Fall 2020
II.B Ref. 30 FLC Tutoring SEA Data 2018-2019
II.B Ref. 31 CCC Library Services Platform webpage
II.B Ref. 32 CCC Library Services Platform Plan 2020-2021
II.B Ref. 33 CCC Library Services Platform Plan Update 28 August 2020
II.B Ref. 34 Tutor.com Report Spring 2018-Spring 2019
II.B Ref. 35 NetTutor Search Spring 2020

II.C: Student Support Services

II.C.1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution.

Evidence of Meeting the Standard

Folsom Lake College's (FLC) mission emphasizes the importance of education, equity, and student success, as shown on the website's Our Values page (II.C Ref. 1), and to accomplish this mission, FLC provides a variety of support services for students. The College regularly evaluates the quality of student support services provided to ensure student needs are met at its main campus and its centers. The College conducted its last student satisfaction with support services survey (II.C Ref. 2) in Fall 2020. In Fall 2020, the College also contracted with the Research and Planning Group to conduct focus groups of disproportionately impacted student populations to understand better student perspectives to improve service delivery and instruction. Several of the issues identified by students in the students of color focus group report (II.C Ref. 3) are being addressed.

FLC regularly evaluates its services and support for student learning through annual unit plans (AUPs), which include assessment of how the unit supports the College mission, the unit's goals, objectives, and evaluation of goal achievement (see annual planning [II.C Ref. 4]). The Extended Opportunity Programs and Services (EOPS) program administers an end of semester survey (II.C.1 Ref. 5) regarding student satisfaction and experience. Every two years, Disability Services and Programs for Students (DSPS) administers its student survey (II.C Ref. 6). Student satisfaction results are used to inform each program's and department's AUP. AUPs are reviewed by the student services deans and vice president; feedback is provided to the units, and student experiences and satisfaction data are used to improve service delivery, to justify resource requests, and to drive resource allocation.

Analysis and Evaluation

FLC regularly evaluates the quality of student support services, solicits feedback from students and the community, and implements programs that assist the College in accomplishing its mission. The quality of these services is measured regardless of location or means of delivery.

II.C.2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting the Standard

Folsom Lake College (FLC) identifies and assesses student learning outcomes (SLOs) for its student population. SLOs are reported in all student services annual unit plans (AUPs) available on the Annual Planning webpage (II.C Ref. 4).

Each student service unit and program has identified service area outcomes (SAOs) that are specific statements about the learning support outcomes for students. Within the annual unit plan, all units are asked to "Summarize your SLO/SAO assessments from last year and what you plan to do next year." Types of data used include student satisfaction and usage surveys, service reports, and outcome reports. Some areas also use annual required reports and program evaluations. EOPS, CARE, and CalWORKs programs are required to submit an annual program and budget plan to the California Community Colleges Chancellor's Office (CCCCO) that includes a narrative supported by program data and a budget summary. The EOPS, CARE, NextUp, CalWORKs, and DSPS programs are required to submit data to the CCCCO via the Student Services Automated Reporting for Community Colleges (SSARCC) web application (II.C Ref. 7). SSARCC data provide an opportunity for program staff to formulate and to evaluate SAOs based on term and annual trends.

Every two years, a student services satisfaction survey is conducted to gather data on student awareness, usage, and satisfaction with different services. The most recent student services satisfaction survey (II.C Ref. 2) was completed in 2020. FLC is preparing to launch a secondary satisfaction survey to gather specific data on students' usage with, awareness of, and satisfaction with the College's online services. The data, in addition to program and unit-level satisfaction surveys, are used to inform programmatic improvements and adjustments, to justify resource requests, and to assess department level SAOs regularly.

Analysis and Evaluation
FLC identifies and assesses student learning support outcomes through its AUP process to ensure that appropriate student support services and programs achieve those outcomes. The College uses assessment data to improve student support programs and services continuously.

II.C.3. 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.

Evidence of Meeting the Standard
Folsom Lake College (FLC) assures equitable access to all of its students regardless of their location (FLC-main, El Dorado Center, Rancho Cordova Center) or modality (on-ground, online, or through telephone appointments). Students have access to a comprehensive array of student support services provided on-campus or online. FLC's support services (II.C Ref. 9) include admissions and records, financial aid, general counseling, the Career and Transfer Center, health and wellness services, Extended Opportunity Programs and Services (EOPS), Cooperative Agencies Resources for Education (CARE), California Work Opportunity and Responsibility to Kids (CalWORKs), Disability Services and Programs for Students (DSPS), NextUp, international students, Soar to Success, Pathways case management of all entering students, the Equity Center, Deferred Action for Childhood Arrivals (DACA) and undocumented student support, outreach and recruitment, the Welcome and Student Success Center, student life, and the Veterans Success Center. All services provided on campus are also available to students via the remote campus information webpage (II.C Ref. 10) through the Canvas online learning management system, eSARS online student appointment scheduling tool, SARS Zoom, and online fillable forms.

Counseling (II.C Ref. 11) services include academic assistance, career assessment, crisis intervention, short-term personal counseling assistance, and multicultural counseling. Admissions and Records (II.C Ref. 12) forms (e.g., late add petition) are available online.

The Outreach and Recruitment (II.C Ref. 13) office provides access to prospective students by helping them to navigate FLC and the enrollment process, by hosting parent workshops, attending community-sponsored outreach and recruitment events, and providing application and registration assistance. Outreach is complemented by partnerships with financial aid, general counseling, and career education programs. Outreach provides culturally-relevant and competent recruitment strategies to support the enrollment of disproportionately impacted students, focusing efforts on increasing the number of students who are first generation, low-income, and undocumented students. Outreach partners with the Office of Institutional Research, career education, DSPS, and EOPS to increase College awareness and to establish data-informed outreach practices. Outreach offered a number of activities as shown on the outreach master activities calendar (II.C Ref. 14).

FLC's Disability Services and Programs for Students (DSPS) (II.C Ref. 15) offers online appointments and a variety of academic accommodations (e.g., extension of time for tests, sign language interpreters).

FLC's Falcon Cares program (II.C Ref. 16) assures equitable access to service delivery for students facing basic needs constraints, including food, housing, and transportation insecurity. The Falcon Cares program also coordinates the emergency grant process and on-campus food distribution (II.C Ref. 17) to support students facing basic needs issues. Students without access to internet or computers have been provided, through the College's digital equity efforts, free access to internet or hot spots and are able to checkout Google Chromebooks for use during the semester (see Technology Resources webpage [II.C Ref. 18]).

FLC's EOPS/CARE/NextUp programs (II.C Ref. 19) are available at all three FLC sites. Counseling and advising appointments are available in-person, online, and by telephone. Direct resource distribution (e.g., grocery and transportation assistance) takes place physically and virtually. The EOPS program uses Canvas to enhance its communication with students (e.g., EOPS announcements [II.C Ref. 20]).

FLC's Equity Center (II.C Ref. 21) also helps to assure students have equitable access to services, by creating a welcoming environment for the College's diverse student community using an intersectional approach to service delivery. The Equity Center provides a safe space where students can study, meet other students from diverse backgrounds, access multicultural counseling services, and attend cultural events and celebrations. The Equity Center also houses the College's support services for DACA and undocumented students and the new Peer Engagement for Achievement, Cultural Connection, and Excellence (PEAC^{2}E) program (II.C Ref. 22), designed to improve the retention, engagement, and success of students of color (see overview of PEAC^{2}E program [II.C Ref. 23]).

Analysis and Evaluation
FLC assures equitable access to all of its students by regularly soliciting student input to provide appropriate, comprehensive, and reliable services to students regardless of service location or delivery method and regardless of significant circumstances and challenges.

II.C.4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard
The Folsom Lake College (FLC) Equity Center (II.C Ref. 21), emerging from the Diversity and Equity Committee, supports FLC's mission. The mission of the Equity Center is "to build a diverse campus that collectively fosters success through equitable educational opportunities, culturally-affirming support, and intersectional inclusion." The Equity Center strives to create a welcoming, nonjudgmental environment where all members of FLC's campus community feel supported and connected by the Equity Center's promotion and celebration of diversity, inclusion, and intersectionality through campus wide cultural events, affinity group celebrations, and professional development and workshops (see Equity Center goals and priorities [II.C Ref. 24]). The Equity Center hosts equity-informed events and workshops, collaborating with students, staff, and faculty partners. The Equity Center also hosts ongoing weekly and monthly events to support students: examples include the Equity Lounge series and brown bag lunch discussions, drop-ins for counseling, clinical therapy, and jobs/internship support, which students can access through the Equity Center Canvas page (II.C Ref. 25).

The FLC athletic program (II.C Ref. 26) is composed of ten sports teams (five women's teams and five men's teams) and operates under the purview of the California Community College Athletic Association (CCCAA). The athletic program supports, promotes, and executes the mission of the College by providing opportunities for student athletes to learn the real-world life and job skills of self-efficacy, time management, teamwork, commitment, collaborative problem solving, innovation, anti-racism, and perseverance. These experiences prepare the College's student athletes to bridge their knowledge and experiences to strengthen their community and to enhance their ability to be socially responsible global citizens when they leave the program. While the demography of FLC's student athletes varies over semesters, generally 57-65% of the student athletes meets at least one criterion for inclusion in a disproportionately impacted population, particularly in the areas of economic status and ethnic background (see sports summary report [II.C Ref. 27]). As such, all of FLC's student athletes interact with different cultures regularly and are encouraged to learn about their teammates whose backgrounds are different from their own. These student athletes then enter into classes and have experiences with general population students and are best positioned to enhance the social and cultural experiences of all students.

The athletics program is conducted in compliance with the CCCAA Constitution and Bylaws (II.C Ref. 28), which include academic eligibility standards that student athletes must meet to compete. This standard also includes decorum policies regarding behavioral expectations of

student athletes on and off the field. Additionally, the courses in which student athletes must enroll to participate in intercollegiate athletics undergo the same rigorous curricular process as all of the other College courses, a curricular process ensuring that educational expectations and standards are set for FLC's athletic programs. Furthermore, a 1.00 FTE counselor is assigned to athletics; student athletes are required to complete grade checks (fifth week of the semester), and all student athletes are required to have an education plan on file by October 15 and March 1. All athletes participate in a yearly eligibility meeting in which the Student Athlete Handbook (II.C Ref. 29) is reviewed. The athletics department is required to apply and to practice all of the fiscal policies and procedures of the College. Administrative signatures are required for expenditures of any College funds up to and including the vice president level. As an institution that receives federal funding, FLC also completes the U.S. Department of Education Equity in Athletics Disclosure Act survey (II.C Ref. 30) to meet Title IX Compliance regarding how resources are distributed between the genders within the athletic department.

Student life supports FLC's mission and vision to enrich and to empower students. Student life includes two major components: student advocacy and student engagement. Student advocacy is illustrated by the Associated Students of Folsom Lake College (ASFLC) (II.C Ref. 31), "committed to having our students' voices heard on campus." This group of diverse students serves on participatory governance committees both at the College and District-level to ensure that the student voice is represented. Student engagement is illustrated by student-run clubs and student events. FLC has several student-run college clubs (II.C Ref. 32) catering to a variety of students and providing students opportunities to become active members of the campus community.

Analysis and Evaluation

FLC's co-curricular programs and athletics programs are suited to the College's mission and contribute to the social and cultural dimensions of the educational experience of its students. The College's athletic programs are conducted with sound educational policy and standards of integrity. The College has responsibility for the control of these programs, including their finances.

II.C.5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard

Folsom Lake College (FLC) provides counseling and academic advising programs to support student development and success both on-ground at all locations (FLC main, El Dorado Center, and Rancho Cordova Center) and online. The website's Counseling webpage (II.C Ref. 11) provides information about counseling and its services. The counseling webpage allows students to make in-person (when the campus is open), phone, and online appointments via the eSARS online appointment system (II.C Ref. 33). The website provides a link to the Orientation webpage (II.C Ref. 34) that allows students to complete an online orientation. The counseling website also provides specific information for veterans, athletes, and international students.

FLC's Soar to Success program (II.C Ref. 35) is the College's early alert and case management program, composed of success coaches (II.C Ref. 36), counselor liaisons, and a network of support programs (e.g., tutoring, special population programs, basic needs, financial aid). All students are assigned a success coach based on their meta-major (II.C Ref. 37), even if students are undecided. The success coaches lead meta-major specific orientations and begin developing relationships with their cohort of new students, engaging in continued contacts through an electronic platform called Starfish (II.C Ref. 38). Through Starfish, both staff and faculty members can send alerts (called flags and referrals), which are routed to the student's success coach. The success coach evaluates the situation and responds appropriately to the alert – either connecting directly with the student to resolve the need or directly connecting the student with another support program. Starfish was piloted during Spring 2020 and launched in Fall 2020. During Fall 2020, almost 4,000 different tracking items were raised in Starfish, and success coaches intervened and assisted almost 380 students who were in danger of failing. The College will continue to refine and to evaluate its case management and early alert program.

FLC's Career and Transfer Center (CTC) (II.C Ref. 39) allows students to make an online career or transfer-related appointment or to register for a workshop. The CTC offers career development and major selection information (including transfer preparation and planning services and job preparation) and hosts various career and transfer events (see the calendar and events webpage [II.C Ref. 40]).

The website provides information about meta-majors (II.C Ref. 37), program maps (II.C Ref. 41), and programs and majors (II.C Ref. 42), which include information about degrees and certificates, courses, faculty, and career options.

FLC's catalog provides general counseling, financial aid, and other information. In the online catalog, all of these critical services are provided in an easy-to-view and easy-to-access page, While You Are Here (II.C Ref. 43). This page lists alphabetically available learning resources and provides links to take students to the services' webpages for additional information, including contact information.

Online degree and certificate petitions are available to students, who have the options to meet with counselors. The Graduating from FLC webpage (II.C Ref. 44) allows students to petition for associate degrees, associate degrees for transfer, and certificates. Students can also make appointments to work on graduation petitions. Students who have questions about their online graduation petitions can meet with counselors to receive assistance.

FLC offers EOPS, CARE, NextUp, and CalWORKs counseling as part of its support services (II.C Ref. 9). Students participating in one or more of the programs are encouraged to meet with a program-specific counselor at least twice a semester for holistic academic counseling. Areas covered during counseling appointments range from personal wellness to academic advising. The student's individual student education plan (iSEP) is updated during the appointment. Counselors are required to maintain case notes for every appointment.

To support staff and faculty members in providing exceptional academic and other support services, including academic advising services, FLC prioritizes professional development opportunities (both mandatory and optional) for all staff and faculty members. Some examples of professional development opportunities include monthly Student Services Council meetings, (e.g., SSC agenda 19 October 2020 [II.C Ref. 45]) and equity and racial justice training (e.g., effects of racial microaggressions presentation [II.C Ref. 46]).

Analysis and Evaluation
FLC provides a wide array of counseling and academic advising programs to support student development and success. Counseling faculty and other student services staff are provided a variety of professional development opportunities to ensure that academic advising is accurate, timely, and relevant. The College's counseling and advising programs (through general counseling, Career and Transfer Center specialized program counseling, and the Soar to Success case management teams) orient students to ensure that students understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

II.C.6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals.

Evidence of Meeting the Standard
Folsom Lake College's (FLC) catalog contains information regarding admissions eligibility (II.C Ref. 47) requirements, application instructions, and transfer credit information.

FLC follows admissions policies as set by Los Rios Community College District (LRCCD) Board policy and referenced in the catalog. LRCCD Board Policy 2211: Admission and Entrance Requirements (II.C Ref. 48) states, "The Colleges of the Los Rios Community College District shall admit any California resident, and may admit any nonresident, possessing a high school diploma or the equivalent thereof." Other board policies related to admissions and records address the following:

- Advanced Education - LRCCD Board Policy 2212: Advanced Education (II.C Ref. 49)
- Student Classification - LRCCD Board Policy 2213: Student Classification (II.C Ref. 50)
- International Student Admissions - LRCCD Board Policy 2214: Resident Status Admissions (II.C Ref. 51)
- Transcript of Records - LRCCD Board Policy 2215: Transcript of Records (II.C Ref. 52)
- Transfer of Credit - LRCCD Board Policy 2216: Transfer of Credit (II.C Ref. 53)
- Repetition of Courses - LRCCD Board Policy 2217: Repetition of Courses (II.C Ref. 54)
- Dual Enrollment - LRCCD Board Policy 2218: Dual Enrollment (II.C Ref. 55)
- Attendance Requirements - LRCCD Board Policy 2222: Attendance Requirements (II.C Ref. 56)
- Probation and Dismissal - LRCCD Board Policy 2231: Probation and Dismissal (II.C Ref. 57)
- Resident Status - LRCCD Board Policy 2242: Resident Status (II.C Ref. 58)

- Nonresident and International Student Fees - LRCCD Board Policy 2251: Nonresident and International Student Fees (II.C Ref. 59)
- Student Parking Fees - LRCCD Board Policy 2252: Student Parking Fees (II.C Ref. 60)
- Instructional Materials Fees - LRCCD Board Policy 2253: Instructional Material Fees (II.C Ref. 62)
- Student Enrollment Fee - LRCCD Board Policy 2254: Student Enrollment Fee (II.C Ref. 60)
- Access to Student Records - LRCCD Board Policy 2265: Access to Student Records (II.C Ref. 63)

In keeping with District board policy and with FLC's mission to serve "the diverse communities of eastern Sacramento and western El Dorado counties," FLC makes clear its admissions eligibility (II.C Ref. 47): "Any person who has earned a high school diploma or the equivalent . . . is eligible for admission to Folsom Lake College. Non-high school graduates 18 years of age or older who demonstrate ability to profit from a community college education may also be admitted."

The website provides information about meta-majors (II.C Ref. 37). This information is intended to help students who are not sure about their major. FLC's four meta-majors – Business and Management; Liberal Arts and Social Sciences; Public Service, Health, and Education; and Science, Technology, Engineering, and Mathematics – provide students with general categories with which specific disciplines are associated so that students who are not sure which major to choose can at least begin coursework that eventually counts towards a transfer degree for a specific major.

The website contains program maps (II.C Ref. 41) for all of its degrees and certificates in the Programs and Majors (II.C Ref. 42) section. The program maps identify required courses and recommended schedules.

Analysis and Evaluation
FLC has adopted admission policies consistent with its mission that specify the qualifications of students appropriate for its programs and adheres to these policies. The College advises students on clearly defined pathways to complete degrees, certificate, and transfer goals.

II.C.7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard
Folsom Lake College's (FLC) website provides information on placement (II.C Ref. 64). The webpage indicates different means for determining course placement (e.g., high school records).

The website includes webpages for math and statistics placement (II.C Ref. 65), English placement (II.C Ref. 66), and ESL placement (II.C Ref. 67). The math and statistics placement webpage includes information for transfer-bound students with specific information associated with majors. The English placement webpage provides information for transfer-bound students with specific information about ENGWR 300 - College Composition and ENGWR 33 -

Support for College Composition courses. Both the math and statistics placement webpage and the English placement webpage provide course sequences (see math and statistics tree sequence [II.C Ref. 68] and English tree sequence [II.C Ref. 69]). The ESL placement webpage provides information about ESL testing.

With the passage of Assembly Bill 705 in 2017, all California Community Colleges were required to revamp their English and math course sequences to increase students' chances of completing transfer-level coursework in English and math within one year. AB 705 also required colleges to use multiple measures in lieu of standardized tests to place students into English and math courses. In 2018, FLC began using high school transcript data to place students in English and math classes.

AB 705 did not require the elimination of standardized tests for ESL placement, so FLC used the Accuplacer ESL Placement Test until May 2020. The possibility that testing would be disallowed in the future and the College's move to remote services due to COVID-19 led to the development of a District wide online placement tool implemented for use in June 2020.

Validating equitable placement practices is required per Title 5, section 55522. The goal of the validation process is to engage in a cycle of continuous inquiry and improvement. The College's Office of Institutional Research regularly evaluates its placement practices to validate their effectiveness by assessing student outcomes (i.e., grades) and throughput (i.e., the percentage of students who complete transfer-level English or math with a grade of C or better within one year).

In January 2021, FLC submitted the Equitable Placement (AB 705) Validation of Practices Data Submission Form. This form focused on performance for transfer or degree-seeking students within the lowest high school GPA bands. For these students, no disproportionate impact was measured. As all incoming students now have access to transfer-level English, throughput has been maximized for English. Although all incoming students also have access to transfer-level math, some incoming students are still referred to below-transfer level math if they did not take and pass required math prerequisites in high school (pre-algebra). This situation results in a "not maximized" status for math throughput as of Fall 2019; however the number of students impacted is minimal and is dependent upon their goal (see final AB 705 validation results [II.C Ref. 70] and final AB 705 validation results related to equity [II.C Ref. 71]).

Additional AB 705 and equity data (II.C Ref. 72) examined for English, SLAM (statistics and liberal arts math), and BSTEM (business, science, technology, and engineering math) include enrollment rates, throughput rates, successful pass rates, and the College's placement results (i.e., how many students were assessed, how many students were placed into the College's curricular offerings in English and mathematics/quantitative reasoning, and whether concurrent support was recommended, disaggregated by race and ethnicity).

Analysis and Evaluation
FLC regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases. FLC has successfully implemented the changes to placement for English, ESL, and math in accordance with AB 705. Timely information about the new placement process was made available to students through the website and through College and District emails. Throughput rates for both English and math have increased significantly for all students due to the AB 705 changes. The College has collected data (e.g., throughput rates by groups, gaps driven by enrollment or success rates, and gaps changed over time) that have been used to develop programs that will address the College's equity gaps.

II.C.8. 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.

Evidence of Meeting the Standard
Folsom Lake College's (FLC) Admissions and Records office follows Title 5, Los Rios Community College District (LRCCD) Board Policy 2265: Access to Student Records (II.C Ref. 63), and LRCCD Administrative Regulation 2265: Access to Student Records (II.C Ref. 73) regarding the maintenance and retention of student records. The College's Admissions and Records office has a student records and retention policy (II.C Ref. 74) that includes board policy and regulations, the government code, the California Education Code, and the administrative code, Title 5 of the State of California. FLC follows regulations set forth in the Family Educational Rights and Privacy Act (FERPA) (II.C Ref. 75) regarding the release of student records. Moreover, the students rights and responsibilities section of the catalog contains a statement on the use and release of student information (see access to student records (FERPA) [II.C.8 Ref. 76]).

Admissions and Records follows District regulations regarding record keeping (see student records and retention policy [II.C Ref. 74]). Admissions and Records also provides additional FERPA training to new staff to ensure FERPA compliance when staff are handling student files and accessing student data (see FERPA Overview [II.C Ref. 77] and FERPA Overview and Application Presentation [II.C Ref. 78]).

PeopleSoft and OnBase are maintained and secured by District Office and FLC IT departments, which ensure secure backup of all files.

Analysis and Evaluation
FLC maintains student records permanently, securely, and confidentially, with a provision for secure backup of all files, regardless of the form in which those files are maintained. The College publishes and follows established policies for release of student records in its catalog.

Standard II.C References/Evidence

II.C Ref. 1 FLC Our Values webpage
II.C Ref. 2 FLC Student Satisfaction with Support Services Survey Results Fall 2020
II.C Ref. 3 FLC Students of Color Focus Group Report Fall 2020
II.C Ref. 4 FLC Annual Planning webpage
II.C Ref. 5 FLC EOPS/CARE End of Semester Survey Fall 2020
II.C Ref. 6 LRCCD DSPS Student Survey Executive Summary Fall 2020
II.C Ref. 7 CCCCO Student Services Automated Reporting for Community Colleges (SSARCC) web application
II.C Ref. 9 FLC Support Services webpage
II.C Ref. 10 FLC Remote Campus Information webpage
II.C Ref. 11 FLC Counseling webpage
II.C Ref. 12 FLC Admissions and Records webpage
II.C Ref. 13 FLC Outreach and Recruitment webpage
II.C Ref. 14 FLC Outreach Master Activities Calendar 2019-2020
II.C Ref. 15 FLC Disability Services and Programs for Students webpage
II.C Ref. 16 FLC Falcon Cares Program webpage
II.C Ref. 17 FLC Food Distribution Flyer December 2020
II.C Ref. 18 FLC Technology Resources webpage
II.C Ref. 19 FLC EOPS/CARE/NextUp webpage
II.C Ref. 20 FLC EOPS Announcements in Canvas
II.C Ref. 21 FLC Equity Center webpage
II.C Ref. 22 FLC PEAC²E Program webpage
II.C Ref. 23 FLC Overview of PEAC²E - New Program Serving Students of Color
II.C Ref. 24 FLC Equity Center Goals and Priorities 2019-2020
II.C Ref. 25 FLC Equity Center Canvas page
II.C Ref. 26 FLC Athletics webpage
II.C Ref. 27 FLC Sports Summary Report Fall 2019
II.C Ref. 28 CCCAA Constitution and Bylaws
II.C Ref. 29 FLC Student Athlete Handbook 2017-2018
II.C Ref. 30 FLC US Department of Education Equity in Athletics Disclosure Act Survey
II.C Ref. 31 FLC Associated Students of Folsom Lake College webpage
II.C Ref. 32 FLC College Clubs webpage
II.C Ref. 33 FLC eSARS Online Appointment System for Counseling
II.C Ref. 34 FLC Orientation webpage
II.C Ref. 35 FLC Soar to Success webpage
II.C Ref. 36 FLC Meta-Majors Success Coaches webpage
II.C Ref. 37 FLC Meta-Majors webpage
II.C Ref. 38 FLC Starfish wepbage
II.C Ref. 39 FLC Career and Transfer Center webpage
II.C Ref. 40 FLC Calendar and Events webpage June 2021
II.C Ref. 41 FLC Program Maps webpage
II.C Ref. 42 FLC Programs and Majors webpage
II.C Ref. 43 FLC While You Are Here in Catalog 2021-2022
II.C Ref. 44 FLC Graduating from FLC webpage

II.C Ref. 45 FLC SSC agenda 19 October 2020
II.C Ref. 46 FLC Effects of Racial Microaggressions Presentation
II.C Ref. 47 FLC Admissions Eligibility in Catalog 2021-2022
II.C Ref. 48 LRCCD Board Policy 2211: Admissions and Entrance Requirements
II.C Ref. 49 LRCCD Board Policy 2212: Advanced Education
II.C Ref. 50 LRCCD Board Policy 2213: Student Classification
II.C Ref. 51 LRCCD Board Policy 2214: Resident Status Admissions
II.C Ref. 52 LRCCD Board Policy 2215: Transcript of Records
II.C Ref. 53 LRCCD Board Policy 2216: Transfer of Credit
II.C Ref. 54 LRCCD Board Policy 2217: Repetition of Courses
II.C Ref. 55 LRCCD Board Policy 2218: Dual Enrollment
II.C Ref. 56 LRCCD Board Policy 2222: Attendance Requirements
II.C Ref. 57 LRCCD Board Policy 2231: Probation and Dismissal
II.C Ref. 58 LRCCD Board Policy 2242: Resident Status
II.C Ref. 59 LRCCD Board Policy 2251: Nonresident and International Student Fees
II.C Ref. 60 LRCCD Board Policy 2252: Student Parking Fees
II.C Ref. 61 LRCCD Board Policy 2253: Instructional Material Fees
II.C Ref. 62 LRCCD Board Policy 2254: Student Enrollment Fee
II.C Ref. 63 LRCCD Board Policy 2265: Access to Student Records
II.C Ref. 64 FLC Placement webpage
II.C Ref. 65 FLC Math and Statistics Placement webpage
II.C Ref. 66 FLC English Placement webpage
II.C Ref. 67 FLC ESL Placement webpage
II.C Ref. 68 FLC Math Tree Sequence 2021
II.C Ref. 69 FLC English Tree Sequence 2021
II.C Ref. 70 FLC Final AB 705 Validation Results
II.C Ref. 71 FLC Final AB 705 Validation Results - Equity
II.C Ref. 72 FLC AB 705 and Equity Data Presentation August 2020
II.C Ref. 73 LRCCD Administrative Regulation 2265: Access to Student Records
II.C Ref. 74 FLC Student Records and Retention Policy
II.C Ref. 75 LRCCD Family Educational Rights and Privacy Act (FERPA) webpage
II.C Ref. 76 FLC Access to Student Records (FERPA) in Catalog 2021-2022
II.C Ref. 77 FLC FERPA Overview Informational Sheet 2015
II.C Ref. 78 FLC FERPA and Application Presentation 2015

STANDARD III
Resources

Standard III chairs

III.A: Human Resources
Kathy Barnes Liguori, classified co-chair
Lindsey Campbell, classified co-chair
Nino Conley, faculty co-chair
Brian Robinson, administrative co-chair

III.B: Physical Resources
Jennifer Black, faculty co-chair
Levi Thiessen, classified co-chair
Missy Williams, administrative co-chair

III.C: Technology Resources
Zack Dowell, faculty co-chair
Jeff Lewis, classified co-chair
Greg McCormac, administrative co-chair
Morgan Murphy, faculty co-chair

III.D: Financial Resources
Jennifer Black, faculty co-chair
Augustine Chavez, administrative co-chair
Dee Visentin, classified co-chair

Standard III: Resources

III.A: Human Resources

III.A.1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff 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 and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting the Standard

Folsom Lake College (FLC) assures the integrity and quality of its programs and services by employing qualified administrators, faculty members, and staff. FLC adheres to Los Rios Community College District (LRCCD) employment procedures. LRCCD Board Policy 5121: Recruitment, Selection and Appointment: Regular Faculty (III.A Ref. 1) provides guidelines for building "an applicant pool that includes underrepresented groups and disabled persons." LRCCD Board Policy 5122: Recruitment, Selection and Appointment: Adjunct Faculty (III.A Ref. 2) concerns the hiring of adjunct employees, emphasizing the need to create a "diversity in the pool of adjunct faculty members" to serve students and the community. LRCCD Board Policy 5123: Equivalency to Minimum Qualifications (III.A Ref. 3) states the philosophy behind the District hiring procedures and guidelines meant to provide high quality education through "qualified faculty-experts [. . .] who can foster overall College effectiveness and are sensitive to and themselves represent the racial and cultural diversity of the District community." LRCCD Board Policy 6122: Recruitment, Selection and Appointment: Regular and Long-Term Temporary Positions (III.A Ref. 4) provides guidelines for building an applicant pool that "includes significantly underrepresented groups and persons with disabilities," and recruiting, selecting, and appointing long-term and temporary positions. LRCCD Board Policy 6123: Recruitment, Selection and Appointment: Temporary Positions (III.A Ref. 5) authorizes the chancellor "to establish procedures for recruitment, selection, and appointment of temporary employees."

The LRCCD Hiring Practices Administrative Guide (III.A Ref. 6) illustrates the District's hiring process (page 1), emphasizes diversity (pages 3-10), explains the hiring process (pages 11-33), contains the District's Faculty Hiring Manual (pages 35-99), and includes other information (e.g., request for management transfer) (pages 101-141). This document includes an overview of the screening process and examples of the screening documents (page 25), which are also available on a District Hiring Committee Resources webpage (III.A Ref. 7).

The LRCCD Faculty Hiring Manual (III.A Ref. 8) provides guidelines for hiring full-time and adjunct faculty members, emphasizing that a "high-quality faculty is critical in establishing and maintaining the excellence of an educational institution" (page 1) and that "the District Academic Senate and District administration share a commitment to the intent and philosophy of this Faculty Hiring Manual towards the adjunct faculty hiring process" (page 32). The

Faculty Hiring Manual contains procedures and guidelines related to, among other things, recruiting, screening, and interviewing.

The LRCCD Equity Handbook for Hiring Process (III.A Ref. 9) presents guidelines for the hiring process for tenure-track faculty, adjunct faculty, classified staff, and management. The Equity Handbook is "a strategic guide that has been implemented in accordance with the requirements of the Equal Employment Opportunity Plan prescribed by Education Code section 87106(b) for compliance with the Board of Governors regulations on equal employment hiring and applicable state and federal nondiscrimination statutes and for guidance in improving the quality of opportunity" (page 11). The Equity Handbook is guided by board policies on intent and accountability for equal opportunity (pages 14-21). The Equity Handbook identifies its goals as fostering "a climate of equal opportunity, educational excellence, and success for all students," "a workforce that is diverse through equal employment opportunity for all," and assisting "California in building a strong society and enabling it to become a successful multicultural democracy" (page 20).

The LRCCD website includes job descriptions and safety analyses (III.A Ref. 10). These include detailed job descriptions, duties, and qualifications.

Analysis and Evaluation
The District and the College demonstrate that they have developed appropriate hiring criteria through its various hiring manuals, guidelines, and job descriptions. FLC advertises open positions, using appropriate venues to attract quality candidates. The District Hiring Practices Administrative Guide includes language on encouraging advertisements that lead to diverse and qualified applicant pools. FLC demonstrates that it has a process to verify the qualifications of applicants and newly hired personnel. The Hiring Practices Administrative Guide describes the reference check process. FLC uses safeguards to ensure that hiring procedures are consistently followed, as detailed in the Equity Handbook for Hiring Process. Additionally, the Hiring the Best: Required Hiring Committee and Equity Representative training (III.A Ref. 11) ensures that all hiring committee members are aware of hiring procedures prior to serving.

III.A.2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

Evidence of Meeting the Standard
Upon the initiation of a job posting, the initiating department at Folsom Lake College (FLC) will identify appropriate education and experience requirements. Los Rios Community College District (LRCCD) Human Resources and Fiscal reviews the appropriateness of education requirements, accreditation, collective bargaining, retirement system, and equity implications. The CCCCO Minimum Qualifications for Faculty and Administrators in California Community Colleges Handbook (III.A Ref. 12) defines the degrees and experience that are reasonably related

to the teaching assignment or academic subject matter area and are posted publicly with the job posting. All faculty job descriptions include language regarding the development and review of curriculum and the assessment of learning.

The LRCCD Faculty Hiring Manual (III.A Ref. 8) lists screening criteria for the hiring committee that include discipline preparation, communication and other interpersonal skills, equity-minded conceptions of merit, community service, and recency of training or evidence of updating of skills and/or professional development (page 21).

The District uses an equivalency verification form (III.A Ref. 13) to indicate that a "candidate for a faculty position in the Los Rios Community College District does or does not meet the equivalency for minimum qualifications." This equivalency verification form identifies minimum qualifications for positions requiring a master's degree and for positions not requiring a master's degree.

Through ongoing and regular training, hiring committee members are apprised of what the hiring procedures are, how to minimize bias during faculty hiring, and how to obtain information about qualified candidates to evaluate their ability to perform the requisite skills of a faculty position.

Analysis and Evaluation
The hiring process aligns with board policy and procedures and allows for the demonstration of discipline expertise and professional experience and teaching skills. Attention is given to minimizing bias in hiring and assessing how qualified applicants can address the needs of the College's diverse student population.

III.A.3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard
Los Rios Community College District (LRCCD) Administrative Regulation 9121: Selection and Recruitment: Management and Confidential (III.A.3 Ref. 14) concerns the selection and recruitment for management positions. This regulation states that the "criteria used to assess candidates for a position shall be satisfaction of the requirements outlined in the job description by considering the education, experience, and ability of candidates."

Administrator qualifications are checked against any legal minimum qualifications such as those listed in the CCCCO Minimum Qualifications for Faculty and Administrators in California Community Colleges Handbook (III.A Ref. 12), and industry standards for each position and job announcements are reviewed to ensure that job specifications are clearly described and are equity-minded. Selection procedures for each posting are described in the LRCCD Hiring Practices Administrative Guide (III.A Ref. 6). Official transcripts are finally verified by employment personnel to ensure that recommended candidates possess the requisite academic credentials required for the position.

Analysis and Evaluation
Hiring procedures for all employee groups ensure consistent hiring practices that secure qualified administrators and employees who work in educational programs and services at the District's Colleges.

III.A.4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non U.S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard
Los Rios Community College District (LRCCD) Administrative Regulation 5123: Equivalency to Minimum Qualifications (III.A Ref. 15) concerns the minimum qualifications for faculty hires and identifies criteria for equivalencies, a framework for minimum qualifications equivalency criteria, and a hiring process. Administrative Regulation 5123 specifies the minimum qualifications for disciplines requiring a master's degree and for disciplines not requiring a master's degree.

Once selected, the administrator, classified staff, or faculty applicant must submit an official unopened transcript and/or any certificates. These documents are reviewed by an employment specialist to make sure that the degree and/or certificate meets the educational minimum qualifications. Where experience is required, this requirement is calculated accordingly. Additional records may be requested of the candidate; otherwise, the department is notified if the candidate is found to be ineligible.

Analysis and Evaluation
Through a multi-tiered review process, and in consultation with College personnel, faculty, and leadership, employee documents across all operating units are verified to ensure that potential employees possess the required degrees, or their equivalent, to meet minimum qualifications for their respective positions.

III.A.5. 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.

Evidence of Meeting the Standard
Los Rios Community College District (LRCCD) Human Resources (HR) provides written procedures and standardized evaluation forms for all employee groups; this information is available on the HR webpage (III.A Ref. 16) and is identified in the collective bargaining agreements (III.A Ref. 17). The performance reviews for College personnel rest with the District's Colleges. The Colleges systematically evaluate employees in all employment classification groups, including faculty, classified professionals, and administrators, at regular intervals in compliance with Board Policy 5141 for faculty, Administrative Regulation 6141 for

classified staff, and Administrative Regulation 9141 for administrative and confidential staff (see links below). The employee evaluation process is a formal method of documenting job performance and is maintained by HR in the employee record.

LRCCD Board Policy 5141: Purposes, Definitions, Standards and Procedures (III.A Ref. 18) states the purpose of faculty performance review as “the improvement of instruction and service to students” (1.1).

LRCCD Administrative Regulation 6141: Performance Evaluation (III.A Ref. 19) concerns the evaluation of performance of classified staff, indicating the responsibility for rating, the schedule for evaluating employees, and the disposition of copies of performance evaluation: “the performance ratings will reflect the evaluation of the employee’s job proficiency by the immediate supervisor and/or the unit supervisor” (1.1).

LRCCD Administrative Regulation 9141: Performance Evaluation (III.A Ref. 20) concerns the management evaluation process, covering general guidelines, progress reports, performance evaluation components, peer committees, and performance evaluation and progress reports timelines: "Performance evaluations shall be based on performance of job duties, success in meeting goals and objectives, leadership, human relations, communications, personal managerial qualities, and other appropriate criteria" (2.4).

The LRCCD Performance Reviews webpage (III.A Ref. 21) contains evaluation forms for classified staff (including management performance review) and faculty, and also information about faculty review by students.

The LRCCD collective bargaining agreement with Los Rios Classified Employees Association (LRCEA) (III.A Ref. 22) contains information about evaluation of job performance (Article 4). The LRCCD agreement with Los Rios Supervisors Association (LRSA) (III.A Ref. 23) contains information about performance review (5.4.1). The LRCCD collective bargaining agreement with Los Rios College Federation of Teachers (LRCFT) (III.A Ref. 24) contains information about performance review (Article 8).

The Colleges and HR monitor performance review submissions, send reminders, and use performance reviews as appropriate in internal applicant processes. Managers receive periodic updates regarding the status of performance reviews in their departments. Evaluations, sent to HR from the campus department, are stored in the employee personnel file. The District monitors the status of employee evaluations and provides reminders in advance of performance review due dates.

Analysis and Evaluation

The procedures outlined in policy and regulations and the collective bargaining agreements provide a structured and consistent method for evaluating all personnel systematically and regularly. Evaluation instruments are used to assess performance and participation in institutional responsibilities and other activities appropriate to the assignment and to provide documented evidence of the review.

III.A.6. ***Note: Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.***

III.A.7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

Evidence of Meeting the Standard

The Los Rios Community College District (LRCCD) maintains a sufficient number of qualified faculty members to support the educational and student support programs of its Colleges. The single largest component of the general fund budget is instructional staffing. The District closely monitors the allocation and use of instructional staffing and sets a productivity goal (students per class) for each College to try to maximize access for Los Rios students while keeping a handle on costs.

As per the Los Rios College Federation of Teachers (LRCFT) contract (III.A Ref. 24), counselors are staffed per formula at a ratio of one counselor for every 900 students (1:900). The staffing level does not consider any funding source other than general purpose. When all funding sources, including categorical, are considered, the actual ratio has historically been around 1:600. Other faculty and new classified and management positions are not driven by an established formula but have historically been tracked to the District's growth. Funds are set-aside in the budget process to accommodate new positions as a result of growth.

As described in the District's adopted budget (III.A Ref. 25), the number of full-time faculty members employed by Districts is governed by state regulation. Districts are required to maintain full-time faculty positions at an established level that is increased each year by the level of funded growth. This process is documented in LRCCD guidelines for authorizing new and replacement faculty positions (III.A Ref. 26) and the CCCCO Faculty Full-Time Obligation webpage (III.A Ref. 27).

A similar process exists at each LRCCD College for program review and prioritization that determines how many authorized positions are allocated to each College to keep them at similar 75/25 ratios. Faculty vacancies due to retirement or resignation are reviewed and approved by the vice chancellor of finance.

Analysis and Evaluation

LRCCD has a sufficient number of faculty members to deliver courses and programs at the District's Colleges. Staffing analyses are conducted regularly, and needs are addressed as legislation mandates and resources allow.

III.A.8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Evidence of Meeting the Standard

The Folsom Lake College (FLC) Faculty Handbook (III.A Ref. 28) is given to all new faculty members, including adjunct instructors, to introduce them to the College, including its procedures. Appendix A ("New Hires Steps for Adjunct Faculty") offers "help for newly hired adjunct faculty members through their employment process" (page 58). The Instructional Resources webpage (III.A Ref. 29) contains additional useful information, including the Faculty Handbook. FLC also offers professional development activities specifically for adjunct as part of Flex week. Beginning Fall 2021, FLC is offering an Adjunct Academy designed to orient adjunct faculty to the college.

The Los Rios Community College District (LRCCD) values its adjunct faculty members and recognizes that in large-part they serve as the pipeline to the Colleges' tenure-track hires. Many adjunct instructors serve in an adjunct capacity for many years, so new and continuing adjunct faculty members are on-boarded and supported in a number of ways to retain their talents and to provide continuity of the instructional program for the students they serve.

Analysis and Evaluation

FLC has employment policies and practices which provide for the orientation, oversight, evaluation, and professional development of adjunct faculty.

III.A.9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

Evidence of Meeting the Standard

In the Los Rios Community College District (LRCCD), staff position allocations are based on growth, size of facilities, and determination of available funds. District administration determines the specific number of staff positions for each College based on the above-mentioned factors. Folsom Lake College engages in a classified hiring prioritization process, which is overseen by the Classified Hiring Priorities Committee (III.A Ref. 30). Positions are identified via the annual department/unit planning process. Positions are recommended to the president by a classified-weighted committee. These positions are carried forward to the District by the vice president of administration. If funding is available, positions are staffed.

Analysis and Evaluation

Processes assured that the District was sufficiently staffed to meet the needs of the students and employees served. Current budget cuts and the inability to backfill many positions have resulted in strained departments throughout the organization.

III.A.10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)

Evidence of Meeting the Standard
In the Los Rios Community College District (LRCCD), unit planning and budget procedures ensure that filling new positions for full-time administrators is based on growth and revenues. The general fund provides for the administrative oversight of those that deliver the District's instructional programs and student services. District procedures comply with board policy and regulations for administrators; human resources hiring protocols are in place to ensure the District's compliance with stated minimum qualifications that determine eligibility for academic and administrative positions in the California Community College system.

For educational administrators, the minimum qualifications are a master's degree (in any discipline) and one year of formal training, internship, or leadership experience reasonably related to the administrative assignment. The District adheres to these minimum qualifications when establishing hiring criteria and/or determining hiring eligibility. When administrative positions require additional criteria over and above the minimum, these criteria are publicly posted. Some administrative positions need to adhere to specific regulations described in Title 5, for programs such as Disability Services and Programs for Students (DSPS) and Extended Opportunity Programs and Services (EOPS).

Evidence of eligibility is screened through the acceptance of unofficial transcripts at the point of application and then subsequently is verified with official transcripts once an offer is made. Foreign transcripts used to meet minimum qualifications and/or salary placement are permitted if they are evaluated by authorized agencies or evaluators.

Analysis and Evaluation
Folsom Lake College maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes.

III.A.11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard
Los Rios Community College District (LRCCD) policies and regulations are periodically updated to clarify or to change procedures and/or to stay in compliance with new or revised California and federal law. The District reviews one-third of its policies annually to ensure that they are appropriately updated. Proposed changes are reviewed by the general counsel and then are vetted through the District's shared governance process. New personnel policies and procedures, or changes to existing language, may originate from a variety of stakeholders including personnel, shared governance groups, unions, collective bargaining, or new/revised legislation. After a change is approved, Chancellor's Cabinet (III.A Ref. 31) reviews the

proposed new policy or regulation. A change to a regulation becomes effective once approved by Chancellor's Cabinet, but changes to policy continue to the Board of Trustees for first reading and become effective upon the Board's approval. Prior to adoption by the Board of Trustees, proposals for modifications to existing policies or regulations are thoroughly reviewed and discussed by shared governance groups and other stakeholders. When immediate change to a policy or regulation is required, guidelines may be issued in the interim as circumstances dictate.

LRCCD policies and regulations (III.A Ref. 32) are available to the public through the District website. Staff 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 union contract adherence, to ensure consistency and equity in complying with personnel policies and procedures. New managers and supervisors receive mandatory training on discrimination and harassment prevention and on District policies and procedures.

Human Resources has an extensive number of frequently updated how-to training documents used by recruitment and employment staff and shared with the Colleges as needed to ensure consistent application of HR procedures. The equity officers of the District and Colleges (see compliance officers [III.A Ref. 33]) meet regularly to discuss and to make recommendations on the implementation of the District's EEO Plan and relevant policies and procedures.

The LRCCD New Employee Handbook (III.A Ref. 34) contains information on a variety of topics, including payroll procedures; absence reporting; safety and risk management; gender inclusive work environments; students and employees with disabilities; unlawful discrimination and harassment, sexual harassment, and retaliation; professional development; Interest Based Approach; the Classified Leadership Academy; Center for Urban Education; and Keenann Safe Colleges.

The reminder of rights and responsibilities memo (III.A Ref. 35) is sent semi-annually by Human Resources to all LRCCD employees as a reminder of their rights and responsibilities as District employees.

Analysis and Evaluation

Human Resources uses bargaining unit codified procedures and departmental policies and procedures for all functions. Clear personnel policies and procedures are systematically developed and equitably administered and are available for informational review. All policies and regulations, including those for personnel, are easily accessible through the District's website. Operational procedures are stored in a shared drive for HR personnel. The written policies ensure fairness and consistency in employment procedures.

III.A.12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard

The Los Rios Community College District's (LRCCD) support for diverse personnel is demonstrated through a comprehensive training and development strategy which provides annual training sessions to attract, to hire, and to retain diverse employees and to promote professional development opportunities. Topics of equity, diversity, and implicit bias are woven through District wide training series and are listed publicly on the District's Professional Development webpage (III.A Ref. 36).

Each year that the data are analyzed to compare the diversity of LRCCD employees with that of the students, the data are shared in hiring committee trainings and workshops and are reported annually to the Board of Trustees. The most recent data show that the percentage of White faculty members is 61%, the same as that in 2015. The District's efforts to increase diversity include advertising positions more broadly to organizations with diverse membership and running EEO stats on permanent positions throughout all stages of the hiring process.

The Faculty Diversity Internship Program (FDIP) (III.A Ref. 37) recruits new prospective faculty members interested in pursuing a career in community college teaching. Information about this opportunity, including eligibility and program details, is posted publicly through PeopleAdmin on the Jobs webpage (III.A Ref. 38). As the most diverse pool since the program's inception, the racial/ethnic composition of the 2020-2021 cohort of FDIP interns is shown in the table below.

Ethnicity of 2020-2021 FDIP Intern Cohort

Ethnicity	Count	% of Total
African-American	17	32.1%
American Indian/Alaskan Native	0	0.0%
Asian/Pacific Islander	9	17.0%
Hispanic	20	37.8%
Other Non-White	0	0.0%
Two or More Races	3	5.7%
White Non-Hispanic	3	5.7%
Not Disclosed	1	1.9%
Total	**53**	**100.0%**

Employee network or affinity groups celebrate, validate, and respect the diverse individuals of our organization. Employee Resource Groups (ERG) (III.A Ref. 39) typically have a structure of a campus committee with periodic meetings, events, and/or social gatherings. ERGs can serve in an advisory capacity, called upon to provide training workshops. Some examples include Asian Pacific Islander Legacy, Black Faculty and Staff Association, Comunidad, Native American Collaborative, and Spectrum (LGBTQIA+), each of which has a presence on

the Employee Resource Groups webpage, which identifies mission/goals, events, committee contacts, and resources.

Analysis and Evaluation
The LRCCD Human Resources department recruits and oversees the hiring of talented individuals that provide the District with a workforce that mirrors the demographics of the District's student body and community. An annual report to the Board of Trustees highlights the recruitment efforts of the District. The most recent data suggest that the District has taken a small step to increase faculty diversity. As more prospective faculty members graduate from the FDIP program, the number of adjunct faculty members from diverse backgrounds will increase and thus increase the diversity of the applicant pool for full-time tenure-track hires. This increase, coupled with an expanded advertising campaign and a comprehensive training program, provides current and prospective employees from diverse backgrounds a support structure consistent with the mission and values of the District and its Colleges.

III.A.13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard
The Los Rios Community College District (LRCCD) and its Colleges, the Board of Trustees, and bargaining units strive for a collegial, ethical, and professional work environment. The LRCCD Strategic Plan (III.A Ref. 40) outlines a number of values that support this commitment: professionalism, mutual respect and consideration, and the highest ethical standards in the workplace and the classroom. The District has board policies and regulations to ensure that employees act ethically while performing their duties. The District is a local public agency, and its board policies require the adoption of a Conflict of Interest code in compliance with the Political Reform Act.

LRCCD Board Policy 8631: Conflict of Interest Rules (III.A Ref. 41) requires that every elected official, such as the District's Board of Trustees, and every District employee who makes or influences governmental decisions submit and file a Statement of Economic Interest (Form 700) (III.A Ref. 59). The District ensures that all decision makers, including its trustees, disclose any financial or potential conflicts of interests while making governmental decisions. In addition to the Conflict of Interest Code, the District's board policies and regulations provide processes for any violation of ethics, professional duties, or anti-discrimination laws.

Analysis and Evaluation
Folsom Lake College upholds a written code of professional ethics for all of its personnel. As evidenced in the LRCCD Strategic Plan, policies and regulations, and various locally-developed codes, the Colleges and District are renowned for their collegial and respectful approach across all constituencies.

III.A.14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

All personnel at Folsom Lake College (FLC) are provided with appropriate opportunities for continued professional development (III.A Ref. 36), consistent with the College's mission through the Faculty Professional Development Committee (FDPC) (III.A Ref. 42), the Classified Professional Development Committee (CPDC) (III.A Ref. 43), and the work for the College's professional development coordinator.

The FPDC develops the College's Flex schedule (i.e., the week preceding the start of classes each semester, see Flex information [III.A Ref. 44]), announces ongoing Flex opportunities, and publicizes monthly professional development opportunities. FPDC's Travel and Conference Subcommittee also reviews and approves requests for faculty participation in conferences, and the Sabbatical Leaves Subcommittee, in conjunction with the Office of Instruction, reviews sabbatical proposals each semester.

Created in 2017, the CPDC helps to meet the specific professional development needs of classified staff. Similar to the FPDC, the CPDC provides classified staff members the opportunities to concentrate on their unique professional development needs, including SKILLS Day (III.A Ref. 45), "lunch and learn" webinars (e.g., Excel training [III.A Ref. 46]), and in-person training. Additional opportunities include collaboration with the Classified Senate on the new classified employee mentor program, Falcon Classified Buddy program (III.A Ref. 47), and collaboration with the vice president of administration on the new classified orientation (III.A Ref. 48).

While equity is always a part of both the FPDC and CPDC's charges, the College places a particular emphasis on equity work. FPDC and CPDC offer a variety of equity-focused professional development opportunities each semester. These sessions are advertised on the College's Calendar and Events webpage (e.g., Equity in Action: Instructional Equity Best Practices in Student Attendance workshop [III.A Ref. 49]).

Analysis and Evaluation

A review of professional development opportunities available on FLC Inside demonstrates that the College is attentive to the professional development needs of its constituent groups. Moreover, minutes on BoardDocs (III.A Ref. 50) reveal ongoing discussion of employees' professional development needs and ways to meet those needs and to build competency around the most salient matters, including pedagogy, technology, online teaching, equity, and the connection of these professional development needs to College wide goals (e.g., CPDC agenda 19 January 2021 [III.A. Ref. 51] and FPDC agenda 27 January 2021 [III.A Ref. 52]).

Both the CPDC and FPDC use regular surveys to determine the merits of professional development offerings. The most recent CPDC classified needs survey (III.A Ref. 53) not only asks for evaluation of specific professional development offerings but also for evaluation of activities' relation to professional development goals. The survey also asks when the majority of classified employees can attend workshops. Similarly, the FDPC coordinates a survey through the Office of Institutional Research each semester following Flex week, the results of which are used to guide planning for future Flex weeks.

The professional development coordinator serves as a resource on the CPDC and as a voting member of the FPDC. The professional development coordinator provides regular updates to both Committees. These reports are available in the minutes of both Committees on BoardDocs.

III.A.15. 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.

Evidence of Meeting the Standard

Official personnel records are electronically scanned and stored by Los Rios Community College District (LRCCD) Human Resources (HR) personnel in OnBase. Only employees, their direct supervisors, and confidential HR staff are allowed access. Employees are provided access to their official records by contacting HR. LRCCD Board Policy 5171: Personnel Records (III.A Ref. 54), LRCCD Administrative Regulation 5171: Human Resource Records (III.A Ref. 55), LRCCD Board Policy 6151: Examination of Records (III.A Ref. 56), LRCCD Administrative Regulation 6151: Examination of Records (III.A Ref. 57), and LRCCD Administrative Regulation 9511: Maintenance/Access (III.A Ref. 58) specify the rights and procedures regarding personnel file access, confidentiality, and content for classified, faculty, and management personnel. Each union contract (see collective bargaining [III.A Ref. 17]) also specifies employee rights to personnel file access, confidentiality, and content.

Analysis and Evaluation

The District makes provisions for the security and confidentiality of personal records, and employees have access to their records. Recruitment, hiring, and employment documentation is housed safely in either OnBase or PeopleAdmin or is secured and encrypted in District shared folders. All prior paper documentation is securely archived and stored until such date that they are to be destroyed so that the District can ensure that all employee records and documentation are secured and only accessed by those with the appropriate clearances and authority.

Standard III.A References/Evidence

III.A Ref. 1 LRCCD Board Policy 5121: Recruitment, Selection and Appointment: Regular Faculty
III.A Ref. 2 LRCCD Board Policy 5122: Recruitment, Selection and Appointment: Adjunct Faculty
III.A Ref. 3 LRCCD Board Policy 5123: Equivalency to Minimum Qualifications
III.A Ref. 4 LRCCD Board Policy 6122: Recruitment, Selection and Appointment: Regular and Long-Term Temporary Positions
III.A Ref. 5 LRCCD Board Policy 6123: Recruitment, Selection and Appointment: Temporary Positions
III.A Ref. 6 LRCCD Hiring Practices: Administrative Guide 2020
III.A Ref. 7 LRCCD Hiring Committee Resources webpage
III.A Ref. 8 LRCCD Faculty Hiring Manual Spring 2019
III.A Ref. 9 LRCCD Equity Handbook for Hiring Process
III.A Ref. 10 LRCCD Job Descriptions and Safety Analyses webpage
III.A Ref. 11 FLC Hiring the Best: Required Hiring Committee and Equity Representative Training event webpage
III.A Ref. 12 CCCCO Minimum Qualifications for Faculty and Administrators in California Community Colleges Handbook 2020
III.A Ref. 13 LRCCD Equivalency Verification Form
III.A Ref. 14 LRCCD Administrative Regulation 9121: Selection and Recruitment: Management and Confidential
III.A Ref. 15 LRCCD Administrative Regulation 5123: Equivalency to Minimum Qualifications
III.A Ref. 16 LRCCD Human Resources webpage
III.A Ref. 17 LRCCD Collective Bargaining webpage
III.A Ref. 18 LRCCD Board Policy 5141: Purposes, Definitions, Standards and Procedures
III.A Ref. 19 LRCCD Administrative Regulation 6141: Performance Evaluation
III.A Ref. 20 LRCCD Administrative Regulation 9141: Performance Evaluation
III.A Ref. 21 LRCCD Performance Reviews webpage
III.A Ref. 22 Los Rios Classified Employees Association (LRCEA) Collective Bargaining Agreement 2017-2020
III.A Ref. 23 Los Rios Supervisors Association (LRSA) Agreement 2018-2021
III.A Ref. 24 Los Rios College Federation of Teachers (LRCFT) Collective Bargaining Agreement 2021-2023
III.A Ref. 25 LRCCD Adopted Budget 2020-2021
III.A Ref. 26 LRCCD Guidelines for Authorizing New and Replacement Faculty Positions 2014
III.A Ref. 27 CCCCO Full-Time Faculty Obligation webpage
III.A Ref. 28 FLC Faculty Handbook 2019-2020
III.A Ref. 29 FLC Instructional Resources webpage
III.A Ref. 30 FLC Classified Hiring Priorities Committee - Purpose and Operating Guidelines 2014-2015
III.A Ref. 31 LRCCD Chancellor's Cabinet webpage
III.A Ref. 32 LRCCD Policies and Regulations webpage

III.A Ref. 33 LRCCD Compliance Officers webpage
III.A Ref. 34 LRCCD New Employee Handbook
III.A Ref. 35 LRCCD Reminder of Rights and Responsibilities Memo Spring 2021
III.A Ref. 36 LRCCD Professional Development webpage
III.A Ref. 37 LRCCD Faculty Diversity Internship Program webpage
III.A Ref. 38 LRCCD Jobs webpage
III.A Ref. 39 LRCCD Employee Resource Groups webpage
III.A Ref. 40 LRCCD Strategic Plan 2016-2021
III.A Ref. 41 LRCCD Board Policy 8631: Conflict of Interest Rules
III.A Ref. 42 FLC Faculty Professional Development Committee webpage
III.A Ref. 43 FLC Classified Professional Development Committee webpage
III.A Ref. 44 FLC Flex Information webpage
III.A Ref. 45 FLC Classified SKILLS Day Flyer 2019
III.A Ref. 46 FLC Classified Excel Training Email 2019
III.A Ref. 47 FLC Falcon Classified Buddy Program 2019
III.A Ref. 48 FLC New Classified Orientation Invitation
III.A Ref. 49 FLC Equity in Action: Instructional Equity Best Practices in Student Attendance event webpage
III.A Ref. 50 FLC BoardDocs homepage
III.A Ref. 51 FLC CPDC agenda 19 January 2021
III.A Ref. 52 FLC FPDC agenda 27 January 2021
III.A Ref. 53 FLC CPDC Classified Needs Survey Responses June 2020
III.A Ref. 54 LRCCD Board Policy 5171: Personnel Records
III.A Ref. 55 LRCCD Administrative Regulation 5171: Human Resource Records
III.A Ref. 56 LRCCD Board Policy 6151: Examination of Records
III.A Ref. 57 LRCCD Administrative Regulation 6151: Examination of Records
III.A Ref. 58 LRCCD Administrative Regulation 9511: Maintenance/Access
III.A Ref. 59 CFPPC Statements of Economic Interest Form 700 webpage

III.B: Physical Resources

III.B.1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Evidence of Meeting the Standard

Folsom Lake College (FLC) has a main campus in Folsom consisting of 12 buildings on 151 acres (see FLC-main map [III.B Ref. 1]) and has two centers, the El Dorado Center in Placerville consisting of five buildings on 19 acres (see EDC map [III.B Ref. 2]) and the Rancho Cordova Center in Rancho Cordova consisting of one building on two acres (see RCC map [III.B Ref. 3]). Currently two new buildings are in design development, slated to open for classes in Spring 2024. The first building is a 75,000 square foot science building located on the main campus and will offer six biology labs and six chemistry labs in addition to seven lecture rooms. The second building is an 18,000 square foot instructional building that will be located at Rancho Cordova Center and will be the second of three buildings ultimately planned for this site.

FLC works in partnership with the Los Rios Community College District (LRCCD) and the Facilities Management (FM) department to plan, to build, to maintain, to upgrade, and to replace physical resources (see Budget and Facilities Planning Handbook [III.B Ref. 4, page 31]). All facility project plans and construction drawings for new buildings are submitted for review and approval by the California Department of State Architecture to ensure that the College's buildings are structurally safe, that fire life safety requirements are followed, and that access compliance is achieved.

Facilities at all campuses are regularly evaluated for safety and routine maintenance by both FM and the College. Annually, the State Chancellor's Office prepares a Facilities Condition Audit that assesses the condition of all building systems and components, creating a Facility Condition Index (FCI), as indicated in LRCCD Administrative Regulation 8417: Facilities Planning (III.B Ref. 5, section 5.3). This FCI is then used by FM to prioritize projects that are included in the scheduled maintenance and special repairs (SMSR) projects plan (III.B Ref. 6) that FM files annually for funding (see Budget and Facilities Planning Handbook [III.B Ref. 4, page 41]). This annual review SMSR plan allows the District to address potential facility maintenance needs and to prolong the useful life of its facilities. SMSR projects include categories such as roof repair/replacement, utilities, mechanical, exterior, and other items including floors, roads, signs. FM prioritizes SMSR projects based on the severity of the problem and the age of the problem in consideration of the age of the facility.

The College Operations and Maintenance departments routinely inspect facilities and create work orders for all needed repairs or for potential hazards using a web-based reporting and tracking system called Maintenance Connection (III.B Ref. 7). The College's maintenance technicians work with FM to address and to repair the issues in a timely manner. All College departments have designated representatives with access to report hazards in Maintenance Connection. Additionally, FLC's vice president of administration (VPA) and the director of

administrative services meet monthly with the FM director of maintenance to discuss and to review facilities safety concerns and maintenance needs and to address FM performance.

Non-urgent facility maintenance needs or potential hazards can be reported to the College's Safety Committee (III.B Ref. 8) for review. The Safety Committee is a participatory governance committee that meets monthly. The College also participates in the District's Safety Committee quarterly meetings attended by representatives from all four LRCCD Colleges, Risk Management, and FM (e.g., Safety minutes 3 December 2019 [III.B Ref. 9]). The District maintains and promotes a report a hazard or incident (III.B Ref. 10) hotline available to employees to provide a way to submit reports anonymously.

FLC is committed to ensuring and maintaining a safe campus through a comprehensive safety program and resources. The College has a Campus Safety webpage (III.B Ref. 11) for students and the public and a Safety Resources webpage (III.B Ref. 12) for employees that includes information and links to resources such as the campus police, the Los Rios Police Department (LRPD), which routinely patrols the main campus and the centers, the campus alert system, and the emergency or blue light phones located throughout campus to serve as a direct line to LRPD. In 2018, the College underwent additional safety planning and created and implemented emergency assembly areas (III.B Ref. 13) and an evacuation plan (III.B Ref. 14).

FLC is committed to ensuring that routine safety compliance is followed. Annually, the Campus Operations department works with departments across the District to complete and to submit FLC's hazmat consolidated contingency plan (III.B Ref. 15) to the State; the plan contains information on the type, the quantity, and the location of hazardous materials stored on campus.

All fire extinguishers on campus are checked monthly by custodial staff on campus and are serviced annually by an outside vendor. FM oversees and schedules compliance inspections on campus HVAC hoods in science labs and in the campus kitchen and also on the fire sprinklers and fire alarms throughout campus.

FM recently completed two significant facility projects at FLC. In 2019, the surveillance system upgrade was completed on all three FLC campuses and included the addition and/or replacement of security cameras (III.B Ref. 16). In 2020, the security improvement project was completed on the FLC main campus, a project which involved re-keying all doors on campus and adding electrified readers to increase secure access (see Key Project Informational Sheet [III.B Ref. 17]).

Analysis and Evaluation

FLC assures safe and sufficient physical resources at all of its locations. FLC and LRCCD work together to ensure that all physical resources are planned, built, and maintained to state and industry standards, successfully providing safe facilities for all students, employees, and community members, as evidenced by the detailed processes found in FLC's Budget and Facilities Handbook, to which FLC closely adheres. Routine maintenance and safety inspections are completed by a dedicated maintenance team, and work orders are tracked to completion. Several campus and District committees meet regularly with the intent to review and to discuss campus safety both from a facility perspective and from a College safety lens.

III.B.2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Evidence of Meeting the Standard

In 2018, Folsom Lake College (FLC) worked with the Los Rios Community College District (LRCCD) to review and to update the College's Facilities Master Plan (III.B Ref. 18). Initially completed in 1993, the plan is periodically updated every five to ten years and represents long-term facility needs such as modernizations, infrastructure improvements, and new construction. This collaborative review process entails a detailed and thorough evaluation of FLC's campus facility needs based on the goals and objectives of the College and the District and also facility needs identified in FLC's annual planning process. Contributions from College constituents, Facility Management planners, and architects are gathered to create a document providing a logical structure for future site and building development on all three FLC campuses based on projected future growth.

FLC's Budget and Facilities Planning Committee (BFPC) (III.B Ref. 19) oversees the college-level planning and development of new facilities and the modernization and maintenance of existing facilities. BFPC reviews proposals for new or secondary facility spaces and makes appropriate recommendations to the president for final approval. The Budget and Facilities Planning Handbook (III.B Ref. 4) contains facility planning information and campus policies and procedures to guide and to contribute to the planning of facilities, including information on the College's Facility Master Plan, new construction, modernization, and maintenance processes. The handbook outlines the BFPC's responsibilities (see page 27) which include ensuring that facilities planning supports the mission statement of the College, aligns with the District and the College strategic plans, meets state mandated requirements, and remains versatile, innovative, and technologically-sound.

To ensure that program and service needs determine equipment replacement and maintenance, FLC relies on the annual planning (III.B Ref. 20) process through which departments/disciplines, service areas, and work units submit annual department plans (ADP) or annual unit plans (AUPs). These plans focus on the upcoming fiscal year (one-year time frame) and provide information and data that inform resource allocation decisions. ADP/AUPs are reviewed by the executive management team, deans, managers, site supervisors, and additional stakeholders as identified. From this review and prioritization, equipment is purchased based on funding availability, and facility projects are scheduled accordingly.

Analysis and Evaluation

The periodic review and update of the College's Facility Master Plan successfully allows FLC to plan strategically for future physical resource needs and to ensure that these future needs align with both the College's and District's mission and goals. More short-term or immediate facility needs are addressed and met through the College's annual planning process.

III.B.3. 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.

Evidence of Meeting the Standard

Folsom Lake College (FLC), in collaboration with the Los Rios Community College District's (LRCCD) Facilities Management (FM) department, periodically reviews and updates the College's Facilities Master Plan (III.B Ref. 18). The most recent plan, updated in 2018, outlines the long-term facility needs for FLC-main, EDC, and RCC (see Building a Better Learning Environment webpage [III.B Ref. 21]).

All departments/units within FLC participate in the annual planning (III.B Ref. 20) process from which assessments of campus facilities and equipment are reviewed and needs are identified. The annual unit plans (AUPs)/annual department plans (ADPs) and proposals for new or remodeled space are sent to the Budget and Facilities Planning Committee for review. Low-cost facility and equipment needs outlined in AUPs and ADPs are addressed and purchased on a division level as appropriate.

The College began using the Ad Astra scheduling software (III.B Ref. 22) in 2018 to assess and to determine facility usage. A detailed room inventory was conducted by the Campus Operations department and loaded into Ad Astra outlining the features in each room (including room capacity) on all three of FLC's campuses (see FLC Ad Astra initial inventory [III.B Ref. 23]). This software helps the College identify which spaces are used regularly through a room scheduling calendar (see Ad Astra example [III.B Ref. 24]) and allows the campus Maintenance department to target higher-use areas for facility inspections. All facility repairs and routine maintenance or compliance needs are entered into Maintenance Connection (III.B Ref. 7), a web-based software tracking repair requests for campus maintenance technicians, custodians, groundskeepers, District plumbers, and electricians. This database of repair requests is monitored daily by Campus Operations and FM.

Analysis and Evaluation

FLC evaluates library and other learning supports services to assure adequacy in meeting identified student needs. The periodic review and update of the College's Facility Master Plan ensure that the physical resources being planned support institutional programs such as the expansion of the College's science programs through the new science building currently in design. The introduction of Ad Astra scheduling software has benefited the College, by providing a room usage calendar to help the Maintenance department target areas for routine maintenance.

III.B.4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard

The Los Rios Community College District's (LRCCD) Facilities Management (FM) department [III.B Ref. 25] is primarily responsible for managing all long-range facilities planning and capital building projects, including projects funded by state and local bonds. LRCCD Administrative Regulation 8417: Facilities Planning (III.B Ref. 5) outlines the facility planning process. The District's facilities Long Range Construction Plan (III.B Ref. 29) is developed from the District's Facility Master Planning (FMP) (III.B Ref. 26), which is updated every three to four years for each LRCCD College. This plan provides detailed long-range project programming, planning, development, and execution through extensive and participatory campus building and infrastructure master planning meetings and through detailed programming meetings for each capital project to support FLC's College Master Plan (III.B Ref. 27) and the LRCCD Strategic Plan (III.B Ref. 28). The Long Range Construction Plan and FMPs are created based on educational master plans for each College in the District to ensure that facilities support the instructional long-range needs.

To request state funding for construction of facilities, FM annually prepares and submits to the California Community Colleges Chancellor's Office an initial project proposal (IPP) for each eligible and competitively-ranked facility project. Projects listed on the IPP must be already listed in the District's five-year construction plan. A final project proposal (FPP) is developed by FM for each IPP approved by the State Chancellor's Office. The FPP includes the preliminary design and request for funding, which must be approved by the District Board of Trustees. See the Budget and Facilities Planning Handbook (III.B Ref. 4, pages 30-32) on the new construction and expansion process.

The District uses state capital outlay, local bond, and College funds to pay for facilities projects. FM continuously monitors and tracks funding for all state and local funded projects on its Long Range Construction Plan (III.B Ref. 29). The District also has a Citizens' Bond Oversight Committee (III.B Ref. 30) whose members are appointed by the Board of Trustees for the District and whose responsibility is to review bond expenditures annually.

Analysis and Evaluation

Long-range capital plans support the college's improvement goals and reflect projections of the total cost of ownership of new facilities and equipment. FLC meets this standard due in large part to the District's diligent and thoughtful Long Range Construction Plan, created and updated to ensure that facilities support the institutional needs of the College. In addition to the multiple reports created by the District and submitted to the state for facility funding requests, the creation of a Citizens' Bond Oversight Committee to review how these funds are and will be spent is additional assurance that the College and the District complete a comprehensive review of facility needs including ensuring that new buildings support future educational plans and that the total cost of ownership is taken into account.

Standard III.B References/Evidence

III.B Ref. 1 FLC Main Campus Map
III.B Ref. 2 FLC El Dorado Center Map
III.B Ref. 3 FLC Rancho Cordova Center Map
III.B Ref. 4 FLC Budget and Facilities Planning Handbook
III.B Ref. 5 LRCCD Administrative Regulation 8417: Facilities Planning
III.B Ref. 6 LRCCD Summary of Scheduled Maintenance/Special Repair Projects Plan 2015-2019
III.B Ref. 7 Maintenance Connection CMMS Software website
III.B Ref. 8 FLC Safety Committee webpage
III.B Ref. 9 LRCCD Safety minutes 3 December 2019
III.B Ref. 10 LRCCD Report a Hazard or Incident webpage
III.B Ref. 11 FLC Campus Safety webpage
III.B Ref. 12 FLC Safety Resources webpage
III.B Ref. 13 FLC Emergency Assembly Area Maps
III.B Ref. 14 LRPD Evacuation Procedures webpage
III.B Ref. 15 FLC Hazmat Consolidated Contingency Plan
III.B Ref. 16 LRCCD Facilities Management Security Camera Plans
III.B Ref. 17 FLC Key Project Informational Sheet
III.B Ref. 18 FLC Facilities Master Plan 2018
III.B Ref. 19 FLC Budget and Facilities Planning Committee webpage
III.B Ref. 20 FLC Annual Planning webpage
III.B Ref. 21 FLC Building a Better Learning Environment webpage
III.B Ref. 22 Ad Astra Scheduling Software website
III.B Ref. 23 FLC Ad Astra Initial Inventory
III.B Ref. 24 FLC Ad Astra Example
III.B Ref. 25 LRCCD Facilities webpage
III.B Ref. 26 LRCCD Facility Master Planning webpage
III.B Ref. 27 FLC College Master Plan 2015-2025
III.B Ref. 28 LRCCD Strategic Plan 2016-2021
III.B Ref. 29 FLC Long Range Construction Plan
III.B Ref. 30 LRCCD Citizens' Bond Oversight Committee webpage

III.C: Technology Resources

III.C.1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard

The Los Rios Community College District (LRCCD) Technology Plan (III.C Ref. 1) was developed from the 2016 District Strategic Plan and a District wide assessment by CampusWorks, Inc. consultants in Spring 2016 focusing on the student experience. Among the goals identified are those meant to implement "improved class scheduling system to better meet student needs," to increase "professional development opportunities related to teaching methods, equity, instructional technology, discipline-specific knowledge and student services," to provide "resources to enhance student learning outcomes, development and assessment," and to streamline "business processes, including appropriate use of technology to improve workforce efficiency and better serve students."

The Folsom Lake College (FLC) Technology Plan (III.C Ref. 2) "provides a framework for guidance in planning and decision-making for technology at Folsom Lake College," specifically administrative services, student services, instruction, and president's services. The Technology Plan "is aligned with FLC's vision, mission, and values statement, and the College's equity statement" (page 1). FLC's Technology Plan was developed in accordance with ACCJC Standard III.C (pages 1-2). The Technology Plan contains flow charts to illustrate organizational structures and responsibilities (pages 2-6) and a table to identify software programs and their usages (pages 9-10). The Technology Plan identifies the different support available for a variety of services, including online student services (pages 10-15). The Technology Plan also explains the purpose of the Technology Sinking Fund (TSF) Ad Hoc Committee: "reviewing and recommending approval of TSF proposals in alignment with existing budget request processes" (page 15).

FLC Inside contains information about the Technology Committee (III.C Ref. 3), including its purpose and responsibilities (e.g., to evaluate "emerging technologies and make recommendations to the College community on the piloting and institutionalization of same"). Student representation on the Technology Committee allows for feedback of student issues and needs. The Technology Committee's members sit on several District wide technology-related committees and groups and report on technology issues.

FLC ensures that its various types of technology needs are identified. FLC uses an IT hardware replacement summary report (III.C Ref. 4) that is annually reviewed by the vice president of instruction, instructional deans, and Information Technology/Media Services (IT/MS) departments. Supervisors every year determine which computer labs and classrooms need upgrading based on age of technology and need. FLC regularly evaluates the effectiveness of its technology in meeting its range of needs. Annual department plans and annual unit plans (see Annual Planning webpage [III.C Ref. 5]) provide departmental evaluation of current technology levels. Identified needs are prioritized through established budgetary processes and then are

reviewed by instructional leadership with the IT/MS supervisor. IT/MS departments are typically consulted for compatibility and often provide quotes.

A new District Office Information Technology (DO IT) purchasing process requires DO IT approval before software, non-standard hardware, and any new IT system are purchased, to ensure that a standard is followed and to trigger investigations to see if solutions might already exist and/or to pool purchasing power with DO IT or other LRCCD College IT departments.

The College uses technology surveys occasionally to gain further feedback from the campus community and to inform upgrades. The last survey indicated that the Wi-Fi network at FLC and its centers was lacking. The DO IT and FLC IT departments worked together to create a new Wi-Fi standard. This standard was used to perform a five-year complete upgrade led by College IT using DO IT guidelines.

FLC has provisions in place for reliability, disaster recovery, privacy, and security, whether technology is provided directly by the College or through a contractual arrangement. FLC follows the District disaster recovery standard. FLC servers are in the DO IT virtual environment. Security standards set by DO IT are followed by the FLC IT department.

Analysis and Evaluation
Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the college's management and operational functions, academic programs, teaching and learning, and support services. Technology resources, both quality and availability, have been a major focus in the last twelve months. Equipment and processes have been reexamined to support all constituencies during remote operations.

III.C.2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard
FLC Inside contains information about Folsom Lake College's (FLC) Technology Committee (III.C Ref. 3), including its purpose and responsibilities (e.g., to evaluate "emerging technologies and make recommendations to the College community on the piloting and institutionalization of same"). The Technology Committee produces a Techology Plan (III.C Ref. 2) on a five-year cycle. This Technology Plan "provides a framework for guidance in planning and decision-making for technology at Folsom Lake College'' (page 1). Regarding budget and facilities, the Technology Plan states, "The BFPC [Budget and Facilities Planning Committee] recommends allocating up to 4 percent annually of the College discretionary fund or other appropriate resources to support technology replacement and innovations'' (page 15). The Technology Plan identifies criteria that the Technology Sinking Fund Ad Hoc Committee considers to make decisions regarding technology needs, including the replacing or refreshing of outdated or nonfunctional technology (page 15) using the IT hardware replacement summary report (III.C Ref. 4) that identifies computers on campus, their age, and their replacement costs.

The Los Rios Community College District (LRCCD) Technology Plan (III.C Ref. 1) "provides a framework to implement technologies to better support on-going District wide technology needs." The District Technology Plan provides information about network, infrastructure, and security; technology environment; academic and instructional computing; student services support computing; and administrative services computing. The LRCCD Technology Plan contains information on the maintenance and equipment life-cycle replacement plans. To keep pace with rapidly changing technology, the District has begun reevaluating the Technology Plan on an annual basis. This plan is the initial offering on that cycle.

Analysis and Evaluation
FLC continuously plans for, updates, and replaces technology to ensure its technological infrastructure, quality, and capacity are adequate to support its mission, operations, programs, and services. FLC has sound planning processes. Additionally, the last twelve months have demonstrated the need to provide all students with devices and connectivity options that allow them to engage effectively with the College. The College and District have solicited student needs and then to meet those needs. At FLC, meeting those needs included distributing roughly three hundred computers and hotspots for student access.

III.C.3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard
The Folsom Lake College (FLC) Techology Plan (III.C Ref. 2) provides a facilities inventory (pages 9-12), including a list of computer labs at all three FLC campuses (page 12). The Los Rios Community College District (LRCCD) Technology Plan (III.C Ref. 1) provides information related to infrastructure including plans, indicators of success, and future opportunities (pages 8-10).

The LRCCD website has an Information Security webpage (III.C Ref. 6). This webpage states that the District is "committed to protecting the information that is critical to the varied activities of our District and Colleges," and the webpage includes links to documents for reporting an information security incident and for learning security procedures.

FLC Information Technology and Media Services departments work in conjunction with District Office Information Technology (DO IT) department to meet the following indicators of success from the District Technology Plan (III.C Ref. 1): networking (page 8), infrastructure (pages 9-10), security (page 12), maintenance and equipment life-cycle replacement (page 15), college website (page 16), email services (pages 17-18), professional development for end-users (page 20), and security cameras (page 41).

The FLC organizational charts (III.C Ref. 7) show that the Information Technology supervisor reports to the vice president of administration. Furthermore, seven classified staff report to the IT supervisor. They are charged with the maintenance of all campus-based software/hardware.

Maintenance records and tickets for repair demonstrate how issues are identified, tracked, and repaired. Repair requests arrive through the IT services support form (III.C Ref. 8) on FLC Inside, emails, and phone calls. FLC uses the KACE software for submitting tickets to DO IT. Maintenance and purchase records are maintained using a separate software CORE, where those recent purchases funded by the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) money are listed and described for review prior to purchasing in the IT applications service catalog.

The College provides an appropriate District Technology Plan. FLC follows the District disaster recovery standard. FLC servers are in the DO IT virtual environment.

Analysis and Evaluation
FLC verifies that technology resources at all of its locations are implemented and maintained to assure reliable access, safety, and security. FLC has taken steps to ensure that all College employees and students have access to the hardware required for their needs. Hardware purchased with additional funding include both items purchased with CARES money (such as webcams and document cameras for instructor use, Chromebooks for student loan, refurbished all-in-one PCs, Comcast broadband, and hotspots for students in need) and items purchased with College funds for remote operations (such as webcams, laptops, headsets, document scanners, and hot spots for employee use).

III.C.4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting the Standard
Folsom Lake College's (FLC) information and communication technologies (ICT) accessibility statement is available on the Technology Accessibility webpage (III.C Ref. 9), emphasizing that FLC is "committed to creating an accessible community – that is, one that provides websites, course materials, documents, and applications that are accessible to all current and future students, faculty, staff, and other constituents." To ensure accessibility, FLC has completed a number of projects: In March 2019, the College launched its public website and employee website, FLC Inside, meeting all accessibility standards; the College's Public Information Services office provides accessible templates to the campus community; the Faculty Professional Development Committee has held Flex workshops (Flex schedule [III.C Ref. 10]) focusing on accessibility and online training institute curriculum. Many instructional faculty members use Ally, an accessibility tool, within Canvas.

The Los Rios Community College District (LRCCD) Information Technology Help Desk (III.C Ref. 11) provides support for District employees and students, including 24/7 Canvas support a Labster student guide, eServices information, Los Rios Gmail and Office 365 for Los Rios Students assistance, Employee Self Service, and Zoom instructions.

All newly enrolled students complete a new student orientation in Canvas. The Canvas student guide (III.C Ref. 12) provides instructions on how to use Canvas, available through the Online Education webpage (III.C Ref. 13). The Online Education webpage also provides

information about distance education, including a list of current online courses (see class schedules [III.C Ref. 14]).

FLC provides support through Information Technology (IT) Services (III.C Ref. 15) and Media Services (MS) (III.C Ref. 16). The IT Services webpage provides assistance with hardware/software installation, computer maintenance and support, passwords, and Wi-Fi. The Media Services webpage provides specific assistance with equipment and events and access to the Media Services forms (III.C Ref. 17).

The Faculty and Classified Professional Development Committees schedule and offer technology workshops throughout the year, including Flex. FLC's distance education coordinator worked with professional development to schedule and to offer workshops. Subsequent surveys are administered to assess the effectiveness of the training sessions and to inform future training offerings. FLC also works with the Los Rios FastTrack (III.C Ref. 18) team to determine which training programs are needed for faculty members to be successful in meeting the California Virtual Campus-Online Education Initiative (CVC-OEI) goals (III.C Red. 19).

A FLC Student Tech Support Desk (III.C Ref. 20) provides basic help with technology. When new technology, like the new VoIP phone system, is implemented, FLC IT provides training to employees. FLC IT Services (III.C Ref. 15) and Media Services (III.C Ref. 16) have webpages and distribute emails to employees that provide directions and training videos to help employees. DO IT also has helpful webpages on FLC Inside that provide directions and assistance to employees.

FLC IT Services and Media Services provide training upon request.

Analysis and Evaluation
FLC provides appropriate instruction and support for faculty members, classified staff, students, and administrators. Extensive efforts by the FLC community have resulted in increased proficiency of faculty members, staff, and students in effectively engaging online. Zoom training and equipment such as webcams, document cameras, camera/smartphone mounts, and headsets that allow integration with Zoom have helped faculty members to make the transition to online instruction.

III.C.5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard
Folsom Lake College's (FLC) Curriculum Committee (III.C Ref. 21), with one of its responsibilities being to review "proposals for approval of distance education courses," ensures that curricula go through separate review for distance education (DE). The Distance Education Subcommittee (III.C Ref. 22) is responsible for reviewing DE curricula and for maintaining the Distance Education Plan (III.C Ref. 23). This subcommittee makes recommendations on various aspects of DE, including recommendations for faculty qualifications to teach in DE modalities, copyright and intellectual property rights, and regular effective contact in DE courses, all

in accordance with District policies. This subcommittee also reviews the DE components of curricula revisions and makes a recommendation to the Curriculum Committee for each curriculum outline that contains a DE component.

FLC has a dean who oversees distance education. This dean's responsibilities include acting as a communication channel between the College and the District regarding DE planning and compliance issues, disseminating system wide and state wide DE information, and monitoring FLC's progress toward California Virtual Campus-Online Education Initiative (CVC-OEI) goals (e.g., the percentage of classes aligned with the CVC-OEI Course Design Rubic [III.C Ref. 24]).

FLC's website has a page for students covering computer and internet use (III.C Ref. 25). This webpage lists general rules regarding the use of computer labs and software and the internet. Software such as VMWare Horizon has allowed computer labs to be virtualized and accessible to students and faculty remotely. A Student Tech Support Desk (III.C Ref. 20) was created at FLC and District wide to assist students with technology issues. Personnel from all four LRCCD Colleges and the District Office (DO) meet regularly. College and DO IT meet weekly to discuss District wide technology issues.

Analysis and Evaluation

FLC has policies and procedures that guide the appropriate use of technology in the teaching and learning processes. The current College committee structures, policies, and procedures have proven sufficiently flexible and adaptable to the realities of distance education in a pandemic environment and provide sufficient and effective guidance for the appropriate use of technology in the teaching and learning processes.

Standard III.C References/Evidence

III.C Ref. 1 LRCCD Technology Plan 2017-2022
III.C Ref. 2 FLC Technology Plan 2019-2021
III.C Ref. 3 FLC Technology Committee webpage
III.C Ref. 4 FLC IT Hardware Replacement Summary Report
III.C Ref. 5 FLC Annual Planning webpage
III.C Ref. 6 LRCCD Information Security webpage
III.C Ref. 7 FLC Organizational Charts webpage
III.C Ref. 8 FLC IT Services Support Form webpage
III.C Ref. 9 FLC Technology Accessibility webpage
III.C Ref. 10 FLC Flex Schedule webpage
III.C Ref. 11 LRCCD Information Technology Help Desk webpage
III.C Ref. 12 Canvas Student Guide
III.C Ref. 13 FLC Online Education webpage
III.C Ref. 14 FLC Search Class Schedules webpage
III.C Ref. 15 FLC Information Technology Services webpage
III.C Ref. 16 FLC Media Services webpage
III.C Ref. 17 FLC AV Media Services Forms webpage
III.C Ref. 18 LRCCD FastTrack webpage
III.C Ref. 19 CVC-OEI Goals webpage
III.C Ref. 20 FLC Student Tech Support Desk webpage
III.C Ref. 21 FLC Curriculum Committee webpage
III.C Ref. 22 FLC Distance Education Subcommittee webpage
III.C Ref. 23 FLC Distance Education Plan
III.C Ref. 24 CVC-OEI Course Design Rubric
III.C Ref. 25 FLC Computer and Internet Use webpage

III.D: Financial Resources

III.D.1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability.

Evidence of Meeting the Standard

Folsom Lake College's (FLC) financial resources are sufficient and appropriately distributed to support and to sustain high-quality student learning programs and services and to ensure the institution's financial stability. Financial resources are allocated from the Los Rios Community College District (LRCCD) to the College. A budget allocation flow chart in FLC's Budget and Facilities Planning Handbook (III.D Ref. 1) outlines how funds are allocated from the District to the College divisions and departments. LRCCD budgeting principles and formulas (III.D Ref. 2) outline the agreed upon values, vision, mission, and goals of the District. These goals reflect the priorities established by LRCCD and the Board of Trustees.

Analysis and Evaluation

The District and College have financial resources sufficient to support and to sustain student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation/reallocation, and enhancement of programs and services. FLC plans and manages its financial affairs with integrity, ensuring financial stability.

III.D.2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence of Meeting the Standard

Both the Los Rios Community College District's (LRCCD) and Folsom Lake College's (FLC) missions, values, and goals (see LRCCD Our Values webpage [III.D Ref. 3] and FLC Our Values webpage [III.D Ref. 4]) are the foundation and vision for the District's and College's roles in the community and provide the basis for all programs, services, and budgets. These missions and goals reflect the priorities established by LRCCD and the Board of Trustees for the fiscal year and are listed in the adopted budget (III.D Ref. 5, pages 7-9). The District's annual budget includes not only the District wide annual revenue and expenditure plan but also detailed budgets for each individual Los Rios College. District Budget Committee meetings are held several times throughout the year to include all stakeholders such as collective bargaining groups, Academic and Classified Senates, student representatives, and College administration.

College processes are in place to ensure sufficient financial resources and sustained student learning. Every College department or unit performs an annual department plan or annual unit plan (see Annual Planning webpage [III.D Ref. 6]). These plans are reviewed annually by the College executive team, and the College area operating budgets are established based on goals, requests, and available resources. The Budget and Facilities Planning Committee (III.D Ref. 7) reviews the College budgets and provides feedback to ensure that resources are sufficient.

FLC has daily online access to its budget and financial activity through the PeopleSoft Enterprise Resource Planning (ERP) system and various prepared reports, which include all budgets, actual expenditures, and encumbrances to assist with budget management. Financial information is routinely shared at board meetings, division and department meetings, budget committee meetings, collective bargaining negotiations, ad-hoc meetings, and any public information requests.

Analysis and Evaluation
The College's mission and goals are the foundation for financial planning and support all College planning. Policies and procedures to ensure sound financial practices and financial stability exist. Appropriate financial information is disseminated throughout the institution in a timely manner.

III.D.3. 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.

Evidence of Meeting the Standard
The Los Rios Community College District's (LRCCD) financial planning and budget development process are described in LRCCD Board Policy 8122: Budget Planning (III.D Ref. 12) and in other documents, including the District's "Budget Book" (III.D Ref. 5). Folsom Lake College's (FLC) financial planning and budget development process are described in the Budget and Facilities Planning Handbook (III.D Ref. 1).

A specified budget allocation model ("the bucket") process (see funding methodology [III.D Ref. 9]) has been in place for many years. This allocation model maintains equity for distribution of new funds between bargaining units and college operational programs and services. The District forecasts revenues under three potential scenarios: conservative, mid-level, and optimistic outlooks (e.g., LRCCD adopted budget [III.D Ref. 5, page 48]).

Constituencies have various opportunities to participate in the development of institutional plans and budgets:

- District Budget Committee: LRCCD Administrative Regulation 8122: Budget Planning (III.D Ref. 8) outlines the responsibilities and operations of the District Budget Committee. The committee makes recommendations on District wide processes related to budget development that may have a significant impact on College operations or allocations.

- FLC Budget and Facilities Planning Committee (BFPC): The roles and responsibilities of this committee are outlined in the FLC Collegial Consultation Agreement (III.D Ref. 10). The committee's responsibilities include reviewing budget allocation models and serving as a recommending body for budget allocation matters. The committee meets monthly during the academic year, and its members include representatives from College constituencies. BFPC agendas and minutes (III.D Ref. 11) are available on BoardDocs.
- Annual Department Plan (ADP)/Annual Unit Plan (AUP): Every department or unit performs an annual review process called an ADP/AUP (see Annual Planning webpage [III.D Ref. 6]) through which a unit supervisor, lead, or department chair reviews the following year's objectives and goals and requests resources accordingly.

Analysis and Evaluation
FLC and the District have clearly-defined and well-documented financial planning processes that are followed consistently. All constituencies have appropriate opportunities to participate in the development of institutional plans and budgets through the District Budget Committee, College committees, and annual department/unit planning process.

III.D.4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard
The Los Rios Community College District's (LRCCD) planning processes are established in LRCCD Board Policy 8122: Budget Planning (III.D Ref. 12) and LRCCD Administrative Regulation 8122: Budget Planning (III.D Ref. 8) and have been designed to provide a realistic assessment of available financial resources. The unrestricted base continuing budget is established as the tentative budget (III.D Ref. 13). Once the prior year has closed, any additional unrestricted budget increases are allocated in the next year to ensure actual attainment of those revenues prior to incurring additional expenditures. These revenue changes are included in the District's adopted budget (III.D Ref. 5). During the year, the District Budget Committee (III.D Ref. 14), including stakeholders for the District, meets several times throughout the year (e.g., LRCCD DBC minutes 16 December 2020 [III.D Ref. 15]) to review any changes to funding and prioritizes the allocation of additional resources in accordance with the District's strategic plan, core values, and Administrative Regulation 8122. These allocations are presented to the Board of Trustees for approval, per Board Policy 8122.

Folsom Lake College's Budget and Facilities Planning Handbook (III.D Ref. 1) provides an overview of college-level budget planning, including information regarding the annual operating budget, the capital equipment budget, the process for developing the annual operating budget, and the process for requesting operating funds, including temporary staffing support and capital equipment. The handbook also describes the College's contingency reserve and sinking funds and the various College wide support services for which funding is allocated. The handbook is available to all employees through FLC Inside.

Analysis and Evaluation
College and District institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

III.D.5. 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. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence of Meeting the Standard
To assure the financial integrity of the institution and responsible use of its financial resources, the Los Rios Community College District's (LRCCD) internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The District shares financial information through various means and has policies (LRCCD Board Policy 8122: Budget Planning [III.D Ref. 12]), regulations (LRCCD Administrative Regulation 8122: Budget Planning [III.D Ref. 8]), and procedures in place to ensure sound financial practices and financial stability. The District prepares and the Board of Trustees approves a tentative budget (III.D Ref. 13) in June for the upcoming year, an adopted budget (III.D Ref. 5) in September along with the unaudited actuals for the prior year, and budget revisions in February (BoT agenda 10 February 2021 [III.D Ref. 20, page 22]) and June (BoT agenda 9 June 2021 [III.D Ref. 35, page 17]) to include any additional revenue sources or modifications received throughout the year. The District's annual budget includes not only the District wide annual revenue and expenditure plan but also detailed budgets for each Los Rios College.

District Budget Committee (III.D Ref. 14) meetings are held several times throughout the year to include all stakeholders, including collective bargaining groups, Academic and Classified Senates, student representatives, and College administration, in accordance with LRCCD Administrative Regulation 8122: Budget Planning (III.D Ref. 8). Additionally, all information regarding benefit changes and options are presented to an insurance review committee with members from all bargaining units participating to inquire and to vote on all benefit changes provided by the District. The District and its Colleges have daily online access to their budgets and financial activities through the PeopleSoft Enterprise Resource Planning (ERP) system and various prepared reports which include all budgets, actual expenditures, and encumbrances to assist with budget management. Financial information is routinely shared at board meetings, division and department meetings, budget committee meetings, collective bargaining negotiations, ad-hoc meetings, and any public information requests. The District's Business Services department managers and staff are readily available to provide consultation and guidance when needed.

The 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 appropriations are made through the budget process. Regular positions and their related budgets are managed through a position control module within the

District Fiscal Services unit, which closely monitors position transactions. Funds appropriated for regular positions cannot be transferred without District Office review and authorization.

In accordance with LRCCD Board Policy 8315: Authorization of Signatories (III.D Ref. 16), all long-term financial and contractual commitments must be reviewed and authorized by the District. The General Services department and District general counsel are responsible for reviewing all contracts before approval or recommendation to the Board of Trustees. The District's authorized signer list (III.D Ref. 17) specifically identifies positions and persons authorized to sign various documents (e.g., payroll authorizations, purchase orders, contracts) to ensure proper oversight of commitments and to provide accountability and effective management of potential risk for these transactions or agreements.

Internal controls continue to be strengthened as a result of the regular evaluation of financial management practices. The District is annually subject to an audit of all funds by a licensed independent external auditor. As part of the annual independent audit (see LRCCD Financial Statements 30 June 2020 [III.D Ref. 18]), Business Services staff have discussions with the auditors describing the process and related controls over various functions and practices in Business Services. These focus areas include, but are not limited to, budgeting, financial reporting, fiscal close, internal control environment, risk assessment, and information technology access. The auditors document the discussions and notify senior management about any areas of concern. Audit findings and the District's responses to these findings are included in the audit report, which is presented to the Board of Trustees each year. The audit for the 2019-2020 fiscal year (III.D Ref. 18) did not report any findings. The annual audit is considered an effective tool for improvement of the management of the District's finances and demonstrates the District's financial integrity and effective management of financial resources.

Analysis and Evaluation
The District is committed to conducting business in a fiscally responsible manner under the highest of ethical standards. To assure the financial integrity of the institution and responsible use of its financial resources, the District continually evaluates, audits, and improves as needed its internal control structure. The District widely disseminates dependable and timely information for sound financial decision making.

III.D.6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard
The Los Rios Community College District (LRCCD) has streamlined the budget development process using the capabilities of the District's PeopleSoft system to ensure the appropriate allocation of financial resources and to apply relevant tracking and monitoring mechanisms. 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.

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. The annual audit reports have been favorable with minimal or no findings in recent years (see LRCCD Annual Financial Report 30 June 2019 [III.D Ref. 19, page 83]). The District has met all deadlines for completing its audit and for filing with the California Community Colleges Chancellor's Office or any other external agency.

District and College staff review budgets on a monthly, quarterly, and annual basis. Financial reports can also be accessed on demand by management and other appropriate staff 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 staff, and other appropriate personnel are able to determine whether or not operating balances are sufficient to support student learning and services.

The College's vice president of administration regularly reviews and monitors the College's budget and expenditures, and in the fall of each year, an expenditure report (III.D Ref. 34) for the previous fiscal year is prepared and presented to the College's Budget and Facilities Planning Committee for review.

Analysis and Evaluation
College and District financial documents, including the budget, have a high degree of credibility and accuracy, reflecting appropriate allocation and use of financial resources to support student learning programs and services.

III.D.7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard
The Los Rios Community College District (LRCCD) contracts annually with a certified public accounting firm to perform an independent audit and compliance review. The District has had no audit findings for the last seven years (fiscal year 2014 through fiscal year 2021). When the District had audit findings in prior years, the District made the necessary changes that were verified by the external auditors during the subsequent year's external audit. The most recent audits were presented to the Board of Trustees at its 10 February 2021 meeting (BoT agenda 10 February 2021 [III.D Ref. 20, page 92]).

Analysis and Evaluation
LRCCD responses to external audit findings are comprehensive, timely, and communicated appropriately.

III.D.8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard
At the core of the Los Rios Community College District's (LRCCD) system of internal controls over financial resources is its Enterprise Resource Planning (ERP) system, PeopleSoft. All incoming and outgoing financial transactions are recorded in the ERP. All transactions recorded in the ERP are supported by appropriate approvals (see authorized signer list [III.D Ref. 17]) and/or source documents, accomplished through a multi-level approval process for all expenditures. Revenues and other inflows are compared to budgeted revenues/resources, and unexpected inflows are investigated and recorded after supervisory review.

Employee access to the ERP follows the principle of least privilege, designed to give employees ERP access requests via the PeopleSoft access request form (III.D Ref. 21), and are routed through a risk-informed approval process. View-only system access requests require one level of approval while those access requests allowing the employee to change data in the system require a two-level approval process.

ERP access requests via the PeopleSoft access request form (III.D Ref. 21) are routed through a risk-informed approval process. View-only system access requests require one level of approval, while those access requests allowing the employee to change data in the system require a two-level approval process.

The District's external auditors perform an assessment of these internal controls as part of the annual audit process (see LRCCD financial statements [III.D Ref. 18]). The effectiveness of the District's internal controls is demonstrated by the District's having had no audit findings for the last seven years (FY 2014 - FY 2021). When the District had audit findings in prior years, the District made the necessary changes, which were verified by the external auditors during the subsequent year's external audit.

Analysis and Evaluation
The District has appropriately-designed internal controls that ensure the safeguarding of assets and accuracy of financial reporting. The system of internal controls is evaluated on at least an annual basis by the District's external auditors and is working as designed.

III.D.9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard
Los Rios Community College District (LRCCD) Board Policy 8122: Budget Planning (III.D Ref. 12) requires an uncommitted reserve of at least five percent in the Los Rios Community College District's general fund. The District's general fund ending balance meets both state and District policy requirements with a projected total unrestricted fund balance of 20 percent and an

uncommitted fund balance (general fund only) of five percent (see adopted budget 2020-2021 [III.D Ref. 5, page 108]).

District Reserves Fund Balances

Balance	Fiscal Year July 1, 2018 - June 30, 2019	Fiscal Year July 1, 2020 - June 30, 2021	Fiscal Year July 1, 2019 - June 30, 2020
Beginning Fund Balance	$ 60,547,561	$ 81,786,456	$ 70,411,485
Projected Uncommitted Fund Balance	$ 20,808,150	$ 22,971,778	$ 25,491,802
Committed Fund Balance	$ 6,383,156	$ 4,336,900	$ 4,686,917
Restricted Fund Balance	$ 3,048,386	$ 2,593,614	$ 4,596,992
Total Projected Fund Balance	$ 30,239,692	$ 29,902,292	$ 34,775,711

As shown in the table, the District maintains a positive balance at the end of each fiscal year, and the balance is carried over to the next year. These funds are not planned to be used but are set aside for future unforeseen emergencies.

The District maintains a cash balance sufficient to support its operation through recessions and state emergencies. The District has long practiced a prudent budgeting approach to manage the economic uncertainty. The unrestricted cash and cash equivalents of the audited financial statements at 30 June 2020 (III.D Ref. 18, page 14) show a balance of $257,586,090, which represents five months of the average monthly operating expenses of the District. Reserves have been sufficient for the District to avoid the need to issue any short-term debt, such as tax and revenue anticipation notes (TRANS), to meet cash flow obligations.

The District's risk management practices are appropriate and actuarially sound (see risk management report 2020 [III.D Ref. 22], risk management report 2019 [III.D Ref. 23], and the adopted budget 2020-2021 [III.D Ref. 5]). The District annually reviews and updates planning and financial practices through the Fiscal Health Risk Analysis for Community Colleges tool (III.D.Ref. 24) provided by the Fiscal Crisis and Management Assistance Team (III.D Ref. 25). The District has a low 3.1 percent risk score (see LRCCD adopted budget 2020-2021 [III.D Ref. 5, page 124]).

The FLC Budget and Facilities Planning Committee has established set-asides in the budget allocation process, including a contingency reserve to cover unknown or unforeseen operational costs and to support emergency or other unplanned and unexpected needs. Sinking fund and contingency allocations are outlined in the FLC adopted budget (III.D Ref. 26).

Analysis and Evaluation

The College and District have several processes and practices in place to ensure sufficient cash flow and reserves to maintain stability, to mitigate risk, and, when necessary, to implement contingency plans to meet financial emergencies and unforeseen occurrences.

III.D.10. 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.

Evidence of Meeting the Standard

The Los Rios Community College District (LRCCD) 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 (LRCCD annual financial report 2019 [III.D Ref. 19]) is also performed to ensure that appropriate accounting principles (GAAP and GASB) are followed. District fiscal and accounting staff and College Business Services staff work cooperatively to develop and to implement changes to rules and processes. Effective oversight of College finances is achieved with the aid of PeopleSoft and District support. Reports are generated on-demand using queries and Crystal Reports. The College's vice president of administration regularly reviews and monitors the College budget and expenditures.

The purchasing of goods and services for grant projects is coordinated through the District Purchasing department (III.D Ref. 27). The LRCCD Purchasing Handbook (III.D Ref. 28) is available to inform employees about purchasing policies and procedures. To ensure that categorical and grants funds are spent in compliance with the program requirements and objectives, the District requires that an additional step under “requisition activities” be completed to confirm that the expenditure is appropriate and has been reviewed.

The District established the Citizens’ Bond Oversight Committee (III.D Ref. 29) to satisfy the accountability requirements for local Bond Measure A and Measure M under Proposition 39. This committee reviews expenditure reports to ensure that bond proceeds are expended for the purposes set forth in the ballot measure. The committee also submits an annual audit report to the Board of Trustees (BoT agenda 10 February 2021 [III.D Ref. 20, page 92]). Funds that are received but not yet expended may be invested following state law and District guidelines.

The District provides a quarterly investment report to the Board of Trustees regarding investment of funds held by the Los Rios Colleges Foundation (see BoT agenda 12 May 2021 [III.D Ref. 30, page 44]. The Los Rios Colleges Foundation Finance Committee has fiduciary responsibility for managing the investment portfolio. The District accounting staff oversees Foundation finances and provides an independent segregation of duties for greater control. The Foundation is audited separately from the District and Colleges and receives its own independent auditors report annually.

Authorization to contract is provided at the District level. Contracts have an extensive review process. They are reviewed by the College administrative services department and are approved by appropriate District personnel. Where required by law and Ed Code, contracts are approved by the LRCCD Board of Trustees.

Analysis and Evaluation
The College and District use various internal control procedures and processes to monitor and to manage financial resources effectively. These procedures and processes include conducting internal audits, monitoring budgets, submitting required reports to the California Community Colleges Chancellor's Office and other agencies, following established procurement and human resources position control procedures, and using oversight committees, board review of Foundation investments, and contract review processes.

III.D.11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. 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.

Evidence of Meeting the Standard
Folsom Lake College (FLC) and the Los Rios Community College District (LRCCD) maintain a level of financial resources that provide a reasonable expectation of both short-term and long-term financial solvency as evidenced by the adopted budget (III.D Ref. 5) presented to the Board of Trustees (see page 19 for the District's general fund budget with line items for the payment of expenses and liabilities and pages 17-18 for descriptions of the expenditure categories, including payments on long-term liabilities such as bond service and pension funding). The "budget book" presents the District's short-range financial plans and long-term priorities, such as pension funding and bond service, which have been identified as future obligations with funds planned and allocated for repayment.

To ensure that the institution uses its financial resources responsibly, the District and the College maintain adequate cash reserves to meet unanticipated need. From 2009 through 2013, the District identified a projected reduction in state apportionment and created a plan to offset these reductions partially by using reserves while still maintaining directed minimum balances. As a result of sound fiscal planning, the District has sufficient reserves to avoid the need to issue any short-term debt, such as tax and revenue anticipation notes (TRANs), to meet cash flow obligations. Additionally, other funds, including the District's bookstore funds, could be used if necessary. Besides maintaining adequate cash reserves to meet unanticipated needs, the District uses risk management practices that are appropriate and actuarially sound. The District's use of self-insurance has resulted in cost savings benefiting the District and Colleges.

Analysis and Evaluation
FLC and LRCCD provide a reasonable expectation of both short-term and long-term financial solvency. The College and District consider their long-range financial priorities to assure financial stability when making short-range financial plans and clearly identify plans and allocate resources for payment of liabilities and future obligations.

III.D.12. 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. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard
The Los Rios Community College District (LRCCD) plans for and allocates appropriate resources for the payment of liabilities as noted below in the analysis section and as evidenced in the adopted budget (III.D Ref. 5, page 390, which includes other post-employment benefits (OPEB) and other employment-related liabilities of the District. The District has an OPEB trust to designate irrevocably assets for funding this benefit. The OPEB trust ended 2019-2020 with $144 million in funding, well in excess of the total OPEB liability of $124 million. The total OPEB liability was measured on 1 June 2019 using assumptions of bi-annual increases of nine percent and annual investment returns of five percent. The bi-annual increase aligns the timing of any benefit improvements with the actuarial results. The annual budget includes a continuing line item to fund the service cost although that contribution could be suspended given the over-funding. The District is also fully funded for the vacation liability accrued to its classified and management employees and the liability for paid leave of faculty under a banked leave program.

Analysis and Evaluation
The District has been proactively funding and managing the employee related obligations to ensure that they are viable benefits for current and future employees. Additionally, the District ensures that the actuarial plan to determine other post-employment benefits is current and meets appropriate accounting standards.

III.D.13. 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.

Evidence of Meeting the Standard
All long-term debt is recognized in the Los Rios Community College District (LRCCD) financial statements (III.D Ref. 18). The District currently has only general obligation (GO) Bonds (Measure A and Measure M). Voters authorized the District to issue the GO bonds, and payments for these bonds are funded through property tax assessments. District bond series, which are principal and interest repayment bonds, have never exceeded a maximum term of 25 years and are principal and interest repayment bonds.

FLC does not have any locally-incurred debt.

Analysis and Evaluation
The District regularly assesses and allocates resources to repay its debt instruments. The overall percentage of the District's general fund budget used for current or future obligations, including other post-employment benefits, is around one percent.

III.D.14. 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.

Evidence of Meeting the Standard
The expenditures of short- and long-term debt instruments are audited annually. Independent third-party auditors confirm compliance with the intended purpose of funding in the Los Rios Community College District (LRCCD) annual financial report (III.D Ref. 18, pages 78-79) and the Los Rios Colleges Foundation annual financial statements (III.D Ref. 31, pages 9-10 and 12).

The District currently has only general obligation bonds (Measure A and Measure M). District bond series, which are principal and interest repayment bonds, have never exceeded a maximum term of 25 years.

The Los Rios Colleges Foundation functions independently from the District and is the primary fundraising entity. The Foundation raises funds for scholarships, educational programs and services, equipment, and facilities. The Foundation's annual independent audit report has verified the appropriate use of funds.

Project managers are responsible for ensuring that purchases made with restricted grant dollars comply with grant requirements. District purchasing forms (purchase requisitions) contain a block that must be completed for all purchases charged to grants. This block provides for certification that funds are expended in compliance with the program requirements and objectives. For all purchases charged to a grant, the person responsible for the purchase must certify on the purchase requisition that the purchase complies with the terms of the grant.

Analysis and Evaluation
All College and District financial resources, including short-term and long-term debt instruments (such as bonds and certificates of participation), auxiliary activities, fundraising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

III.D.15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard
Folsom Lake College (FLC) offers a variety of financial aid resources to its students, which include federal, state, and local assistance in the form of waivers, grants, scholarships, and loans. Students complete the Free Application for Federal Student Aid (FAFSA). Grants and scholarships are considered before loans. All loan recipients must request a Direct Loan in eServices, be enrolled in six financial aid course applicable units, complete their financial aid files, and sign the Master Promissory Note annually. All first-time borrowers must complete

loan entrance counseling and must wait 30 days from the start of the semester to receive the first Direct Loan disbursement.

The Financial Aid department processed $1.5 million in loans in 2019-2020. The current three-year cohort default rate is 19.4 percent (cohort default rate history list 2015-2017 [III.D Ref. 32]), which is within federal limits. A draft cohort rate is released in February; then, the official cohort default rate is released in September. The College's default rate for the past three years is shown on the annual reports to ACCJC. This default rate is monitored by FLC's Financial Aid department. FLC has contracted with Student Data Warehouse, Inc., which downloads National Student Loan Data System data three times per fiscal year. The College reviews the report after each scheduled download to help the College keep track of its projected cohort default rates. FLC monitors its default rates and takes any necessary actions to ensure compliance.

Analysis and Evaluation
FLC monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

III.D.16. 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 and the quality of its programs, services, and operations.

Evidence of Meeting the Standard
Folsom Lake College (FLC) contracts, executed by the Los Rios Community College District (LRCCD), go through a formal and extensive review process prior to approval to ensure that they are consistent with the mission and goals of the District and College. First, contracts are reviewed and approved by the appropriate college personnel and are then routed to the District for review. If recommended for approval, the contract is forwarded to an authorized signer (III.D Ref. 17) for final review and authorization. Contracts are then approved or ratified by the LRCCD Board of Trustees.

The College and District coordinate through the District Resource Development department (III.D Ref. 33), which routes the contracts through the approval process. Once the College receives a grant, the District Grants office (III.D Ref. 34) works with College personnel regarding financial reporting and all applicable compliance requirements. For awards that include federal funds, the District Internal Audit department conducts required inventory audits of federal assets. For contracts for goods or services, the District General Services department coordinates the routing and approval of the contract. Appropriate language regarding termination and indemnification is always required. Purchasing agreements are authorized by the District director of accounting services and must comply with purchasing policies established by the LRCCD Board of Trustees. This process ensures that goods and services are obtained in a prompt and cost-effective manner that complies with applicable laws. The District Purchasing department has sole authority to prepare and to issue District purchase orders greater than $1,000

per LRCCD Administrative Regulation 8315: Authorization of Signatories (III.D Ref. 35) and as shown in the Purchasing Handbook (III.D Ref. 28).

Due to a larger volume of contracts issued through the Harris Center for the Arts, FLC and the 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 president; District level signature is not required. In Fall 2021, the District is exploring an outside contractor to operate the Harris Center. As such, this process may change.

All constructions and major remodel/modernization contracts are coordinated through the District's Facilities Management department and bid through the General Services department. These contracts also follow the prescribed process outlined above.

Per LRCCD Administrative Regulation 8315: Authorization of Signatories (III.D Ref. 35), the District maintains an authorized signer list (III.D Ref. 17) that is maintained and revised as needed. Prior to signing contracts, authorized signers are informed and presented with necessary information to ensure that obligations align with the mission and goals of the College and the District. State and board policy requirements are followed to ensure that all contracts are proper and competitive and do not create conflict of interest.

Analysis and Evaluation
The College's and District's contract processes are well-defined and followed. These policies and procedures ensure that contractual agreements with external entities are consistent with the College's mission and goals and contain provisions to maintain the integrity of the institution.

Standard III.D References/Evidence

III.D Ref. 1 FLC Budget and Facilities Planning Handbook
III.D Ref. 2 LRCCD Budgeting Principles and Formulas Information
III.D Ref. 3 LRCCD Our Values webpage
III.D Ref. 4 FLC Our Values webpage
III.D Ref. 5 LRCCD Adopted Budget 2020-2021
III.D Ref. 6 FLC Annual Planning webpage
III.D Ref. 7 FLC Budget and Facilities Planning Committee webpage
III.D Ref. 8 LRCCD Administrative Regulation 8122: Budget Planning
III.D Ref. 9 LRCCD Funding Methodology Information
III.D Ref. 10 FLC Collegial Consultation Agreement
III.D Ref. 11 FLC BFPC agendas and minutes
III.D Ref. 12 LRCCD Board Policy 8122: Budget Planning
III.D Ref. 13 LRCCD Tentative Budget 2020-2021
III.D Ref. 14 LRCCD District Budget Committee webpage
III.D Ref. 15 LRCCD DBC minutes 16 December 2020
III.D Ref. 16 LRCCD Board Policy 8315: Authorization of Signatories
III.D Ref. 17 LRCCD Authorized Signer List
III.D Ref. 18 LRCCD Financial Statements 30 June 2020
III.D Ref. 19 LRCCD Annual Financial Report 30 June 2019
III.D Ref. 20 LRCCD BoT agenda 10 February 2021
III.D Ref. 21 LRCCD PeopleSoft Access Request Form
III.D Ref. 22 LRCCD Risk Management Report 2020
III.D Ref. 23 LRCCD Risk Management Report 2019
III.D Ref. 24 Fiscal Health Analysis for Community Colleges Tool
III.D Ref. 25 Fiscal Crisis and Management Assistance Team
III.D Ref. 26 FLC Adopted Budget Allocations and Distribution 2020-2021
III.D Ref. 27 LRCCD Purchasing webpage
III.D Ref. 28 LRCCD Purchasing Handbook 2021
III.D Ref. 29 LRCCD Citizens' Bond Oversight Committee webpage
III.D Ref. 30 LRCCD BoT agenda 12 May 2021
III.D Ref. 31 LRCCD Foundation Annual Financial Statements 30 June 2019
III.D Ref. 32 FLC Cohort Default Rate History List 2015-2017
III.D Ref. 33 LRCCD Resource Development webpage
III.D Ref. 34 FLC Expenditures and Appropriations Report 2019-2020
III.D Ref. 35 LRCCD BoT agenda 9 June 2021

STANDARD IV
Leadership and Governance

Standard IV chairs

IV.A: Decision Making Roles and Processes
Carlos Lopez, administrative co-chair
Karla Lozano, classified co-chair
Eric Wada, faculty co-chair

IV.B: Chief Executive Officer
Lindsey Campbell, classified co-chair
Paula Cardwell, faculty co-chair
Vicky Maryatt, administrative co-chair

IV.C: Governing Board
Paula Cardwell, faculty co-chair
Carlos Lopez, administrative co-chair
Melonie Quintell, classified co-chair

IV.D: Multi-College District or Systems
Paula Cardwell, faculty co-chair
Andrea Fuertes, classified co-chair
Carlos Lopez, administrative co-chair
Matt Wright, administrative co-chair

Standard IV: Leadership and Governance

IV.A: Decision-Making Roles and Processes

IV.A.1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for 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 planning and implementation.

Evidence of Meeting the Standard

Folsom Lake College's (FLC) College Governance Agreement (IV.A Ref. 1) outlines the purpose, responsibilities, and membership of the College's participatory governance committees, with their relationship to decision-making processes identified in a college participatory governance structure diagram (IV.A Ref. 2). This diagram offers a flowchart of the structures created to vet College recommendations to the president. All participatory governance committees have faculty, staff, administrative, and student representatives to ensure institution wide input into College projects and initiatives. The Institutional Effectiveness (IE) Committee (IV.A Ref. 3) serves as a hub committee that directs responsibilities to other committees. The Academic Senate (IV.A Ref. 4) makes recommendations for academic and professional matters. A review of minutes from FLC's participatory governance committees demonstrates that systematic, participative processes are used to explore the institution wide implications of College initiatives. For example, the College's PEAC^{2}E Program (IV.A Ref. 5), a program designed to support Black/African-American students, was presented to the Academic Senate (AS agenda 9 February 2021 [IV.A Ref. 6]), the Diversity and Equity Committee (DEC agenda 18 February 2021 (IV.A Ref. 7), and the Matriculation and Student Success Committee (MSS minutes 14 April 2021 [IV.A Ref. 8]).

The Institutional Effectiveness (IE) Committee (IV.A Ref. 3), as outlined in the College Governance Agreement (IV.A Ref. 1, page 26), is intended to promote and to oversee integrated planning, specifically to review and to evaluate proposals coming from the Academic Senate, Classified Senate, student services, administrative services, and students. IE influences resource allocation through program review presentations. Departments have the opportunity to address successes and barriers in their programs.

Analysis and Evaluation

FLC leadership creates and encourages innovation leading to institutional excellence. FLC leadership supports all constituency groups for taking initiative for 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 planning and implementation.

IV.A.2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard

Los Rios Community College District (LRCCD) Board Policy 3411: Participatory Governance (IV.A Ref. 9) defines participatory governance as "a collaborative goal-setting and problem-solving process built on trust and communication" and "involves representatives from appropriate constituent groups who engage in open discussion and timely decision-making in areas of LRCCD policy development and implementation not specifically restricted by legal and policy parameters" (1.1). Board Policy 3411 states that "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 process" (2.2).

LRCCD Administrative Regulation 3412: Academic Senate (IV.A Ref. 10) addresses participatory governance, specifically covering Senate-led District committees: "Senate-led Los Rios Community College District committees [. . .] are under the direction of the District AcademicSenate and report back to the District Academic Senate on a regular basis. Proposals on regulations, policies, and procedures from the following committees will come first to the District Academic Senate for review" (1.1.1). Administrative Regulation 3412 lists the Senate-led committees and indicates each committee's responsibilities, including those of the District Curriculum Coordinating Committee and the District Matriculation Committee (1.2-1.3.7). Administrative Regulation 3412 also identifies non-Senate-led District committees, including the Academic Calendar Committee, the District Budget Committee, the Educational Technology Committee, and the International Education Committee (2.0-2.4.1).

FLC's implementation of Board Policy 3411 and Administrative Regulation 3412 are outlined in the Collegial Consultation Agreement (IV.A Ref. 11). This agreement, signed by the president and the Academic Senate president, delineates the process for identifying and directing matters, establishing timelines for completion of projects, and ensuring timely completion of projects. FLC further outlines its adherence to District policy related to participatory governance in its College Governance Agreement (CGA) (IV.A Ref. 1). This document defines the charges and responsibilities of committees and subcommittees and outlines membership to ensure broad participation.

FLC's College Governance webpage (IV.A Ref. 12) contains FLC's College Governance Agreement (IV.A Ref. 1) and FLC's Collegial Consultation Agreement (IV.A Ref. 11). Both documents explain how participatory governance operates at the College, including the specific roles of faculty members and administrators.

LRCCD Board Policy 3412: Academic Senate (IV.A Ref. 29) outlines how the Board of Trustees will "consult collegially" with faculty members about academic and professional matters, also

known as the 10+1. For academic and professional matters, the Board of Trustees will either rely primarily on faculty recommendations or mutually agree with faculty members before adopting policies. Curriculum is a “rely primarily matter” (2.7.1).

FLC has a Classified Senate (IV.A Ref. 13) intended to provide "classified staff with a formal structure and effective procedure for participation in state, District, and College participatory governance, including the formation and implementation of College/District goals, objectives, and policies” (bylaws articles II, III, and IV).

Students are represented on committees as outlined in the CGA, and students are further represented by the Associated Students of Folsom Lake College (ASFLC), consisting of the Student Senate and the Clubs and Events Board. The ASFLC Constitution (IV.A Ref. 14) states:

> Through the Student Senate, the student body association participates in the College’s participatory governance process to formulate policy and procedures that have or will have a significant effect on students. The Student Senate also serves as the means through which students may be nominated to participate on College and/or District committees, task forces, or other groups. (IV.2)

The ASFLC Constitution also states that the Student Senate shall participate “in College governance by appointing members and students who will serve on those participatory governance committees” (VI.4.b.3).

Analysis and Evaluation
FLC and the LRCCD establish and implement policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. Provisions are made for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Furthermore, District policies specify the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

IV.A.3. Administrators and faculty, through policy and procedures, 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.

Evidence of Meeting the Standard
Los Rios Communtiy College District (LRCCD) Board Policy 3411: Participatory Governance (IV.A Ref. 9) addresses participatory governance as the “process involving representatives from appropriate constituent groups who engage in open discussion and timely decision-making in areas of LRCCD policy development and implementation not specifically restricted by legal and policy parameters.’’ Folsom Lake College (FLC) operationalizes these concepts through its College Governance Agreement (IV.A Ref. 1) and Collegial Consultation Agreement (IV.A Ref. 11), which outline committee purposes, responsibilities, and representation, and the process for ensuring that those with appropriate expertise advise on policy-making, planning, and budgeting.

Faculty input on College plans and budgeting processes is given both in participatory governance committees and through the annual planning and program review processes, i.e., those overseen by the Program Review and Department Planning Subcommittee (PRDP), a faculty-weighted subcommittee of the Curriculum Committee. This process is outlined on the Annual Planning webpage (IV.A Ref. 15) and in the Faculty Handbook (IV.A. Ref. 16, pages 39-40).

Both faculty and administrative roles in the budgeting process are delineated in the Budget and Facilities Planning Handbook (IV.A Ref. 17): faculty members in individual departments make augmentation, equipment, and space requests through the annual department plan and program review process; area deans and department chairs prioritize those requests by area; and administrators and the executive team make final decisions on budget priorities. The results are then shared through the Budget and Facilities Planning Committee. (See page 8 in the Budget and Facilities Handbook for a description of the budgeting process and page 25 for a graphic of the budgeting process.)

Materials related to budgeting and planning show faculty and administrative roles in policy making, planning, and budgeting clearly defined and also show appropriate participatory governance committee input and oversight of processes. Furthermore, minutes from the Program Review and Department Planning Subcommittee (e.g., PRDP minutes 11 April 2019 [IV.A Ref. 18] and PRDP minutes 9 May 2019 [IV.A. Ref. 19]) show continuous reflection on and refinement of the process. The recording of resource requests on the Annual Planning page and the cataloging of all completed annual department plans, annual unit plans, and program reviews show transparency in these processes.

Analysis and Evaluation
At FLC, administrators and faculty members, through policy and procedures, have substantive and clearly defined roles in institutional governance and exercise a substantial voice in institutional policies, plans, and budgets that relate to their areas of responsibility and expertise.

IV.A.4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard
Folsom Lake College's (FLC) Curriculum Committee is faculty-weighted with ten to eighteen faculty members comprising the committee (plus one administrative liaison, two classified staff, and two students, as per the College Governance Agreement [IV.A Ref. 1, page 11]). This committee is responsible "for the development, review, renewal, and proposal of curriculum, including courses, programs, and curriculum-related policy." This committee ensures that curricula are "academically sound, comprehensive, relevant, and responsive to the evolving needs of students and the community," maintaining "a commitment to the College mission, values, and goals and to the principles of collegial contact" with the rest of the Los Rios Community College District (LRCCD) and forwarding proposals "regarding academic and professional matters to the Academic Senate" (page 10). All curricular decisions are faculty-driven with deans adding their signatures to curricula. The dean signature in Socrates, the

District's curriculum management platform, is a measure to ensure that faculty members are in communication with deans to confirm that courses and/or programs are feasible and relevant. The District Curriculum Coordinating Committee (IV.A Ref. 20) has administrative representation when making recommendations to the Board of Trustees.

The Program Review and Department Planning (PRDP) Subcommittee of the Curriculum Committee is responsible for "facilitating the instructional program review process and annual department planning" as per the College Governance Agreement (IV.A Ref. 1, page 16). PRDP oversees "the development, the review, and the revision" of a program review process and of an annual department plan process so as to ensure "a focus on student learning outcomes, continuous improvement of quality educational programs, and compliance with ACCJC Standards." FLC Inside provides information about program review (IV.A Ref. 21): "the process by which individual functions, service/support areas and departments evaluate systematically their past performance to facilitate continuous improvement, guide resource allocation, and assist faculty, staff, administration and the board in making decisions about programs." A list of recent program reviews is also accessible through the program review webpage.

Minutes for the Curriculum Committee and its PRDP subcommittee demonstrate attention to course and program-level curricula and the department planning and program review processes (see, for instance: PRDP minutes 11 February 2021 [IV.A. Ref. 22] for revisions to the program review process, and CC minutes 3 March 2021 [IV.A Ref. 23] for approval of a new Business Administration AS-T). Additionally, the structure of the Curriculum Committee and the curriculum and annual plan sign-off processes allow for administrative input in curriculum and student learning programs. Furthermore, the Future Directions process and program appraisal process, outlined in part IV of the College's Curriculum Handbook (IV.A Ref. 24), ensure faculty and administrative input in both program development and discontinuance and also systematic analysis of student and community need.

Analysis and Evaluation
At FLC, faculty members and academic administrators, through policy, procedures, and well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

IV.A.5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence of Meeting the Standard
Folsom Lake College's (FLC) Collegial Consultation Agreement (IV.A Ref. 11) between the Academic Senate and the president further outlines the manner in which matters are delegated to appropriate committees. The agreement stipulates that "the Academic Senate is responsible for ensuring that proposals on academic and professional matters are available for review by all College constituencies and considered in open deliberations at participatory governance meetings." Pertinent discussions at all participatory governance meetings are reported

monthly at Academic Senate meetings to ensure broad communication. When the Academic Senate president and the College president direct matters to relevant participatory governance committees, the chairs of the committees to which the matters were delegated are given a timeline by which they should develop proposals to ensure timely attention to the matter. While all constituencies have opportunities, through their committee representation, to provide relevant feedback on such plans, the responsibility for developing or revising these plans is stipulated on the master plan matrix (IV.A Ref. 25), which assigns these plans to the committees with the most relevant expertise as represented by the membership.

Analysis and Evaluation
Los Rios Community College District (LRCCD) board policy and FLC's Collegial Consultation Agreement provide guidance for institutional governance. FLC ensures that relevant perspectives and expertise guide decision-making and that such decision-making initiates timely action on institutional plans, policies, curricular change, and other key considerations.

IV.A.6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard
Folsom Lake College's (FLC) College Governance Agreement (IV.A Ref. 1), Collegial Consultation Agreement (IV.A Ref. 11), and participatory governance committee structure graphic (IV.A Ref. 2) all outline how matters are delegated to committees and how information is conveyed from those committees to the College community. All committee agendas and minutes are posted on BoardDocs (IV.A Ref. 26), which archives agendas and minutes and also features a search function so that interested parties can search pertinent terms. All committees follow Brown Act regulations regarding public meetings, and reports on committee activities are given at the Academic Senate.

Analysis and Evaluation
FLC's committee and reporting structure enables decision-makers to document and to communicate widely their decisions based on the work of the participatory governance committees. The College's use of BoardDocs ensures that decisions are recorded and reviewable.

IV.A.7. Leadership roles and the institution's governance and decision-making policies, procedures, 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.

Evidence of Meeting the Standard
Folsom Lake College's (FLC) master plan matrix (IV.A Ref. 25) illustrates that responsibility for coordinating the evaluation of governance rests with the Institutional Effectiveness (IE) Committee. Committees reflect on their charge and structure throughout the academic year and have opportunities for making changes to committee and subcommittee charge and structure when the Coordinating Council meets in December and May of each year. The process for making changes to committees is outlined in the College Governance Agreement (IV.A Ref. 1)

in the Coordinating Council section. In Spring 2020, IE began a governance evaluation process with committees evaluating their charges and membership structures throughout the 2020-2021 academic year and with the tri-chairs of IE holding a virtual participatory governance evaluation session (IV.A Ref. 27) in October 2020. This work led to a revised College Governance Agreement (IV.A Ref. 1) in May 2021.

The master planning matrix and College Governance Agreement demonstrate that processes for evaluation and change are in place in FLC's participatory governance structure. IE minutes through 2017 reveal reports and analyses of governance structure and effectiveness (e.g., IE minutes 8 May 2017 [IV.A Ref. 28]). Such reflective reports appear less frequently in annual College minutes through 2020, a key reason for the participatory governance evaluation, begun in Spring 2020 and completed in Spring 2021.

Analysis and Evaluation

At FLC, leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The College widely communicates the results of these evaluations and uses them as the basis for improvement.

Standard IV.A References/Evidence

IV.A Ref. 1 FLC College Governance Agreement
IV.A Ref. 2 FLC College Participatory Governance Structure
IV.A Ref. 3 FLC Institutional Effectiveness Committee webpage
IV.A Ref. 4 FLC Academic Senate webpage
IV.A Ref. 5 FLC PEAC^{2}E Program webpage
IV.A Ref. 6 FLC AS agenda 9 February 2021
IV.A Ref. 7 FLC DEC agenda 18 February 2021
IV.A Ref. 8 FLC MSS minutes 14 April 2021
IV.A Ref. 9 LRCCD Board Policy 3411: Participatory Governance
IV.A Ref. 10 LRCCD Administrative Regulation 3412: Academic Senate
IV.A Ref. 11 FLC Collegial Consultation Agreement
IV.A Ref. 12 FLC College Governance webpage
IV.A Ref. 13 FLC Classified Senate webpage
IV.A Ref. 14 FLC ASFLC Constitution
IV.A Ref. 15 FLC Annual Planning webpage
IV.A Ref. 16 FLC Faculty Handbook 2019-2020
IV.A Ref. 17 FLC Budget and Facilities Planning Handbook
IV.A Ref. 18 FLC PRDP minutes 11 April 2019
IV.A Ref. 19 FLC PRDP minutes 9 May 2019
IV.A Ref. 20 LRCCD District Curriculum Coordinating Committee
IV.A Ref. 21 FLC Program Review webpage
IV.A Ref. 22 FLC PRDP minutes 11 February 2021
IV.A Ref. 23 FLC CC minutes 3 March 2021
IV.A Ref. 24 FLC Curriculum Handbook
IV.A Ref. 25 FLC Master Plan Matrix
IV.A Ref. 26 FLC BoardDocs homepage
IV.A Ref. 27 FLC Participatory Governance Evaluation Information Session Presentation
IV.A Ref. 28 FLC IE minutes 8 May 2017
IV.A Ref. 29 LRCCD Board Policy 3412: Academic Senate

IV.B: Chief Executive Officer

IV.B.1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard
Folsom Lake College's (FLC) president "serves as the educational leader and the chief administrative officer of the College and reports to the chancellor of the Los Rios Community College District (LRCCD)," as per the FLC president job description (IV.B Ref. 1). The president is responsible for promoting the College in the community; engaging with the College, the District, and the community; supporting students and College employees; planning and leading College and District projects and plans related to instruction, finance, diversity, workforce, and infrastructure; and upholding and maintaining the College's and District's values and mission.

To meet the responsibility of "working well with the chancellor, College faculty and staff, other District personnel, and with business and community leaders," FLC's president serves on Chancellor's Cabinet (IV.B Ref. 2) which functions as "the District participatory governance group" and addresses "issues of District-level significance which are not reserved by law, contract, or agreement for negotiation, or which may be the responsibility of other groups," as shown in the District committee membership (IV.B Ref. 3, page 2).

Additionally, FLC's president reviews all annual department plans (ADPs) and annual unit plans (AUPs). All ADPs and AUPs are reviewed through the Institutional Effectiveness (IE) Committee program review process of which the president is a resource member attending all IE meetings (see, for instance: IE agenda 11 May 2020 [IV.B Ref. 4]). ADPs provide data meant for resource allocation decisions, as presented on the Annual Planning webpage (IV.B Ref. 5). ADPs/AUPs inform budget decisions.

To meet the responsibility of encouraging and maintaining "open lines of communication with all staff" and encouraging "free exchange of ideas" and being "visible and accessible," FLC's president regularly attends meetings with FLC's vice presidents, Senate presidents, the communications and public information officer, the equity officer, the athletic director, the police captain, and the Guided Pathways lead, and also attends the LRCCD chancellor's executive team, Chancellor's Cabinet, FLC executive team, FLC administrative team, and FLC management team meetings, as shown in the president's meeting schedule (IV.B Ref. 6).

To meet the responsibility of "enhancing diversity" and supporting the College's "tradition of innovation and excellence in student learning," FLC's president is present at all second-level interviews for full-time faculty members and managers. The president meets one-on-one with all new full-time classified staff employees within the first few weeks of their employment.

Analysis and Evaluation
The College CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. The president is involved in the hiring process or onboarding process for all employees and maintains regular contact with all key stakeholders. The College has a process for establishing College annual goals and for reviewing the planning documents for each department and unit.

IV.B.2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evidence of Meeting the Standard
FLC Inside provides organizational charts (IV.B Ref. 7) showing Folsom Lake College's (FLC) management team, executive team, president's services, administrative services, instructional services, and student services managers. The charts identify who supervises whom/what and how positions are connected (e.g., the vice president of instruction supervises the deans of instruction, one of whom oversees the El Dorado Center). FLC's instructional matrix (IV.B Ref. 8) lists departments, administrators, department chairs, full-time faculty members, and classified employees. In 2020-2021, the president participated in the evaluation of the participatory governance structure membership and the Institutional Effectiveness Committee processes. Regarding the process for delegating tasks to participatory governance committees, FLC's Collegial Consultation Agreement (IV.B Ref. 9) between FLC's president and Academic Senate specifies the process of developing policy and procedures at the College relating to academic and professional matters as defined in California Code of Regulations Title 5. The president is involved in adjusting the College's organizational structure as needed to fit the changing needs of the College. For example, when FLC moved to remote operations in response to COVID-19, student services underwent a redesign of departments/projects under the student services deans, as shown in student services remote operations redesign (IV.B Ref. 10), and this redesign involved consultation with the president.

FLC's president delegates authority to administrators and others consistent with their responsibilities. The president meets with individuals and with groups to discuss College affairs, per the president's meeting schedule (IV.B Ref. 6). These meetings are intended to ensure that the president is informed about what is happening throughout the College so that the president can make informed decisions, set institutional priorities based on needs, maintain an open dialogue with all College constituencies, and delegate tasks and responsibilities.

Analysis and Evaluation
FLC's organizational structure and responsibilities for each administrator and participatory governance committee are clearly defined and accessible for the entire College community. These responsibilities are regularly reviewed and updated as the needs of the College change.

IV.B.3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- **Establishing a collegial process that sets values, goals, and priorities;**
- **Ensuring the College sets institutional performance standards for student achievement;**
- **Ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;**
- **Ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;**
- **Ensuring that the allocation of resources supports and improves learning and achievement; and**
- **Establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.**

Evidence of Meeting the Standard

Folsom Lake College's (FLC) president participates in the program review process, serves on the Coordinating Council to review the College Governance Agreement (IV.B Ref. 11), and delegates resource allocation to the College vice presidents, who are most knowledgeable about particular area needs. For example, regarding the classified hiring prioritization process, annual unit plans are submitted, and vice presidents discuss priorities with deans and directors and then send a revised list to the Classified Hiring Prioritization Committee, with the president making the final decision.

The president ensures that the College has a process and performance standards for student achievement related to key performance indicators (KPIs), which are standards setting the baseline for College expectations (including course success rate, degrees and certificates awarded annually, annual transfer rates, and number of students awarded degrees and certificates, as shown in the KPI summary report [IV.B Ref. 12]). KPIs are reported at an Institutional Effectiveness (IE) Committee meeting (IE agenda 9 December 2019 [IV.B Ref. 13]).

The president is involved in the development process of the College Master Plan (IV.B Ref. 14), "a roadmap that examines why Folsom Lake College exists (mission statement) and describes how the College will look upon achieving its full potential (vision statement)." The president reviews annual department plans (ADPs)with IE and reviews annual unit plans (AUPs) with FLC's executive team and is the final reviewer of all AUPs. The president leads the Coffee Exchange (once a semester meetings with local high school partners – see Coffee Exchange Reports under Research Briefs and Datasets on the Office of Institutional Research webpage [IV.B Ref. 15]); hosts the Listening Hour for students, College employees, and community members at each College site (FLC-main, El Dorado Center, and Rancho Cordova Center); and meets with community members to discuss various topics like career education, the Innovation Center makerspace, and the Harris Center for the Arts.

FLC collects quantitative data about student success, analyzes the data, and makes plans to improve student success. Qualitative data are also collected through communication with

students, employees, and community members. The data are used to determine what adjustments need to be made for continuous improvement.

Analysis and Evaluation
The president guides institutional improvement through the various processes, communication forums, and plans. Many of the processes, such as the development of the annual College goals and the College Master Plan, are collaborative, involving all constituencies in the College's planning and implementing of the College's mission.

IV.B.4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Evidence of Meeting the Standard
Folsom Lake College's (FLC) president is a member of the College's Accreditation Steering Subcommittee (ASSC) of the Institutional Effectiveness Committee and accordingly appoints the College's accreditation liaison officer. The ASSC has ensured that responsibility for the accreditation process is shared by a variety of College employees; specific employees representing faculty, classified staff, and administrators serve as chairs for each of the Institutional Self-Evaluation Report Standards (Self-Evaluation Standard teams [IV.B Ref. 16]). The ASSC is identified in the FLC CGA committee membership spreadsheet (IV.B Ref. 17, second tab). ASSC chairs and the lead writer attend all District accreditation meetings. FLC has met accreditation requirements since becoming a college in 2004.

FLC's current president served as the team chair for the accreditation visiting teams to El Camino College and Santa Ana College. FLC's current president has attended the Los Rios ACCJC training and has served on four other ACCJC teams.

Analysis and Evaluation
The president demonstrates involvement in accreditation by participating in the monthly ASSC meetings and keeping in regular contact with the College's accreditation liaison officer. The ASSC's membership is structured to ensure participation from faculty, staff, and administrative leaders in the accreditation requirements.

IV.B.5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard
Folsom Lake College's (FLC) president attends monthly Los Rios Community College District (LRCCD) Board of Trustees meetings (BoT agendas and minutes [IV.B Ref. 18]) and attends Chancellor's Cabinet (IV.B Ref. 2) meetings. Chancellor's Cabinet reviews regulations and policies. All regulations and policies are submitted to the chancellor's executive team for input prior to their going to the Chancellor's Cabinet or to the Board of Trustees.

The president also meets bi-weekly with the vice president of administration, who oversees the college budget. All local decisions and local College processes comply with board policies and regulations. The governance process and structure are linked to the College's vision and mission, and any final decisions made by the president are linked to the College's vision and mission.

The Business Services office has oversight of budgets as an additional source of auditing, and the College ensures that all fiscal matters follow Title 5 and that all federal funds follow the U.S. Department of Education's regulations.

All changes to the Education Code or Statutes are emailed to the CEO listserv and are discussed with the vice presidents. For example, with Title IX changes, the Title IX officer presents changes at the administrative team meeting, and general counsel reviews the changes at the chancellor's executive team meeting.

Analysis and Evaluation
LRCCD has established board policies and regulations which are reviewed by the president and with which all local College procedures are in compliance. Processes are in place to communicate policy changes at the federal or state level to College leadership. Responsibilities for budget oversight are clearly defined.

IV.B.6. The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard
Folsom Lake College's (FLC) president holds an annual State of the College event, inviting local elected officials, business partners, donors, and emeriti to hear updates on the College. The president also publishes an annual report (IV.B Ref. 19) in collaboration with the Public Information Services office that is physically mailed to local elected officials and to College and Harris Center donors.

FLC's president meets quarterly with the FLC Philanthropy Council to provide members updates on the College and the College goals that are reflected on the Support Us webpage (IV.B Ref. 20). The president attends quarterly meetings with the CEO of the Greater Folsom Partnership (official collaboration between the Folsom Chamber of Commerce, Visit Folsom, and Choose Folsom).

FLC's president is involved in the Rancho Cordova Promise Program. The Promise Program "offers Rancho Cordova residents who graduate from high school during the most recent academic year to attend their first two years at Folsom Lake College fee free," as per the Promise Programs webpage (IV.B Ref. 21). The president provides an annual report on the program to the City Council of Rancho Cordova and attends meetings with the City Manager of Rancho Cordova for monitoring and improving the Promise Program.

FLC is a member of the local Chambers of Commerce in the cities/towns that FLC serves, including the Folsom Chamber, Rancho Cordova Chamber, and El Dorado Hills Chamber. The

president has delegated the vice president of administration as FLC's representative on the Folsom Chamber of Commerce Board. The president is an Asian-American Chamber Board member. The president is a member of the Rising Scholars Advisory Committee on currently and formerly incarcerated students. The president is a member of the Folsom TEDCorp (Tourism and Economic Development) Board.

FLC's president engages with local branches of corporations including Inductive Automation and Intel on workforce development and partners with local businesses for community events and philanthropic opportunities for FLC (for example, making connections through the Innovation Center makerspace to develop partnerships).

Analysis and Evaluation

The community events attended, hosted, or supported by the president and the various boards and committees with which the president is involved demonstrate effective and consistent communication with the communities that the College serves.

Standard IV.B References/Evidence

IV.B Ref. 1 FLC President Job Description
IV.B Ref. 2 LRCCD Chancellor's Cabinet webpage
IV.B Ref. 3 LRCCD District Committee Membership
IV.B Ref. 4 FLC IE agenda 11 May 2020
IV.B Ref. 5 FLC Annual Planning webpage
IV.B Ref. 6 FLC President's Meeting Schedule
IV.B Ref. 7 FLC Organizational Charts
IV.B Ref. 8 FLC Instructional Departments Matrix
IV.B Ref. 9 FLC Collegial Consultation Agreement
IV.B Ref. 10 FLC Student Services Remote Operations Redesign 1 August 2020
IV.B Ref. 11 FLC College Governance Agreement
IV.B Ref. 12 FLC KPI Summary Report
IV.B Ref. 13 FLC IE agenda 9 December 2019
IV.B Ref. 14 FLC College Master Plan
IV.B Ref. 15 FLC Office of Institutional Research webpage
IV.B Ref. 16 FLC Accreditation Self-Evaluation Standard Teams
IV.B Ref. 17 FLC CGA Committee Membership 2021-2022
IV.B Ref. 18 LRCCD Board agendas and minutes webpage
IV.B Ref. 19 FLC Annual Report 2018-2019
IV.B Ref. 20 FLC Support Us webpage
IV.B Ref. 21 FLC Promise Programs webpage

IV.C: Governing Board

IV.C.1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

Evidence of Meeting the Standard

The Los Rios Community College District (LRCCD) Board of Trustees is charged with active involvement in overseeing the educational quality and financial health of the organization by formulating and adopting District policies that ensure the effectiveness of the institution and its learning programs. These responsibilities and the method by which the Board of Trustees enacts its leadership are indicated in LRCCD Board Policy 3112: Supervision and Control (IV.C Ref. 1).

The Board of Trustees exercises the legal authority for its governance and operation pursuant to California Education Code 70902 (IV.C Ref. 2) and Title 5 of the California Code of Regulations 51002: Standards of Scholarship (IV.C. Ref. 3). LRCCD Board Policy 3111: Authority (IV.C Ref. 4) provides the board with the authority for setting policies. LRCCD Board Policy 4111: Administrative (IV.C Ref. 5) provides the College chief executive officer the authority for the effective operation for the institution. The District and its four Colleges maintain records that define and document formal policies and regulations, which in turn define and document responsibilities and processes for the effective operation of the District and the Colleges.

As outlined in LRCCD Board Policy 3112: Supervision and Control (IV.C Ref. 1), the Board of Trustees is responsible for guiding the Colleges by establishing and upholding policies related to the overall philosophy of the District, academics, personnel, finance, student policies, and selection of the chief administrator. District policies are reviewed and updated on a cyclical basis by the Board (see BoT agenda 16 December 2020 [IV.C Ref. 6, page 8]). The Board regularly participates in study sessions, which are board training sessions offered through its state wide association, and state and national sessions of interest to the District and the Colleges (see, for instance: BoT minutes 10 February 2021 [IV.C Ref. 7]). New board members receive an orientation and specific training, per LRCCD Board Policy 3113: Attributes and Conduct (IV.C. Ref. 8).

Analysis and Evaluation

The District has a governing board that has authority over and responsibility for polices to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of its colleges. The Board of Trustees reviews and approves policy and regulation changes brought forward by constituency groups through the participatory governance process. While policy changes are approved by the Board, changes to regulations are made through the Chancellor's Cabinet (IV.B Ref. 9). Both processes work well because a number of constituency groups, committees, and councils review and provide input for recommended changes. Policy change recommendations go to Chancellor's Cabinet only after other groups review and comment (vice presidents of instruction, vice presidents of student services, students, and appropriate District wide committees). The District's general counsel facilitates the process (see, for instance: BoT agenda 16 December 2020 [IV.C Ref. 6, page 35]).

IV.C.2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard
The Los Rios Community College District (LRCCD) expects Board of Trustees members to represent the interests of their individual service areas and "to be sensitive to the hopes and ambitions of the community, and be able to respond readily to community needs." At the same time, LRCCD Board Policy 3113: Attributes and Conduct (IV.C Ref. 8) emphasizes that the Board should act as a whole once decisions are made: "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."

As evidenced by its agendas and minutes documents, the Board of Trustees acts as a whole and in accordance with the policies and bylaws (see, for instance: BoT minutes 17 March 2021 [IV.C Ref. 10]). Further, the Board amends policies and regulations to address changes in the District's operations, changes in law, and changes in the needs of students (see, for instance: BoT minutes 18 December 2019 [IV.C Ref. 11]).

Analysis and Evaluation
The Board of Trustees adheres to LRCCD Board Policy 3113: Attributes and Conduct (IV.C Ref. 8) to ensure that, when decisions are made, the Board acts as a whole. The Board's work fulfills the District's vision, mission, and values statements and the District's strategic plan.

IV.C.3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the College and/or the District/system.

Evidence of Meeting the Standard
As described in Los Rios Communtiy College District (LRCCD) Board Policy 4111: Administrative (IV.C Ref. 5) and LRCCD Board Policy 9142: Performance Evaluation Chancellor and Presidents (IV.C Ref. 12), the Board of Trustees is responsible for the recruitment, employment, and evaluation of the District chancellor. The Board establishes the qualifications for the position and the timeline for the search. The current chancellor began his tenure with the District on 1 February 2013.

Each year the Board, in concert with the chancellor, develops its goals for the coming year and prepares a report on the accomplishments of the previous year (BoT fall retreat agenda 9 October 2020 [IV.C Ref. 13]). The Board reviews the performance of the chancellor annually in October, including a formal evaluation with input from various constituent groups (BoT agenda 14 October 2020 [IV.C Ref. 14]). The chancellor and Board annually review the performance of the District's executive staff including the College presidents, District deputy chancellor, and vice chancellors (BoT fall retreat agenda 9 October 2020 [IV.C Ref. 13, page 10]). The Board also participates in the review of final candidates for these high-level positions and has the ultimate decision regarding the hiring of these candidates, per LRCCD Board Policy 9124: Initial Selection: College President (IV.C Ref. 15).

Analysis and Evaluation
LRCCD follows a clearly defined process for selecting and evaluating the chancellor. This process works effectively to ensure that the chancellor's goals are aligned with the Board's goals and the strategic plan. In concert with the chancellor, the Board of Trustees develops annual goals and prepares a report on the accomplishments of the previous year (see, for instance: BoT fall retreat minutes 4 October 2019 [IV.C Ref. 16]).

IV.C.4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

Evidence of Meeting the Standard
As an independent body, the Los Rios Community College District (LRCCD) Board of Trustees acts on behalf of the District and in the best interest of the LRCCD community, per LRCCD Board Policy 3113: Attributes and Conduct (IV.C Ref. 8). LRCCD Board Policy 3314: Statement of Ethics (IV.C Ref. 17) describes governing board expectations for quality, integrity, and improvement of student learning programs and services. LRCCD Board Policy 3112: Supervision and Control (IV.C Ref. 1) describes Trustee responsibilities and how the Board exercises its leadership.

Analysis and Evaluation
The Board is an independent, policy-making body that reflects the public interest in the institution's educational quality. The Board effectively communicates 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 (see, for instance: BoT fall retreat agenda 9 October 2020 [IV.C Ref. 13, Item 7B]).

IV.C.5. The governing board establishes policies consistent with the College/District/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Evidence of Meeting the Standard
The Los Rios Community College District (LRCCD) Board of Trustees formulates policies and oversees creation of regulations, institutional goals and strategies, and other formal statements regarding student learning programs and services and the resources necessary to support them, per LRCCD Board Policy 3112: Supervision and Control (IV.C Ref. 1). The Board's work fulfills the District's vision, mission, and values statements and the District's Strategic Plan (IV.C Ref. 18), both of which are reviewed on a regular cycle. At its regular monthly board meetings, the Board expresses its expectations for quality, integrity, and improvement of student learning programs and services (see, for instance: BoT minutes 9 September 2020 [IV.C Ref. 19]). The Board periodically receives reports regarding student success, and, through these reports, the Board remains aware of the institution-set standards and analysis of results for improvement of

student achievement and learning (see: BoT fall retreat agenda 9 October 2020 [IV.C Ref. 13, Item 7B]). In 2020, the Board adopted District wide, measurable equity targets for course success and the completion of transfer-level math and English, among other targets (see: BoT fall retreat agenda 9 October 2020 [IV.C Ref. 13, Item 7B]).

Analysis and Evaluation
The LRCCD Board of Trustees supports through policies and goals institutional integrity, quality, and the improvement of student learning programs and services. The governing board is an integral part of improving institutional effectiveness.

IV.C.6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard
Los Rios Community College District (LRCCD) Board Policy 3111: Authority (IV.C Ref. 4), LRCCD Board Policy 3112: Supervision and Control (IV.C Ref. 1), LRCCD Board Policy 3113: Attributes and Conduct (IV.C Ref. 8), LRCCD Board Policy 3114: Statement of Ethics (IV.C Ref. 17), LRCCD Board Policy 8321: Contracts and Contract Procedures (IV.C Ref. 20), LRCCD Board Policy 8323: Bidding and Quotation Procedures (IV.C Ref. 21), and LRCCD Board Policy 8611: Conflict of Interest Code (IV.C Ref. 22) specify the Board of Trustees' size, duties, responsibilities, and procedures. The Board reflects the public interest by developing policy, providing oversight for the District, and setting its strategic direction, per LRCCD Board Policy 3112: Supervision and Control (IV.C Ref. 1). Board members are accountable for the educational quality and financial health of the organization, per LRCCD Board Policy 3112: Supervision and Control (IV.C Ref. 1). The LRCCD Statement of Legislative Principles (IV.C Ref. 23), policies and regulations (IV.C Ref. 24), and related information are published on the District website and is easily accessible from the homepage.

Analysis and Evaluation
Board policies and regulations pertaining to Board duties, structure, and responsibilities are regularly reviewed and updated as necessary. The information is accessible and clear.

IV.C.7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the College/District/system mission and revises them as necessary.

Evidence of Meeting the Standard
The Los Rios Communtiy College District (LRCCD) Board of Trustees supports collegiality and promotes the improvement of student learning programs and services (see, for instance: BoT fall retreat agenda 9 October 2020 [IV.C Ref. 13, page 11]). Board policies regarding the Board's size, duties, responsibilities, structure, and operating procedures are published and publicly accessible on the LRCCD Policy and Regulations webpage (IV.C Ref. 24). As indicated on the District's Board of Trustees webpage (IV.C Ref. 25), 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, per the LRCCD policy and regulations vetting process (IV.C Ref.

26). The District reviews its policies and regulations regularly to ensure they are appropriately updated, per LRCCD Board Policy 3112: Supervision and Control (IV.C Ref. 1).

Furthermore, policies and regulations are created and amended to address changes in the District's operation, law, and the needs of students. In LRCCD Board Policy 3112: Supervision and Control (IV.C Ref. 1), the Board of Trustees' self-evaluation processes are clearly defined. The policy states, "the Board of Trustees will review achievements related to goals annually and progress towards those goals at midyear." Typically, the Board initiates its annual self-evaluation process during its fall retreat (for instance, see: BoT fall retreat agenda 9 October 2020 [IV.C Ref. 13, Item 3C]) and completes it during the following spring retreat (for instance, see: BoT spring retreat agenda 6 March 2020 [IV.C Ref. 27]).

Analysis and Evaluation
Board agendas and minutes demonstrate that the LRCCD Board of Trustees acts in accordance with its own policies and bylaws. The LRCCD policy and regulations vetting process (IV.C Ref. 26) demonstrates that the Board regularly assesses its regulations and policies for their effectiveness in fulfilling the District's mission.

IV.C.8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard
The Los Rios Community College District (LRCCD) Board of Trustees is charged with active involvement in overseeing the educational quality and financial health of the organization by periodically reviewing curriculum changes and financial information and by formulating and adopting District policies that ensure the effectiveness of the institution and its learning programs. These responsibilities and the method by which the Board of Trustees enacts its leadership are indicated in LRCCD Board Policy 3112: Supervision and Control (IV.C Ref. 1); responsibility is delineated in four areas: leadership, adoption of policies, evaluation, and maintaining relationships. The Board regularly reviews disaggregated key indicators of student learning and achievement and institutional plans for improving academic quality (see, for instance: BoT fall retreat agenda 9 October 2020 [IV.C Ref. 13, Item 7b]). The study and evaluation of reports concerning the execution of policies constitutes the basic method by which the Board exercises its control over the operation of the District.

Analysis and Evaluation
The Board of Trustees regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality. As part of the BoT fall retreat agenda 9 October 2020 (IV.C Ref. 13, Item 7b), key indicators of student success from each of the Los Rios Colleges were disaggregated and presented. This presentation prompted the collaborative development of the Los Rios Board of Trustees Supporting Transformational Change action plan, as shown on the BoT fall retreat agenda 9 October 2020 (IV.C Ref. 13, page 11). This 13-point action plan, developed in collaboration with the Colleges' presidents, aligned Los Rios values with actionable goals for improving student achievement and academic quality.

IV.C.9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard

Prior to election to the Los Rios Community College District (LRCCD) Board of Trustees, candidates are oriented to the District through briefings and question-and-answer opportunities with the chancellor, vice chancellors, associate vice chancellors, general counsel, and college presidents (see: LRCCD Trustee Candidates' workshop 11 September 2020 [IV.C Ref. 28]). Once elected, new Board members meet with District officials and with the College presidents, often taking tours of the campuses. Additionally, new members, including the student trustee, are provided a local orientation that includes an introduction to the policies and procedures of the District (see, for instance: LRCCD Student Trustee orientation agenda 26 May 2020 [IV.C Ref. 29]). Each January, the California Community College Trustees organization provides orientation for trustees (for instance, see: CCLC Trustee and Board Chair workshops January 2020 [IV.C Ref. 30]). New trustees are also encouraged to go to the Community College Trustees orientation and the American Association of Community Colleges orientation (see: CCLC 2021 Legislative Conference - Trustee Wilkerson registration [IV.C Ref. 31]). The expected attributes of and guidelines for the conduct of Board members are clearly stated in LRCCD Board Policy 3113: Attributes and Conduct (IV.C Ref. 8), which also indicates that trustees must possess the willingness to devote time to the business of the board. Board members are elected to four-year terms of office on a staggered basis to promote continuity, per LRCCD Board Policy 3132: Representation and Terms of Office (IV.C Ref. 32). Trustees for areas one, two, and six were elected in 1990 and every four years thereafter. Trustees for areas three, four, five, and seven were elected in 1992 and every four years thereafter.

Analysis and Evaluation

The governing board effectively meets the requirements for Board development, orientation, staggered terms, and continuity of Board membership.

IV.C.10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard

The Los Rios Community College District (LRCCD) Board of Trustees' self-evaluation processes are clearly defined in LRCCD Board Policy 3112: Supervision and Control (IV.C Ref. 1). The policy states that the "Board of Trustees will review achievements related to goals annually and progress towards those goals at midyear" (2.3.4.2) and that the "Board of Trustees will informally discuss their performance as a Board annually" (2.3.4.3). Typically, the Board initiates its annual self-evaluation process during its fall retreat and completes it during the following spring retreat. In following this process, the Board completed the self-evaluation

instrument at its October 2020 retreat (BoT fall retreat agenda 9 October 2020 [IV.C Ref. 13, page 6]). The results were then tabulated, reviewed, and discussed at the March 2021 retreat (BoT spring retreat agenda 5 March 2021 [IV.C Ref. 33, page 64]).

Analysis and Evaluation
Board policies and/or bylaws clearly establish a process for Board evaluation. The Board's self-evaluation process is clearly defined in Board Policy 3112. The process is implemented and the results published on a regular annual cycle.

IV.C.11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

Evidence of Meeting the Standard
The Los Rios Community College District (LRCCD) Board of Trustees' statement of ethics is clearly described in LRCCD Board Policy 3114: Statement of Ethics (IV.C Ref. 17), which provides an overall statement of ethics and describes twelve elements to which each member of the Board adheres in performing the duties of the office. Additional ethics-related policies can be found in LRCCD Board Policy 8631: Conflict of Interest Rules (IV.C Ref. 34) and LRCCD Board Policy 8611: Conflict of Interest Code (IV.C Ref. 22), which requires designated positions to file statements of economic interest with the general counsel office and to make them publicly available. The policy also requires Board members to recuse themselves from participating in issues whenever they have a conflict of interest. Additionally, as the Board of Trustees of four California Community Colleges, the LRCCD 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 in the California Government Code 83116 (IV.C Ref. 35) and stipulate the prescribed sanctions when standards of conduct are violated.

Analysis and Evaluation
The LRCCD Board of Trustees upholds a code of ethics and conflict of interest policy, and individual Board members adhere to the code. The Board's statement of ethics cited in Board Policy 3114 provides the expectations for the members of the Board of Trustees (for example, "make decisions in the best interest of students and the District," "devote adequate time and effort to Board responsibilities," and "avoid conflicts of interest"). This statement of ethics ensures a clearly defined code of ethics for the Board. To date, no board member ethics violations have occurred.

IV.C.12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the District/system or College, respectively.

Evidence of Meeting the Standard

As described in Los Rios Community College District (LRCCD) Board Policy 4111: Administrative (IV.C Ref. 5) and LRCCD Board Policy 9142: Performance Evaluation Chancellor and Presidents (IV.C Ref. 12), the Board is responsible for the recruitment, selection, and evaluation of the District chancellor. The Board establishes the qualifications for the position and timeline for the search in accordance with state regulations. The Board entrusts the chancellor with the full responsibility for the implementation and administration of board policies, as asserted in LRCCD Board Policy 3112: Supervision and Control (IV.C Ref. 1): "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 chancellor serves as the chief executive officer for the LRCCD Board of Trustees, and the administration of the 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, per LRCCD Board Policy 4111: Administrative (IV.C Ref. 5). The Board also "delegates to the chancellor the execution of all decisions made by the Board of Trustees concerning the internal operation of the District," per LRCCD Board Policy 4111: Administrative (IV.C Ref. 5). Additionally, the Board appoints the College presidents, vice chancellors, and associate vice chancellors upon recommendation by the chancellor.

The Board evaluates the chancellor annually to provide accountability toward achievement of set goals, per LRCCD Board Policy 9142: Performance Evaluation Chancellor and Presidents (IV.C Ref. 12). The process involves discussions of the chancellor's performance related to the joint Board of Trustees and chancellor desired outcomes at retreats held in October (e.g., BoT fall retreat agenda 9 October 2020 [IV.C Ref. 13]) and March (e.g., BoT spring retreat agenda 6 March 2020 [IV.C Ref. 27]). The Board conducts the formal evaluation of the chancellor in closed session at its regular business meeting in October (e.g., BoT agenda 14 October 2020 [IV.C Ref. 14, page 63]). Similarly, the chancellor and Board conduct an annual review of the College president's performance on achievement of set goals and outcomes to ensure accountability, per LRCCD Board Policy 9142: Performance Evaluation Chancellor and Presidents (IV.C Ref. 12) and LRCCD Board Policy 3112: Supervision and Control (IV.C Ref. 1).

Analysis and Evaluation

The Board has responsibility for the selection and evaluation of the chancellor, who in turn is given the responsibility to govern the District and to implement board policies. Additionally, the Board ultimately selects its College presidents in accordance with board policy.

IV.C.13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the College's accredited status, and supports through policy the College's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

The Los Rios Community College District (LRCCD) Board of Trustees is apprised of all accreditation requirements, Standards, policies, processes, and the College's accreditation status (e.g., BoT agenda 8 February 2017 [IV.C Ref. 36, page 223]). Through an annual review of the College's progress toward set goals and outcomes (e.g., BoT fall retreat agenda 9 October 2020 [IV.C Ref. 13, page 11]), the Board can enact policies and initiatives that will support the College's efforts (e.g., BoT fall retreat minutes 9 October 2020 [IV.C Ref. 37, Item 7b]). The Board reviewed and approved the College's accreditation follow-up report 2017 (IV.C Ref. 38), meeting submission deadlines (BoT agenda 8 February 2017 [IV.C Ref. 36, page 224]).

Analysis and Evaluation

The Board is knowledgeable about Accreditation Standards, Eligibility Requirements, and accreditation processes and policies and supports the College's efforts to maintain full accreditation status. The Board works collaboratively with the College to enact policies and initiatives to support equitable outcomes for all students.

Standard IV.C References/Evidence

IV.C Ref. 1 LRCCD Board Policy 3112: Supervision and Control
IV.C Ref. 2 California Education Code 70902
IV.C Ref. 3 California Code of Regulations 51002
IV.C Ref. 4 LRCCD Board Policy 3111: Authority
IV.C Ref. 5 LRCCD Board Policy 4111: Administrative
IV.C Ref. 6 LRCCD BoT agenda 16 December 2020
IV.C Ref. 7 LRCCD BoT minutes 10 February 2021
IV.C Ref. 8 LRCCD Board Policy 3113: Attributes and Conduct
IV.C Ref. 9 LRCCD Chancellor's Cabinet webpage
IV.C Ref. 10 LRCCD BoT minutes 17 March 2021
IV.C Ref. 11 LRCCD BoT minutes 18 December 2019
IV.C Ref. 12 LRCCD Board Policy 9142: Performance Evaluations Chancellor and Presidents
IV.C Ref. 13 LRCCD BoT Fall Retreat agenda 9 October 2020
IV.C Ref. 14 LRCCD BoT agenda 14 October 2020
IV.C Ref. 15 LRCCD Board Policy 9124: Initial Selection: College President
IV.C Ref. 16 LRCCD BoT Fall Retreat minutes 4 October 2019
IV.C Ref. 17 LRCCD Board Policy 3114: Statement of Ethics
IV.C Ref. 18 LRCCD Strategic Plan 2016-2021
IV.C Ref. 19 LRCCD BoT minutes 9 September 2020
IV.C Ref. 20 LRCCD Board Policy 8321: Contracts and Contract Procedures
IV.C Ref. 21 LRCCD Board Policy 8323: Bidding and Quotation Procedures
IV.C Ref. 22 LRCCD Board Policy 8611: Conflict of Interest Code
IV.C Ref. 23 LRCCD Board of Trustees Statement of Legislative Principles
IV.C Ref. 24 LRCCD Policy and Regulations webpage
IV.C Ref. 25 LRCCD Board of Trustees webpage
IV.C Ref. 26 LRCCD Policy and Regulation Vetting Process webpage
IV.C Ref. 27 LRCCD BoT Spring Retreat agenda 6 March 2020
IV.C Ref. 28 LRCCD Trustee Candidates' Workshop 11 September 2020
IV.C Ref. 29 LRCCD Student Trustee Orientation agenda 26 May 2020
IV.C Ref. 30 CCLC Trustee and Board Chair Workshops January 2020
IV.C Ref. 31 CCLC 2021 Legislative Conference: Trustee Wilkerson Registration
IV.C Ref. 32 LRCCD Board Policy 3132: Representation and Terms of Office
IV.C Ref. 33 LRCCD BoT Spring Retreat agenda 5 March 2021
IV.C Ref. 34 LRCCD Board Policy 8631: Conflict of Interest Rules
IV.C Ref. 35 California Government Code 83116
IV.C Ref. 36 LRCCD BoT agenda 8 February 2017
IV.C Ref. 37 LRCCD BoT Fall Retreat minutes 9 October 2020
IV.C Ref. 38 FLC Accreditation Follow-up Report 2017

IV.D: Multi-College Districts or Systems

IV.D.1. In multi-college districts or systems, the district/system CEO provides 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. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.

Evidence of Meeting the Standard

The Los Rios Community College District (LRCCD) works closely with its colleges to set expectations of educational excellence and integrity by establishing aligned metrics and shared student success and equity targets. The District and its Colleges work together to promote equity and student success. Student success and equity are the foundation for the District's and its Colleges' decision making. Regular meetings of the four Colleges' constituency leadership groups ensure that the District and Colleges together identify the support needed for the effective operation of the Colleges.

Expectations and information are shared at weekly chancellor's executive staff meetings attended by the college presidents, chancellor, vice chancellors, associate vice chancellors, and general counsel. Weekly meetings of the vice presidents with the deputy chancellor and relevant associate vice chancellors also ensure that College needs are communicated to the District and that District interests are discussed with the colleges. Chancellor's Cabinet, which meets at least monthly, includes faculty and classified leadership, bargaining unit leadership, college presidents, and student leaders who discuss a wide range of issues relevant to the District and colleges, per LRCCD Board Policy 3411: Participatory Governance (IV.D Ref. 1) and LRCCD Administrative Regulation 3411: Participatory Governance (IV.D Ref. 2). During the emergency closure due to COVID-19, Chancellor's Cabinet often met weekly to ensure that the District and colleges were in constant communication and that all constituent groups were supported in their critical work serving students.

District wide committees regularly meet to address curriculum and program placement, development of new job descriptions, workforce needs, research agendas, IT needs, and business practices. The authority and roles for participatory governance committees are clearly outlined in LRCCD Administrative Regulation 3412: Academic Senate (IV.D Ref. 3). LRCCD has an active District Academic Senate. The District Academic Senate president attends and presents at Board of Trustee meetings and meets with the chancellor and deputy chancellor weekly and the Academic Senate presidents from all four LRCCD colleges each month.

The District's strategic goals and objectives provide the basis for the annual goals of college presidents, vice presidents, and deans. In this way, College goals operationalize the District's goals to ensure progress is made towards achieving the goals.

Analysis and Evaluation

The District provides leadership in setting and communicating expectations of educational excellence and integrity. The four LRCCD Colleges work well with each other and with the

District. What was true of previous accreditation cycles has remained true of this one, namely, that the longstanding culture of cooperation between District and colleges has fostered collegial and professional efforts on behalf of shared interests and desired outcomes. The colleges and the District clearly understand who is responsible for what and where clarity is needed. Frequent dialogue occurs.

IV.D.2. The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the District/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.

Evidence of Meeting the Standard

The extensive array of meetings that take place among the participatory governance committees and other affiliated groups serve to assure the presence of clear delineation and communication about the operational responsibilities and functions in the Los Rios Community College District (LRCCD). Participatory governance structures and processes have found continued support in District-level committees, including Education Technology, Equity and Student Success, Budget, and Curriculum, while the District Academic Senate and the Senate-Union Joint Issues Committee remain the principal agents for overseeing academic policy making and shared oversight of academic employee contract issues.

The LRCCD function map for ACCJC Standards (IV.D Ref. 4) illustrates how the District currently allocates responsibility for the many operational functions. Using the Accreditation Standards as a structural frame, the original District map was created in 2002 and revised in 2007, 2014, and 2020. The 2020 revisions were made following review and recommendations from the District Accreditation Coordinating Committee (IV.S Ref. 5), which includes broad representation from across the District, including the accreditation liaison officers from each LRCCD College. The document indicates whether a college or the District has primary, secondary, or shared responsibility for a defined operational function. The District lines of responsibility remain flexible enough to shift following participatory governance review of changing circumstances and needs.

Appropriate authority for issues affecting all four LRCCD colleges, such as resource allocations, begins at the District level through the use of established formulas. A College may, when it deems necessary, work with the District to solicit more resources to enhance growth or to implement new programs. Requests for additional resources trigger discussions between the college and the District about urgency, use of existing college funds to support initiatives, and alternative means for addressing an interest, such as a partnership with a community agency.

Analysis and Evaluation

The District delineates, documents, and communicates the operational responsibilities and functions of the District from those of its colleges and consistently adheres to the delineation in practice. The College has established practices and processes that work in consultation with

the District. The College understands its scope of authority and aligns with the District. The College consistently adheres to the delineation of functions as outlined by the District in policies, regulations, and guidelines.

IV.D.3. The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.

Evidence of Meeting the Standard

The Los Rios Community College District (LRCCD) practices conservative financial management. This style results in stability and consistency in District operations. The LRCCD Board of Trustees oversee the distribution of finances through approval of purchase orders, warrants, checks, and wires. Likewise, the Board ratifies grants and contracts, renewed contracts, and bid transactions.

The District Budget Committee ensures broad-based constituency input into fiscal policies. As a result, the District has an equitable and fair process for distribution of financial resources. This process is described in the adopted budget (IV.D Ref. 6). The District's "bucket" formula assists in ensuring a fair distribution of resources. Allocation of funds is determined through the consideration of factors, including enrollment, weekly student contact hours, and assignable square footage at the four Los Rios Colleges.

The District budget conforms to a uniform fund structure and other revenue, expenditure, and accounting procedures as prescribed by the California Community Colleges Chancellor's Office Budget and Accounting Manual (IV.D Ref. 7) issued by the and California Education Code Section 70901. Each year, the District develops a budget calendar (IV.D Ref. 38) specifying the timeframe for planning and compiling the various portions of the budget. The LRCCD Board of Trustees formally adopts the tentative budget, based on estimated funding levels, prior to the new fiscal year. A public hearing precedes final adoption of the budget before the date specified by California Education Code. Additionally, the District establishes and maintains a budgetary general fund wherein reside all District monies not earmarked for other specified purposes. Investing District funds, creating purchasing contracts and bidding procedures, and funding special activities throughout the District are regulated by statute and District policy. The various District budgetary policies, i.e., LRCCD Board Policy 8152: Revolving Cash Funds (IV.D Ref. 9), LRCCD Board Policy 8252: Investment of Funds (IV.D Ref. 10), LRCCD Board Policy 8315: Authorization of Signatories (IV.D Ref. 11), LRCCD Board Policy 8321: Contracts and Contract Procedures (IV.D Ref. 12), and LRCCD Board Policy 8323: Bidding and Quotation Procedures (IV.D Ref. 13), further delineate processes and responsibilities for the District and the College fiscal structures.

Faculty staffing decisions consider criteria described in the LRCCD guidelines for authorizing new and replacement faculty positions (IV.D Ref. 14). Colleges and participants in the District position allocation process use this document to determine their local priorities. While the state's full-time/part-time faculty ratio requirement is not an Accreditation Standard-related measurement or metric, the District does use the ratio to meet its interest in achieving reasonably

equitable full-time/part-time faculty ratios across all Los Rios Colleges. Productivity/access goals are also District-level considerations. The budget process guidelines, District Budget Committee membership, and the District budget calendar are clearly described in LRCCD Board Policy 8122: Budget Planning (IV.D Ref. 8) and LRCCD Administrative Regulation 8122: Budget Planning (IV.D Ref. 15).

The District's established resource allocation formulas determine apportionment of resources, including full-time equivalency (FTE). Allocations are assigned and discussed at the appropriate levels. To be prepared for the outcomes of state budget allotments to the community colleges, LRCCD prepares three tiers of projected budgets ranging from extremely conservative estimates to conservative estimates. The Board of Trustees approves and makes public the ultimate annual budget for the District.

Analysis and Evaluation
The District has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of its colleges and the District. Los Rios Community College District is a fiscally conservative District. During the pandemic, the District and its colleges were able to avoid laying off any permanent/regular employees. While full-time faculty members were not laid off during the pandemic, fewer adjunct instructors were employed resulting from the reduction in course offerings. The District's fiscally conservative approach allowed the College and District to compensate for the impact of lower enrollment due to the pandemic. In sum, the District uses sound fiscal principles.

IV.D.4. The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.

Evidence of Meeting the Standard
Los Rios Community College District (LRCCD) Board Policy 4111: Administrative (IV.D Ref. 16) states that the chancellor serves as the chief executive officer for the Board of Trustees. LRCCD Board Policy 9142: Performance Evaluation Chancellor and President (IV.D Ref. 17) charges the chancellor with delegating authority for administering the LRCCD colleges to the four presidents and holds them accountable through the annual performance evaluation process. The evaluative process is based at least partially on the president's achievement of goals that are developed by the president with college personnel and that are consistent with priorities expressed in both the District and college strategic plans. The chancellor evaluates the presidents annually in the fall. The chancellor remains ultimately responsible for ensuring that District policies are effectively implemented through a variety of oversight functions, including program reviews, performance evaluations, weekly meetings of the chancellor's executive staff with the College presidents, and periodic executive staff retreats.

The chancellor meets regularly with the four College presidents at weekly chancellor's executive staff meetings, at their bi-annual meetings to review progress on their desired outcomes, at periodic executive staff retreats, and at several other times in the course of the year. The chancellor delegates full responsibility for administering the Colleges to the presidents and holds

them accountable for meeting shared targets on equity and student success and goals in the five areas of the District strategic plan (IV.D Ref. 18).

Analysis and Evaluation
The chancellor's delegation of authority to the college presidents is shown in the District's organizational charts (IV.D Ref. 19) and indicated in the FLC president job description (IV.D Ref. 20). The president ensures that the College adheres to District policies and regulations. While the president is responsible for implementing and administering policy and procedures at the College, this work is done in consultation with the chancellor or District staff and often in close coordination with the other presidents.

IV.D.5. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

Evidence of Meeting the Standard
Strategic planning in the Los Rios Community College District (LRCCD) remains founded on inclusivity and evaluation and sets the overall compass direction for almost every major decision-making structure and process. The District engages in development of a strategic plan (IV.D Ref. 18) generally on a five- or six-year cycle. During this process, the direction of the entire District is analyzed closely and outlined for the future. An environmental scan is conducted at each Los Rios college to respond to the District strategic plan on a three-year cycle, producing a strategic plan progress report mid-cycle. All plans and reports are reviewed and approved by the Board of Trustees and are widely shared throughout the District.

The District analyzes data from Institutional Research on student success measures with a focus on equity. This information is used to interrogate current practices and to develop new efforts at the Los Rios colleges to increase student success and equitable achievement across all ethnic groups. Notably, in response to longstanding achievement gaps for African-American and Latino/x students, the colleges have agreed on shared metrics and targets for overall course success and equitable achievement for African-American and Latino/x students.

Analysis and Evaluation
The District planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness. The District regularly evaluates its governance structures and decision-making processes. The District maintains a clear delineation of roles and their associated responsibilities. Outcomes of these discussions are communicated throughout the District, and the Los Rios colleges implement efforts towards improvement. The District and colleges continuously reflect and make revisions as needed to meet their shared student success.

IV.D.6. Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.

Evidence of Meeting the Standard

Communication between the Los Rios Community College District (LRCCD) and colleges includes shared planning documents such as recorded minutes of various District standing committees (e.g., DCCC minutes 26 March 2021 [IV.D Ref. 21]), published agendas and recorded minutes of all Board of Trustees meetings (IV.D Ref. 22), and the shared results of District data (e.g., student profile [IV.D Ref. 23]). District Budget Committee (IV.D Ref. 24) minutes and budgetary information are also provided through the District.

The chancellor holds weekly executive staff meetings attended by the president (e.g., Exec Staff agenda 13 April 2021 [IV.D Ref. 25]) and monthly Chancellor's Cabinet meetings (e.g., Chancellor's Cabinet agenda 26 April 2021 [IV.D Ref. 26]), which provide another important and timely means of communication. Participatory governance ensures regular communication between the District, the Board of Trustees, and the four colleges; the District Academic Senate convenes monthly (e.g., DAS agenda 20 April 2021 [IV.D Ref. 27]). As the need arises, these meetings include the participation of District officials. District personnel also participate on District wide workgroups such as the District Accreditation Coordinating Committee (e.g., DACC minutes 28 October 2020 [IV.D Ref. 28]), the Vice Presidents of Student Services and Instruction Council (e.g., VPI/VPSS Council agenda 1 October 2020 [IV.D Ref. 29]), Vice Presidents of Administration Council (e.g., VPA Council agenda 3 December 2020 [IV.D Ref. 30]), Career Education Council (e.g., CEC agenda 22 April 2021 [IV.D Ref. 31]), the District Research Council (e.g., DRC agenda 20 April 2021 [IV.D Ref. 32]), the District wide IT Services Group (e.g., DIT agenda 5 May 2021 [IV.D Ref. 33]), and the Educational Technology Committee (e.g., Ed Tech minutes 28 January 2021 [IV.D Ref. 34]). All of these workgroups meet regularly to communicate District wide concerns and to assist with communication between the District and college personnel.

Analysis and Evaluation

Timely, accurate, and complete communication between the District and its colleges ensures effective operations of the colleges so that colleges can make decisions effectively. The District regularly evaluates its governance structures and decision-making processes. It maintains a clear delineation of roles and their associated responsibilities. Outcomes of these discussions are communicated throughout the District, and the colleges implement efforts towards improvement. The College has been self-reflective in assessing its strengths and areas for improvement. It continuously reflects and makes revisions as needed to meet its goals and expected outcomes.

IV.D.7. The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

At the Los Rios Community College District (LRCCD) level, review of the institution's governance and decision-making structure involves discussion of information gathered from an array of sources. These sources include regular surveys (e.g., employee perceptions survey [IV.D Ref. 35]) and forums like the Summit for the Future (IV.D Ref. 36). The District's participatory governance and decision-making processes are discussed in the chancellor's executive staff (e.g., Exec Staff agenda 13 April 2021 [IV.D Ref. 25]) and in other District groups such as the vice presidents' group (e.g., VPI/VPSS Council agenda 1 October 2020 [IV.D Ref. 29] and VPA Council agenda 3 December 2020 [IV.D Ref. 30]) and the District Academic Senate (e.g., DAS agenda 20 April 2021 [IV.D. Ref. 27]). Governance and structure are also the focus in discussions of regulation and policy changes that occur in the Chancellor's Cabinet (e.g., Chancellor's Cabinet agenda 23 November 2020 [IV.D Ref. 37]).

Analysis and Evaluation

The District regularly evaluates its governance structures and decision-making processes. The District maintains a clear delineation of roles and their associated responsibilities. Outcomes of these discussions are communicated throughout the District, and the colleges implement efforts towards improvement. The College has been self-reflective in assessing its strengths and areas for improvement. The College continuously reflects and makes revisions as needed to meet its goals and expected outcomes.

Standard IV.D References/Evidence

IV.D Ref. 1 LRCCD Board Policy 3411: Participatory Governance
IV.D Ref. 2 LRCCD Administrative Regulation 3411: Participatory Governance
IV.D Ref. 3 LRCCD Administrative Regulation 3412: Academic Senate
IV.D Ref. 4 LRCCD Function Map for 2020 ACCJC Standards
IV.D Ref. 5 LRCCD District Accreditation Coordinating Committee webpage
IV.D Ref. 6 LRCCD Adopted Budget 2020-2021
IV.D Ref. 7 CCCCO Budget and Accounting Manual
IV.D Ref. 8 LRCCD Board Policy 8122: Budget Planning
IV.D Ref. 9 LRCCD Board Policy 8152: Revolving Cash Funds
IV.D Ref. 10 LRCCD Board Policy 8252: Investment of Funds
IV.D Ref. 11 LRCCD Board Policy 8315: Authorization of Signatories
IV.D Ref. 12 LRCCD Board Policy 8321: Contracts and Contract Procedures
IV.D Ref. 13 LRCCD Board Policy 8323: Bidding and Quotation Procedures
IV.D Ref. 14 LRCCD Guidelines for Authorizing New and Replacement Faculty Positions
IV.D Ref. 15 LRCCD Administrative Regulation 8122: Budget Planning
IV.D Ref. 16 LRCCD Board Policy 4111: Administrative
IV.D Ref. 17 LRCCD Board Policy 9142: Performance Evaluation Chancellor and President
IV.D Ref. 18 LRCCD Strategic Plan 2016-2021
IV.D Ref. 19 LRCCD Organizational Charts webpage
IV.D Ref. 20 FLC President Job Description
IV.D Ref. 21 LRCCD DCCC minutes 26 March 2021
IV.D Ref. 22 LRCCD Board of Trustees Agendas and Minutes webpage
IV.D Ref. 23 LRCCD OIR Student Profile Fall 2020
IV.D Ref. 24 LRCCD District Budget Committee webpage
IV.D Ref. 25 LRCCD Chancellor's Executive Staff agenda 13 April 2021
IV.D Ref. 26 LRCCD Chancellor's Cabinet agenda 26 April 2021
IV.D Ref. 27 LRCCD DAS agenda 20 April 2021
IV.D Ref. 28 LRCCD DACC minutes 28 October 2020
IV.D Ref. 29 LRCCD VPI/VPSS Council agenda 1 October 2020
IV.D Ref. 30 LRCCD VPA Council agenda 3 December 2020
IV.D Ref. 31 LRCCD CEC agenda 22 April 2021
IV.D Ref. 32 LRCCD DRC agenda 20 April 2021
IV.D Ref. 33 LRCCD DIT Services agenda 5 May 2021
IV.D Ref. 34 LRCCD Educational Technology Committee minutes 28 January 2021
IV.D Ref. 35 LRCCD Employee Perceptions Survey Executive Summary August 2019
IV.D Ref. 36 LRCCD Summit for the Future Transcript
IV.D Ref. 37 LRCCD Chancellor's Cabinet agenda 23 November 2020
IV.D Ref. 38 LRCCD Budget Calendar 2020-2021

Quality Focus Essay

Quality Focus Essay

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“Folsom Lake College enriches and empowers all students to strengthen our community by bridging knowledge, experience, and innovation” – with its clear mission statement, Folsom Lake College (FLC) has clear expectations for itself. FLC operates on its mission focused on student success. However, student success, for FLC, is complex, measured not just by academic goals achieved but also by support services provided, services offered to foster and to enhance student academic goals. From counseling to IT support, from Learning Skills to DSPS, FLC strives to provide its students with the resources integral to ensuring that FLC is an effectual learning environment committed to its students.

Despite this commitment, FLC is aware of existing barriers to student success. Ad Astra’s Degree Velocity summary indicates that the typical student at FLC spends six years before attaining a degree. While some students are exploring various course topics before deciding on majors with clear paths to degrees/certificates or to transfer, FLC recognizes that some of the delays are the result of long-held institutional processes and assumptions. To address this delay, FLC has over the last four years focused on creating plans and projects as part of its Guided Pathways reorganization.

To increase the likelihood that the typical FLC student completes academic requirements within two years, FLC has taken a number of steps, including both the creation of two-year plans to inform students (and counselors) of course offerings over two years so that they can develop informed academic plans and also the implementation of Degree Planner software to aid students so that they can create requirement-informed class schedules. Both of these projects are guided by FLC’s program maps. These program maps are intended to inform student course decisions so that students can complete their academic goals within the least amount of time necessary.

FLC’s program mapping project emerged from the College’s meta-majors effort under Guided Pathways commencing in Fall 2017. FLC’s meta-majors were divided into four categories (business and management; liberal arts and social sciences; public service, health, and education; and science, technology, engineering, and mathematics), housing all FLC programs and departments within them. The program maps are intended to guide students in choosing courses required for their majors and to ensure that classes that students take within their first year meet major requirements within the meta-majors if students later decide to change their majors or if students have not decided on a major – essentially to ensure that classes that students take meet some academic requirement. Counselors, working with department chairs, were heavily involved in the College’s program mapping, particularly to assist with general education course selections. In Fall 2019, program maps were added to Degree Planner software intended to be used by students and counselors for creating schedules and tracking classes so that students would be aware of their progress toward meeting academic goals. In Fall 2020, the College created a Program Mapping Subcommittee (under the Curriculum Committee) responsible for reviewing and revising program maps. The ultimate purpose of the program maps is to inform students of academic requirements so that students can meet their academic goals as efficiently as possible.

While FLC is committed to decreasing the time to transfer and/or to earn a degree, the College fully understands that simply offering the courses that students need to meet requirements is not enough to serve its students appropriately. Students inevitably will struggle taking college-

level courses (especially with the passage of AB 705), so FLC provides students with various resources including tutoring services and technology support. FLC has recently started using success coaches to assist students with a variety of needs.

FLC began introducing a Guided Pathways cohort management model based on the College's meta-majors with the goal to help students' journeys at FLC to be as seamless as possible. Currently, the cohort management team - called Soar to Success - is composed of six success coaches, one coach for each of the four meta-majors, and two coaches for students who are undecided or who have other goal objectives. Soar to Success is intended to provide each student with a point of contact/guide in the form of a success coach who will provide comprehensive onboarding services from outreach and orientation and who will provide ongoing nudges, respond to early alert flags, and connect students with campus and community resources. Success coaches started providing comprehensive support for all new students starting Summer 2020. Additionally, Starfish - the platform used for communicating among students, faculty, and success coaches - was made available to all FLC faculty in Fall 2020. Data from Fall 2020 reveal that students who received support through Starfish were more likely to be successful than those who did not receive support: 81.2% for Starfish vs. 70% for all students. Moreover, student feedback showed that students appreciated receiving progress updates from their instructors. In Spring 2021, the College welcomed four faculty meta-majors liaisons to the team. The faculty liaisons serve a critical role in bridging student services and instruction to support Guided Pathways and to create a seamless student experience. Future plans for Soar to Success involve further developing the program to include counseling by meta-majors to strengthen the Guided Pathways model and to increase the connectivity between students and their meta-major counselors, using the appointment scheduling feature of Starfish. However, more work is needed to increase student awareness of Soar to Success and to increase faculty involvement since participation is currently voluntary.

Despite offering a variety of services and providing a number of resources, FLC is aware of the equity gap affecting disproportionately impacted students. While FLC has an Equity Center to welcome students in vulnerable populations and to promote and to support equity-minded projects and initiatives, FLC understands that much more work is needed. The College has held workshops addressing issues such as systemic racism and training sessions covering topics such as implicit bias, but FLC recognizes the need to do more. To enhance the education experience for Black/African-American students, for example, the College has implemented a new program called Peer Engagement for Achievement, Culture, Connection and Excellence (PEAC^{2}E).

In addition to the student support services provided to all students through Soar to Success case management, FLC offers PEAC^{2}E, designed to enrich the experience of the College's Black, Indigenous People of Color (BIPOC) students by providing a space where students feel a sense of belonging and receive holistic academic and student support. Launched in Fall 2021, PEAC^{2}E offers enhanced services and resources that have been identified as key contributors of student success, such as a focused orientation and onboarding, a success team to provide complete support (including an assigned counselor, success coach, and peer mentors), access to tutoring services, student success workshops with faculty members and staff, career exploration and work

experience opportunities, cultural events, and assistance with successful transfer and completion of degree programs.

PEAC²E is one of the newest projects on which the College is working. FLC, however, for some time has been aware of the need to make institutional changes to increase and to strengthen its support of student success. In 2016, the chancellor of the Los Rios Community College District encouraged Los Rios employees to read *Redesigning America's Community Colleges: A Clearer Path to Student Success* by Thomas R. Bailey. This book, arguing for a reevaluation of the community college structure, promotes Guided Pathways to support student success:

> Students make an initial decision about enrolling in a "meta-major" or exploratory major in their general area of interest, . . . provide students (and advisors) with a simpler set of clearly mapped out majors and program pathways, . . . and track students' progress through their specific program and put automated feedback mechanisms in place, which can encourage a student who is making progress and alert both the student and an advisor if the student begins to go off track. (page 68)

While Folsom Lake College, in 2016, already was reviewing and reconsidering some of its processes and approaches to improving student success, FLC made more deliberate efforts to ensuring that students were supported in their academic goals. In particular, FLC has focused on disproportionately impacted students, attempting to institutionalize new practices and procedures to help close equity gaps and to fulfill individual student needs. The creation of program maps, the introduction of success coaches and Starfish, and the promotion of PEAC²E – these examples illustrate the recent progress that FLC has made toward supporting student success. As the term "progress" indicates, the work that FLC has completed is not the end of its efforts but rather is just the current step of Folsom Lake College's ongoing efforts to enrich and to empower students.

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